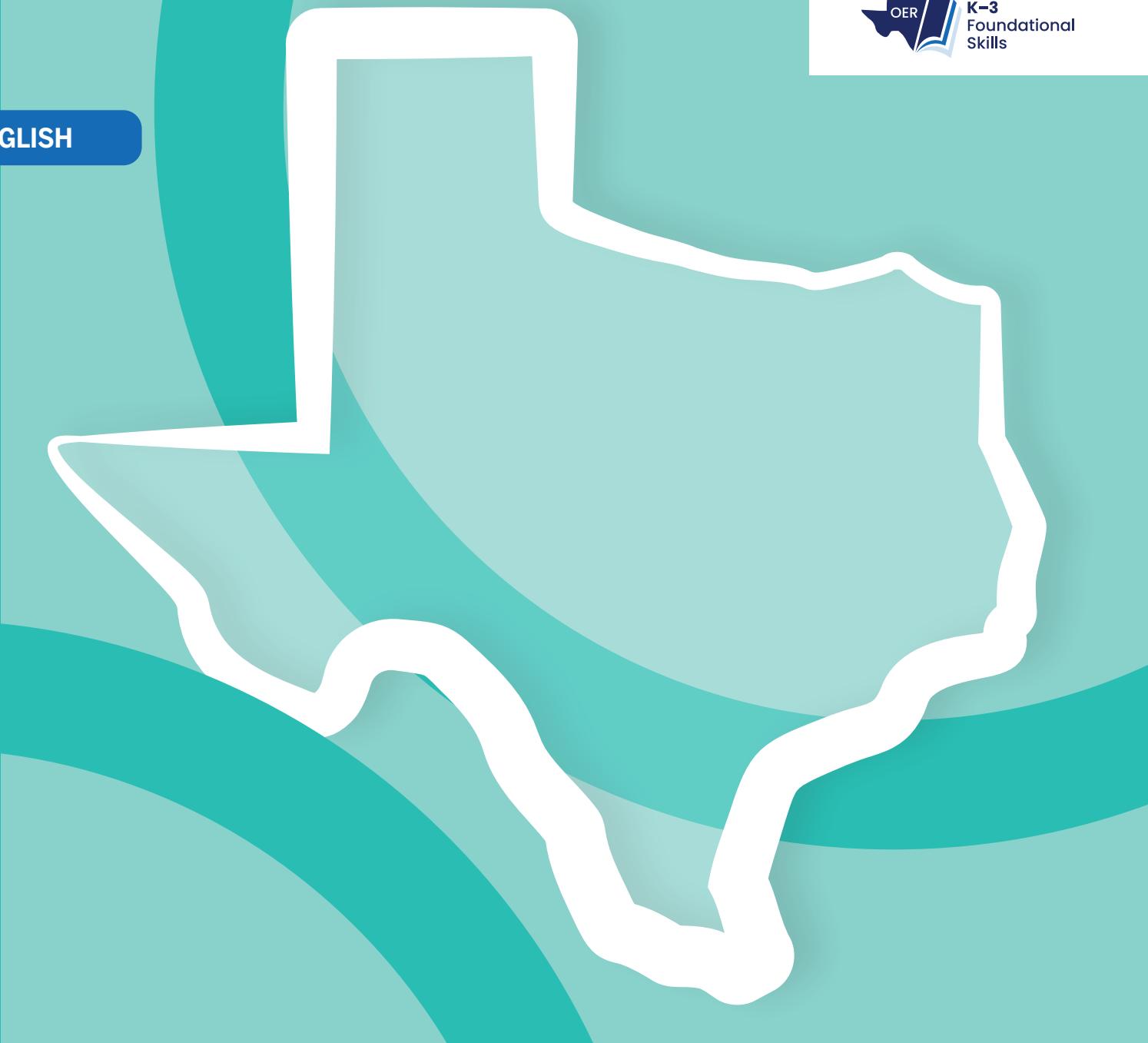




ENGLISH



GRADE 1 FOUNDATIONAL SKILLS UNIT 2

Activity Book

EDITION 1

Grade 1

Foundational Skills 2

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 **openereducationresources@tea.texas.gov**.

Foundational Skills 2

Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 2. 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 always 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.

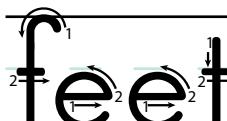
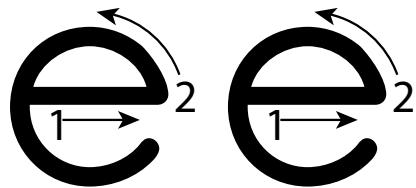
NAME: _____

DATE: _____

1.1

Activity Page

Directions: Have students trace and copy the letters and words. Students should say the sounds while writing the letters.



queen

sheep

bee

teeth



Directions: Have students write each word under its matching picture.



Gran's Trips

1. Where did Gran get to see lots of ships?

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

2. What did Gran do at the Gulf?

3. Which trip was Gran's best trip?

4. Gran gets to Josh and Jen . . .

- on a ship.
- in a cab.
- in a truck.

NAME: _____

DATE: _____

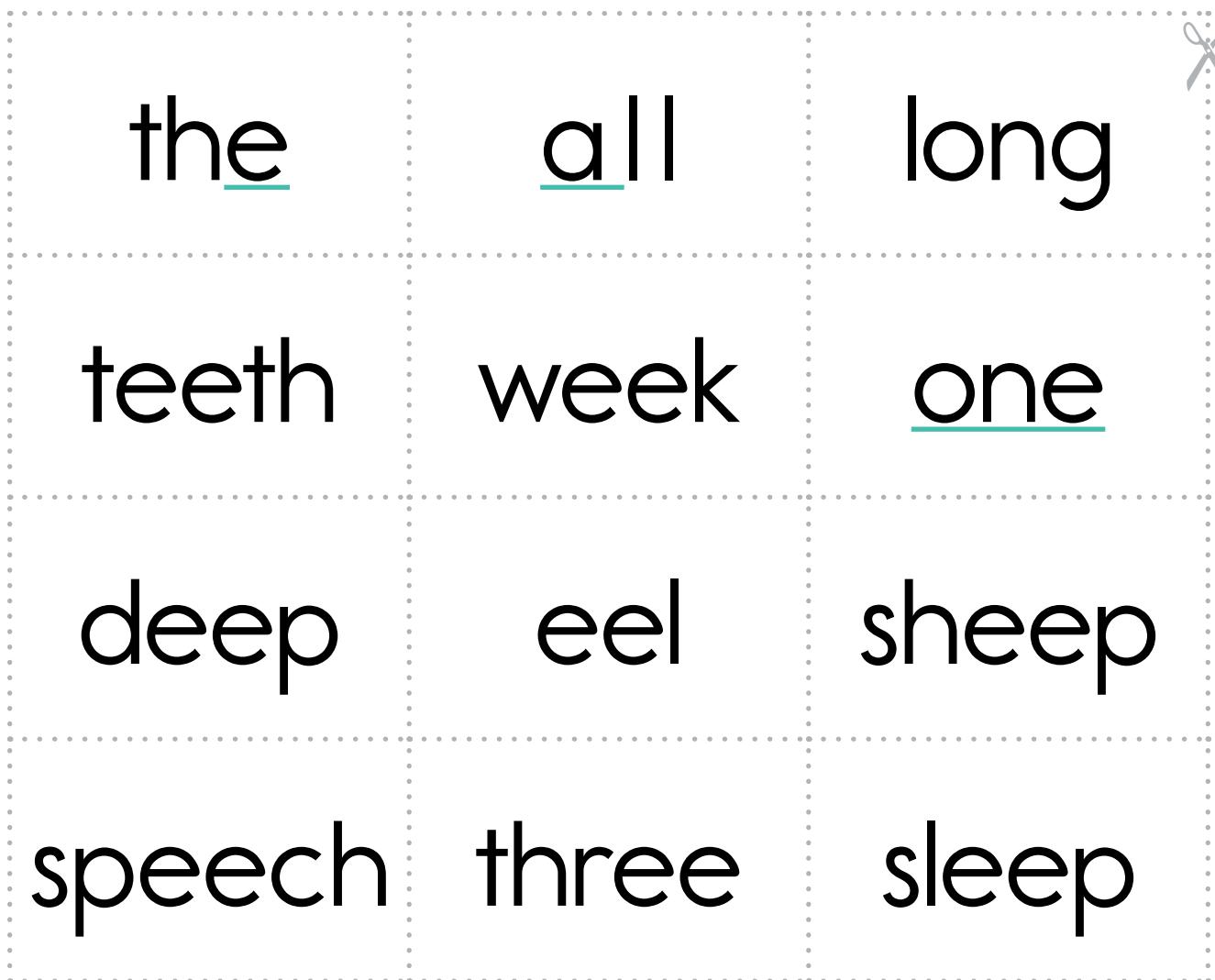
1.3

Take-Home

Dear Family Member,

Today our class started the second unit for our English Language Arts program. The Reader for this unit is called *Gran*. Your student will bring home stories you can read together about the adventurous Gran and her grandchildren, Josh and Jen. Remember that reading at home with your student is important for their success as a reader.

In addition, your student today has been taught to read words with the double-letter spelling 'ee', as in *feet*. To practice this new spelling, ask your student to cut out the word cards below. In addition to words with the 'ee' spelling, some of the words below are Tricky Words; Tricky Words have parts that are underlined because they do not play by the sound rules. Have your student read all of the words aloud, and arrange the cards to make phrases such as *the eel*, *three sheep*, *long speech*, etc. You may also ask your student to copy the phrases onto a sheet of paper. Please keep the cards for future practice.



NAME: _____

DATE: _____

2.1

Activity Page

The Pet

1. When did Gran get the pet?

2. Gran said that the pet . . .

- has three green teeth.
- has long legs, but no feet.
- is long and has fangs.

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

Directions: Have students retell the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.



NAME: _____

DATE: _____

2.2

Take-Home

Dear Family Member,

Your student read this story in class. Please ask your student to read the story aloud to you. Remind your student that the underlined parts of words signal that this part is tricky and does not follow the sound rules they have learned. Also remind your student that the bolded 'ee' signals that these letters are sounded as /ee/, as in the word *feet*.

Gran's Trips

“When will Gran get here?”
Josh asks.

Jen shrugs.

Just then, Josh and Jen
see a cab on the street.

“Gran is here!” Jen yells.

When Gran steps from the
cab, Josh and Jen run up
to get a hug.



“Was the trip fun?” Josh asks.

“Which one?” Gran asks. “I went on **three** trips!”

“Where to?” asks Josh.

“One was to the Swiss Alps,” says Gran. “In the Alps, there were **steep** cliffs. I went up to the top of one cliff, but it was slick. I fell and had to cling to the rocks!”



“No!” says Jen.

“Yes!” says Gran. “Here is a snap shot.”

NAME: _____

DATE: _____

2.2
CONTINUED

Take-Home

“What was the next trip?”
Josh asks.

“I went to Hong Kong,” says
Gran.

“What is in Hong Kong?”

“Lots of stuff,” says Gran.
“Hong Kong has lots of
ships and big lamps.”



“No!” says Josh.

“Yes!” says Gran. “Here is a
snap shot.”

“What was the last trip?”
asks Jen.

“I went to the gulf to swim
with the **eels** and **feed** the
fish,” says Gran.

“No!” says Jen.

“Yes!” says Gran. “Here is a
snap shot.”

“Which trip was the best?”
Josh asks.

“This one!” Gran says. “The
one where I get to **see**
Josh and Jen!”



NAME: _____

DATE: _____

3.1

Activity Page

Print the words that are said on the lines.

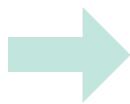
m a d



m a d e

1.

.....



.....

2.

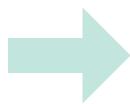
.....



.....

3.

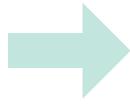
.....



.....

4.

.....



.....

5.

.....



.....

NAME: _____

DATE: _____

3.2

Take-Home

Dear Family Member,

Your student read this story in class earlier this week. Please ask your student to read the story aloud to you. Remind your student that the underlined parts of words signal that this part is tricky and does not follow the sound rules your student has learned.

The Pet

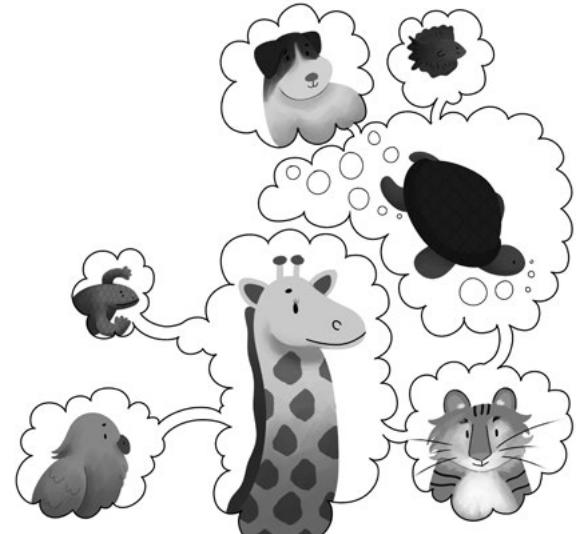
Gran says, “When I was
on my trip, I got a pet.”

“What can it be?” asks
Jen. “Is it a fish?”

“No,” says Gran.

“Is it a dog?” asks Josh.

“No,” says Gran.



“Is this pet big?” asks
Josh.

“Well,” says Gran, “he is
not big, but he is long.”

“Has he got teeth?” asks
Josh.

“He has fangs!” says
Gran.

“What are fangs?” asks
Jen.

Just then, the bell rings.

Gran says, “That must be
him!”



NAME: _____

DATE: _____

4.1

Activity Page

King

1. What is in the crate?

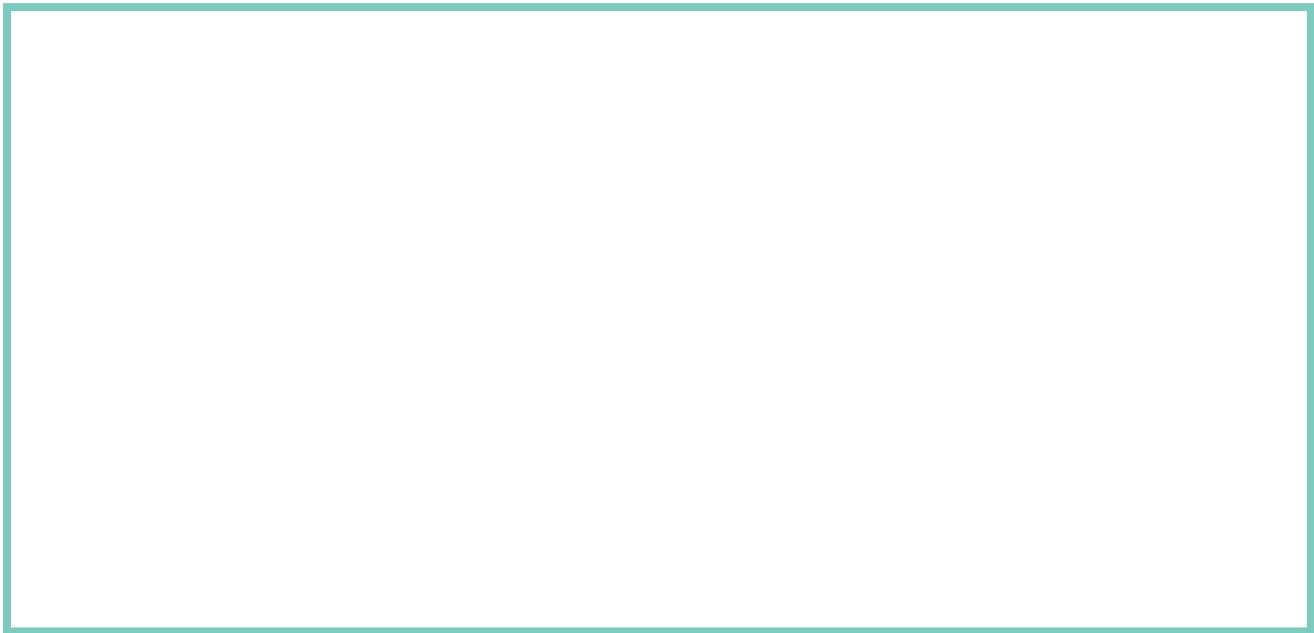
2. King is . . .

- long with green bands.
- long and black.
- thick and red.

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

3. Why is King a **snake** that Josh and Jen can pet?

Directions: In the box, have students illustrate a part of the story and then write a caption below.



NAME: _____

DATE: _____

5.1

Activity Page

Where Is King?

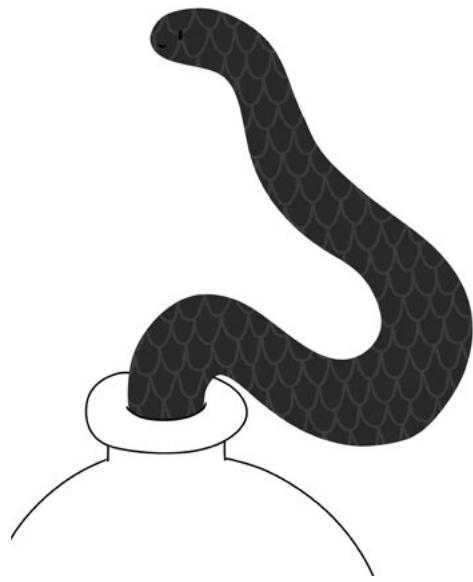
1. Which spot did Josh and Jen check?

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

2. King was . . .

- in the pots.
- in a vase.
- in the crate.

Directions: Have students retell the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.



NAME: _____

DATE: _____

5.2

Take-Home

Dear Family Member,

Your student has been taught to read the Tricky Words *he*, *she*, *me*, *they*, and *their*. In addition, your student has learned to read words with the separated digraph 'a_e', as in *bake*. Tricky Words are hard to read because they contain parts that are not pronounced the way one would expect. Words with separated digraph 'a_e' can be challenging to read because the reader has to recognize that the letters 'a' and 'e' are separated by a consonant, but they still work together to make a vowel sound.

Have your student first read the Tricky Words in the box and then the sentences below. Your student will need to figure out which Tricky Word makes sense in each sentence. Note that the tricky parts are underlined. Then have your student write the correct Tricky Word for each sentence on the line.

be

me

They

their

She

1. Will Jake bake _____

a cake?

2. Shane and Jane have lots of fun with _____

dog.

be

me

They

their

She

3. Kate is ten. _____ is in
fifth grade.

4. Nate and Beth are pals.

_____ are in the same class.

NAME: _____

DATE: _____

6.1

Activity Page

Print the words that are said on the lines.

pin



pine

1.

....



....

2.

....



....

3.

....



....

4.

....



....

5.

....



....

NAME: _____

DATE: _____

6.2

Activity Page

The Swim Meet

1. Who went to the swim meet?

The image consists of six pairs of horizontal lines. Each pair is composed of a solid black line positioned above a dashed teal line. The pairs are evenly spaced vertically across the page. The lines are thin and extend from the left edge to the right edge of the frame.

2. In which lane did Jen swim?

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

3. Were Josh and Jen sad that they did not win?

A diagram consisting of six horizontal lines. The top and bottom lines are solid black. Between them are four dashed green lines, each consisting of a short dashed segment followed by a long solid segment. The dashed segments are evenly spaced along the lines.

4. Did Gran take King to the meet?

NAME: _____

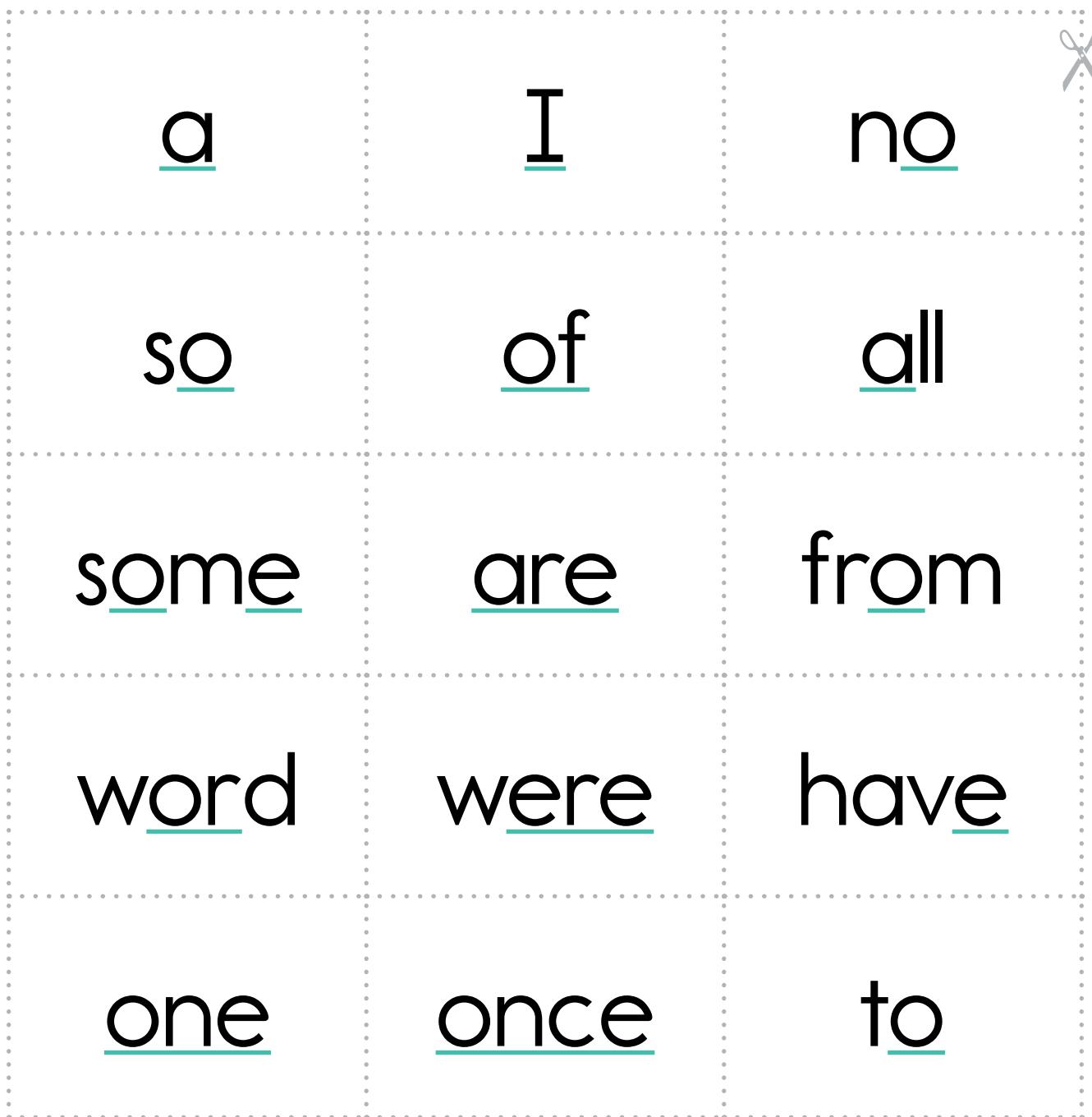
DATE: _____

6.3

Take-Home

Dear Family Member,

The words below are Tricky Words. These are words that are not pronounced as students may expect. For this reason, we say that Tricky Words do not play by the rules. Please ask your student to cut out the word cards. Show the cards to your student and have them read them aloud. As an extension of this activity, ask your student to copy the words onto a sheet of paper. Please keep the word cards for future practice.



At the Reef

1. Where did Gran plan to meet Mike?
 - at the reef
 - on the swim deck
 - in the Swiss Alps
2. What did Gran ride to get to the reef?

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

3. What did Mike do when Gran swam with the fish?

4. Why did Mike have a bad time?

NAME: _____

DATE: _____

7.2

Take-Home

Dear Family Member,

Your student read this story in class earlier this week. Please ask your student to read the story aloud to you. Remind your student that the underlined parts of words signal that this part is tricky and does not follow the sound rules your student has learned.

The Swim Meet

Josh and Jen **like** to swim.

They take Gran to their
swim **meet**.

Jen **lines** up in **lane** five.

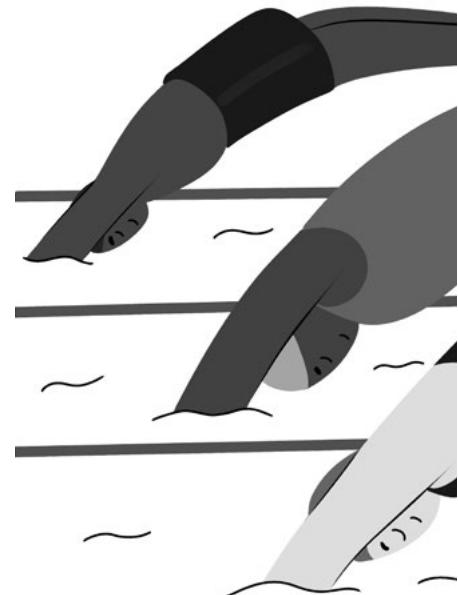
Josh **lines** up in **lane** six.

The kids are up on the
blocks.

Then there is a beep.

All the kids **dive** in. Splash!

“Swim!” yells Gran. “Swim
fast!”



Josh and Jen swim as fast as they can. They swim and swim. In no time, they make it to the end.

“Did Josh win?” asks Gran.
“Did Jen win?”

Josh and Jen **wave** and smile. They did not win, but they had a lot of fun!



NAME: _____

DATE: _____

8.1

Activity Page

Print the words that are said on the lines.

not



note

1.

.....



.....

2.

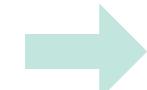
.....



.....

3.

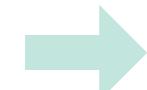
.....



.....

4.

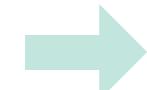
.....



.....

5.

.....



.....

Directions: Have students trace and copy the letters and words. Students should say the sounds while writing the letters.

o e as in n o p e

note note

note

rope rope

rope

bone bone

bone

home home

home

those those

those

NAME: _____

DATE: _____

8.2

Take-Home

Dear Family Member,

Your student read this story in class earlier this week. Please ask your student to read the story aloud to you. Remind your student that the underlined parts of words signal that this part is tricky and does not follow the sound rules your student has learned.

At the Reef

Josh asks Gran what it
was like when she went to
the reef.

“Well,” Gran says, “it was a
lot of fun! I made a plan
to meet my pal Mike. I
had to ride my bike nine
miles to the reef to meet
Mike.”



“That is a long ride!” says
Jen.

“When I got there I went on a **dive** to **see** the fish and the **eels**.”

“With **Mike**?” Josh asks.

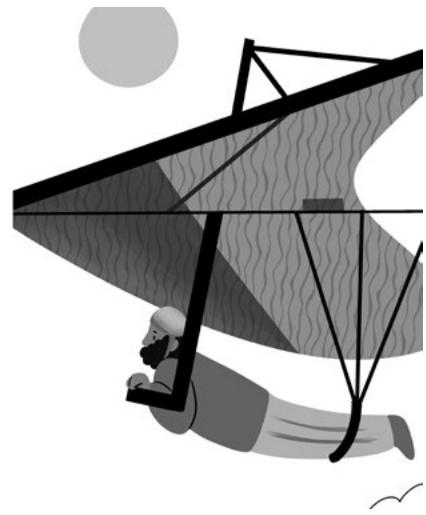
“No,” Gran says. “**Mike** did not **dive** with me. He went to **hang glide**.”

“Did he **like** it?” Jen asks.

“Not so much,” Gran says with a **smile**.

“Why not?” asks Josh.

“It must be lots of fun to **hang glide**.”



NAME: _____

DATE: _____

8.2
CONTINUED

Take-Home

“Did he crash?” asks Jen.

“No, no,” says Gran, “but he did have a bad time. When it was time to land, he hit a hive of bees! He got stung ten times.”

“Yikes!” says Jen.



The Bug Glass

1. What was it that Jen broke?

2. What can Josh do with his bug glass?

- He can fill it with bugs.
- He can see bugs up close.
- He can let bugs sip milk from it.

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

3. Gran asks Jen to toss some grapes and chips on the stone so that . . .

4. What can Josh see on the **stone** with his bug glass?

NAME: _____

DATE: _____

10.2

Take-Home

Dear Family Member,

So far in Unit 2, your student has been taught to read words with the separated digraphs 'a_e' as in *cake*, 'i_e' as in *time*, and 'o_e' as in *bone*. Ask your student to read the words in the word bank below, then circle the separated digraph in each word. Your student should then sort the words into the appropriate column, saying each word while writing it. The first one is done for you as an example.

wave

rose

wife

smoke

cones

life

size

close

game

shape

drive

take

'i_e' as in time

'a_e' as in cake

'o_e' as in bone

wave

	wave	

NAME: _____

DATE: _____

11.1

Activity Page

Directions: Have students write the words with the /o/ sound under the 'hop' header and the words with the /oe/ sound under the 'hope' header.

rob
note
rode
cod
mop

robe
not
rod
code
mope

/o/ as in hop

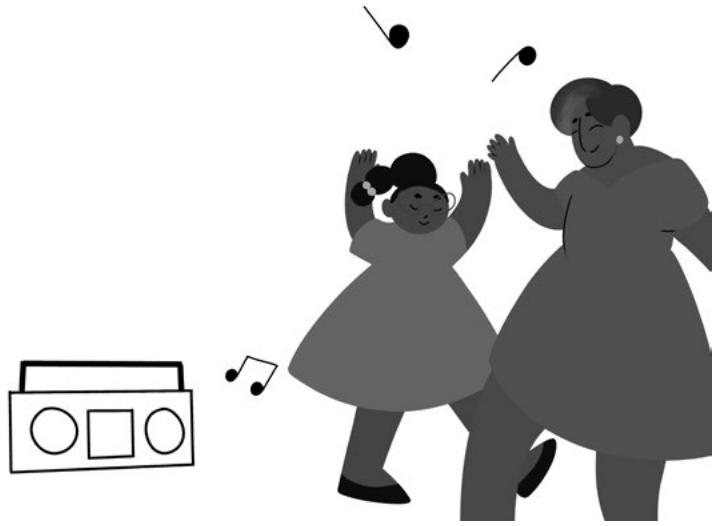
/o_e/ as in hope

The Tape

1. What did Gran's gran do?
 - She made up jokes.
 - She sang a jazz song.
 - She kept tame snakes.
2. What did Jen and Gran like about what they heard?

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

Directions: Have students retell the part of the story that is shown in the picture or have them copy the sentences from the story that go with the picture.



NAME: _____

DATE: _____

11.3

Take-Home

Dear Family Member,

Below are words that contain digraph spellings, or letter teams. These are two letters that work together to make one sound. Please ask your student to read these words aloud to you. Your student can then cut the words out to make flash cards. Show the card and ask your student to use the word in a phrase or sentence. For handwriting practice, have your student copy the words onto a piece of paper, paying attention to the separated digraphs. Please keep the cards for future practice with your student at home.

poke

gate

cheek

sweep

flake

pipe

twine

bride

peel

hole

shave

vote



NAME: _____

DATE: _____

12.1

Activity Page

Print the words that are said on the lines.

cut



cut

e

1.

.....



.....

.....

2.

.....



.....

.....

3.

.....



.....

.....

NAME: _____

DATE: _____

12.2

Activity Page

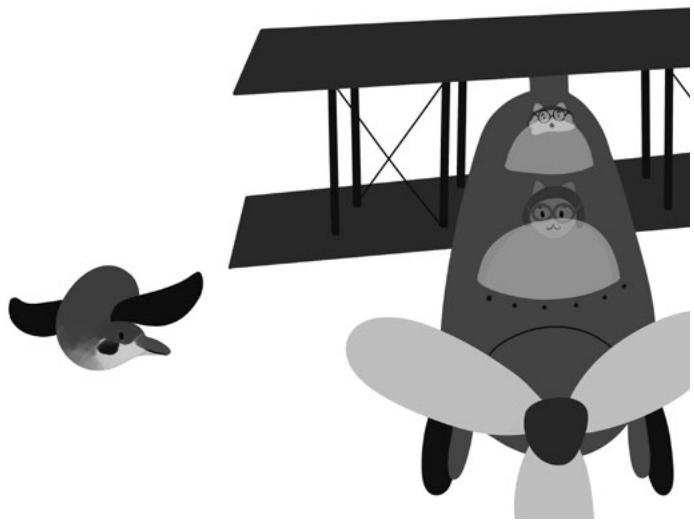
Fuzz and Mel

1. Which cat is a brave cat?

2. Did Fuzz like it when Mel made the plane zip and dive?

Directions Have students reread the story and answer the questions.

Directions: Have students retell the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.



NAME: _____

DATE: _____

12.3

Take-Home

Dear Family Member,

Your student read this story in class earlier this week. Please ask your student to read the story aloud to you. Remind your student that the underlined parts of words signal that this part is tricky and does not follow the sound rules your student has learned.

The Tape

“Gran,” Jen asks, “what is that?”

“This is a **tape** deck,” Gran says. “And in it is a **tape** with some songs sung by my gran.”

On the **tape** Gran’s gran sings a jazz song. At the end she sings, “Pip! Pip! Ting a ling a ling!”

“I like those **notes** she sings at the end!” says Jen.

“So do I!” says Gran.



“Gran,” says Jen, “we can act like we are in the band and sing the song!”

“OK,” says Gran. “Run and get a dress. I will grab those shades I like.”

Gran and Jen dress up. Then they sing the song. At the end they sing, “Pip, pip! Ting a ling a ling!”



NAME: _____

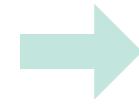
DATE: _____

13.1

Activity Page

Print the words that are said on the lines.

1.



2.



3.



4.



5.



The Sweet Shop

1. What did Gran's dad have?

- a bike shop
- a sweet shop
- a truck stop

2. What did Gran get to make?

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

3. What jobs did Gran have at the sweet shop?

A diagram consisting of six horizontal lines. The top and bottom lines are solid black. Between them are four dashed green lines. The dashed lines are evenly spaced and extend across the width of the diagram.

4. Why was the **sweet** shop not all fun and **games**?

The image displays two identical sets of horizontal lines, one above the other. Each set includes two solid black lines and two dashed teal lines. The top set is positioned higher than the bottom set. The lines are evenly spaced and extend across the width of the image.

NAME: _____

DATE: _____

13.3

Activity Page

Print the names of the things on the lines.

cub

cube



pin

pine



cap

cape



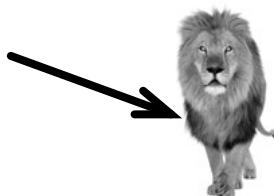
can

cane



man

mane



dim

dime

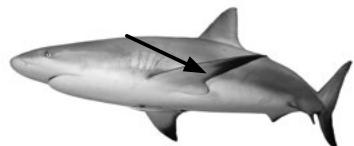


Print the names of the things on the lines.

wed weed



fin fine



kit kite



tap tape



not note



hop hope



NAME: _____

DATE: _____

13.4

Activity Page

Print the names of the things on the lines.

tree

bee



Kate

gate



bike

pike



dimes

limes



tone

bone



cute

cube



Print the names of the things on the lines.

hope rope



seeds weeds



pine pin



feet fate



cake rake



rate rat



Directions: For each word, have students circle and count the spellings, then write the number of sounds in the box and copy the word on the lines.

1.  red

3

red

2. green

3. make

4. splash

5. spend

6. gate

7. hide

8. chin

9. **ring**



10. **shine**



11. **snake**



12. **ape**



13. **rash**



14. **ask**



15. **reed**



16. **ride**



NAME: _____

DATE: _____

13.6

Take-Home

Dear Family Member,

The words below are Tricky Words. These are words that are not pronounced as students may expect. For this reason, we say that Tricky Words do not play by the rules. Please ask your student to read the Tricky Words in the box below, and then use the Tricky Words to complete the sentences (not all of the words will be used).

why

here

what

said

are

have

where

two

there

1. _____ is the shop?

2. “Run fast!” _____ Jack.

3. We _____ all here.

why

here

what

said

are

have

where

two

there

4. _____ is Tom sad?

5. _____ is his name?

6. I _____ two snacks.

NAME: _____

DATE: _____

15.1

Take-Home

Dear Family Member,

Your student read this story in class earlier this week. Please ask your student to read the story aloud to you. Remind your student that the underlined parts of words signal that this part is tricky and does not follow the sound rules your student has learned.

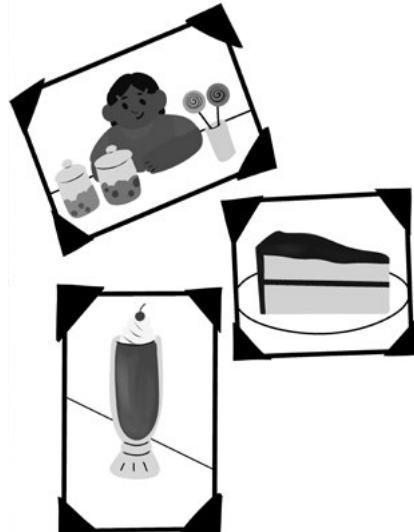
The Sweet Shop

“Gran,” Josh asks, “did you have a job when you were a kid?”

“I did,” says Gran. “My dad had a sweet shop and I had a job in the shop.”

“Did you get to make sweets?”

“Yes,” says Gran. “I got to make milk shakes, cakes, and gum drops.”



“Was it fun?” Josh asks.

“Some of it was fun,” says Gran. “But it was not all fun and games. I had to sweep and pick up. And I had to wipe off the cake case.”

“Can you still make cakes?” asks Jen.

“You bet I can!” says Gran.
“Do you want to make one?”



The Trip West

1. The kids and Gran get to the ranch in the West. . .
 - on **skates**.
 - by **bike** and sled.
 - by cab, **plane**, and van.

2. On his back Sam has . . .
 - a pack with camp stuff.
 - a bag with **mule** snacks.
 - rope** and twine.

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

3. Who do the kids **meet** at the ranch?

Directions: In the box, have students illustrate a part of the story and then write a caption below.



NAME: _____

DATE: _____

17.2

Take-Home

Dear Family Member,

Your student has been continuing to learn about digraphs, or spelling teams: letters that work together to make one vowel sound. Please have your student read the words in the word box below and circle the letter teams. Next, ask your student to write the words in the appropriate column in the chart. You may have your student use each word in a sentence. The first one is done for you as an example.

home

tape

fume

joke

fuse

shape

bare

rope

choke

cane

mule

cube

'o_e' as in **home**

'a_e' as in **tape**

'u_e' as in **use**

home

1. bike bit bite bake

2. rose rise robe rope

3. cheek ship chin seek

4. rat rake rate ran

5. bit beet bet best

6. cut cube cub cute

7. sheet chip sheep ship

8. luck lake lick lush

9. cube cute cub can

10. lit lint line lend

11. rut robe rash rob

12. sheet shine shin slip

13. close clot loss gloss

14. pit pan pane pale

15. mute mutt nut mule

Saved by the Bells

1. Who do Josh, Jen, and Gran **hike** with?:

- Sam the **mule**
- Fuzz and Mel
- Tex
- Mike

2. The camp **sit **:

- has lots of **tree **
- is damp and wet
- is **close** to a **cave**
- has **rop **

3. Gran, Josh, and Jen:

- take Sam to the **cave**
- rest in the tent
- hike **deep** in the **cave**
- set up the tent

4. In the **cave**, they get:

- hot
- lost
- snacks
- bells

5. What helps Josh, Jen, and Gran get back to the camp site?

- Tex's **smile**
- Sam's rope
- Mel's **plane**
- Sam's bells

_____ /5

NAME: _____

DATE: _____

19.1

Assessment

Jack snake kite queen snack

1.	Josh	bike	stone	cube	sweets
2.	tree	Gran	plane	Jane	bee
3.	cave	mule	home	state	rope
4.	Jake	wife	kid	stove	Rome
5.	grape	tape	Pete	shack	kid

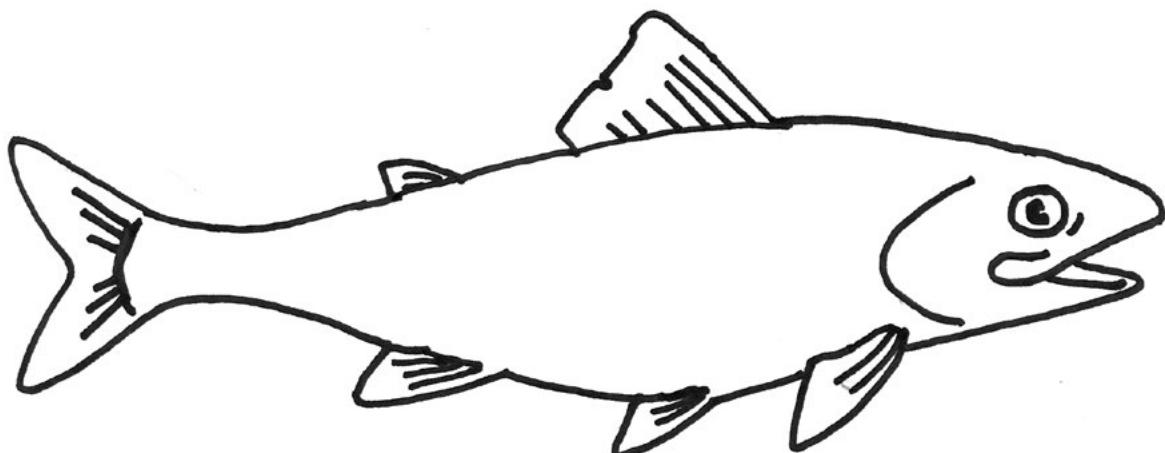
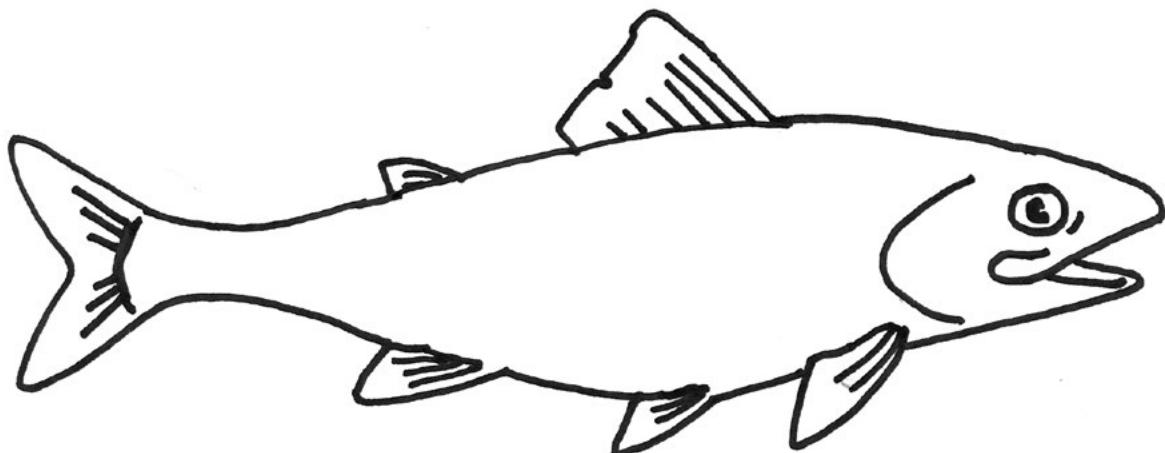
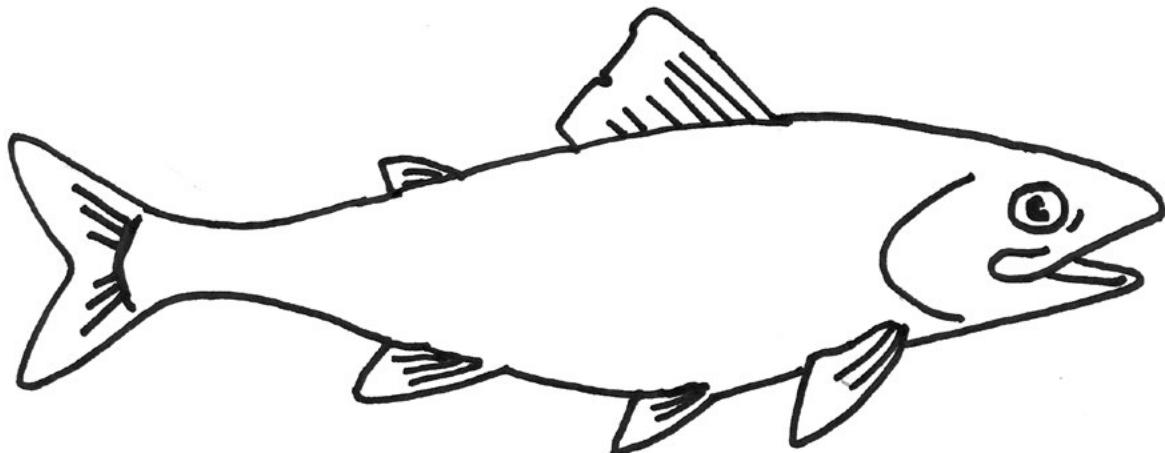
_____ /10

NAME: _____
DATE: _____

PP.1

Activity Page

Template for Fishing Pond Exercise



NAME: _____

DATE: _____

PP.2

Take-Home

Dear Family Member,

Ask your student to cut out the word cards. Show the cards to your student and have your student read them. Ask your student to say a phrase or sentence with each word.

Extension: Ask your student to copy the words onto a sheet of paper. Further extension: Read the words aloud and have your student write the words down, paying attention to the separated digraphs. Please keep the cards for future practice.



my

your

tell

bikes

cakes

sweet

rose

jokes

cubes

red

nine

bake

NAME: _____

DATE: _____

PP.3

Activity Page

Directions: Have students trace and copy the words. Students should say the sounds while writing the letters.

cheek

cheek

cheek

deer

deer

deer

queen

queen

queen

see

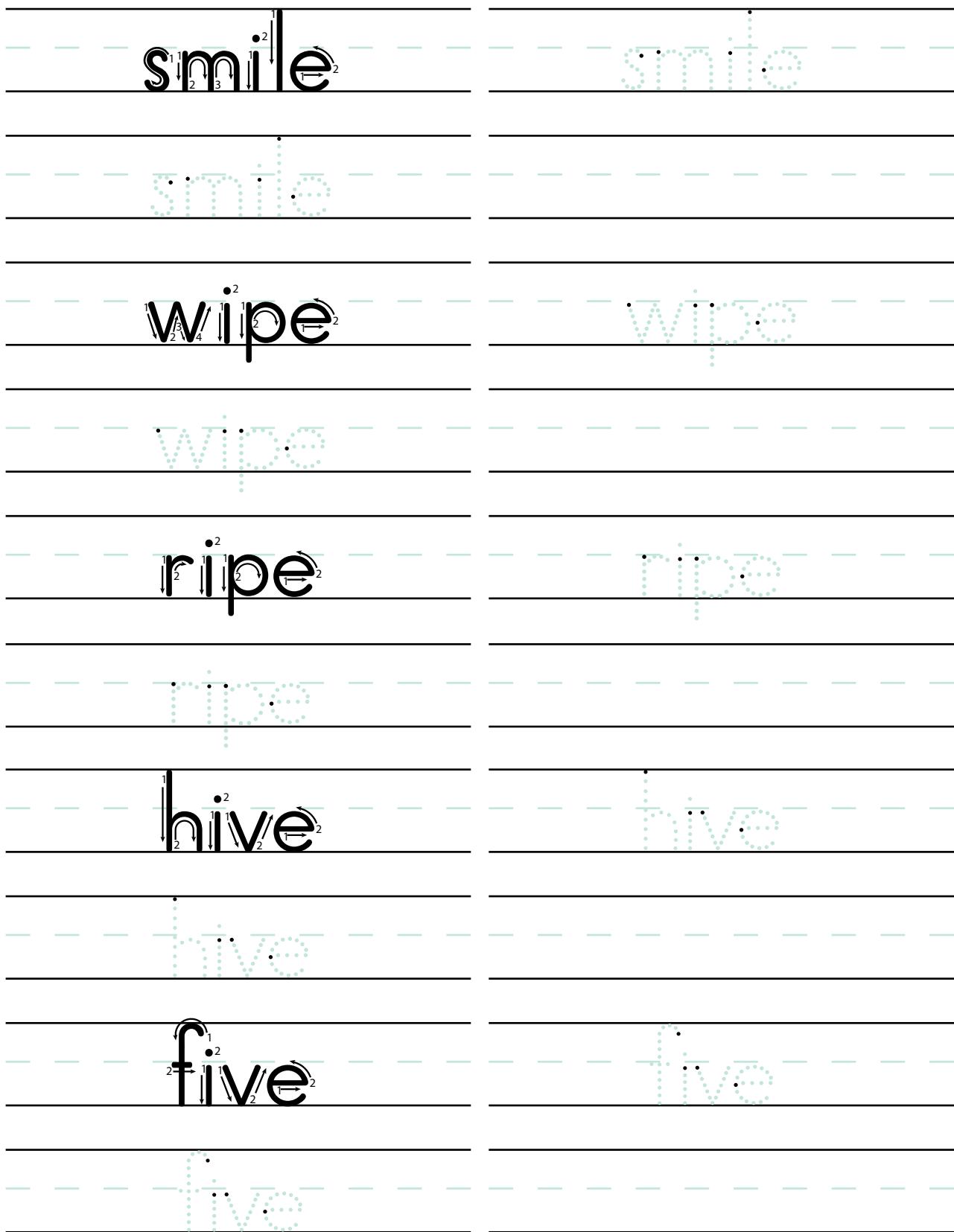
see

see

street

street

street



NAME: _____

DATE: _____

PP.4

Activity Page

Directions: Have students trace and copy the words. Students should say the sounds while writing the letters.

flame

flame

flame

bake

bake

bake

game

game

game

snake

snake

snake

wave

wave

wave

hole

hole

hole

smoke

smoke

smoke

nose

nose

nose

bone

bone

bone

stone

stone

stone

NAME: _____

DATE: _____

PP.5

Activity Page

Directions: Have students trace and copy the words. Students should say the sounds while writing the letters.

use

use

use

fuse

fuse

fuse

cute

cute

cute

mule

mule

mine

cube

cube

cube

close

close

close

creek

creek

spine

spine

spine

take

take

take

rope

rope

rope

NAME: _____

DATE: _____

PP.6

Activity Page

Print the names of the things on the lines.

tree three

3

feet beet



five six

5

rake make



note nose



teeth tent



Print the names of the things on the lines.

rope plate



wave weed



pine nine

9

sheep pig



cane cake



bones stones



NAME: _____

DATE: _____

PP.7

Activity Page

Print the names of the things on the lines.

tree

bee



Kate

gate



bike

pike



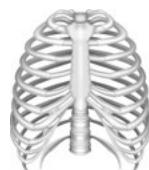
dimes

limes



tones

bones



cute

cube



Print the names of the things on the lines.

hope rope



seeds weeds



pine pin



feet fate



cake rake



rate rat



NAME: _____

DATE: _____

PP.8

Activity Page

Print the names of the things on the lines.

hat

hate



glob

globe



ten

teen

10



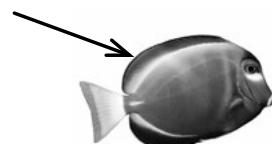
plan

plane



fin

fine



Print the names of the things on the lines.

mop mope



bet beet



rat rate



twin twine



rob robe



strips stripes



NAME: _____

DATE: _____

PP.9

Activity Page

1. **bike** **bake**

2. **cute** **cube**

3. **fit** **feet**

4. **rode** **ride**

5. **like** **lake**

6. **rope** **robe**

7. **queen** **quite**

8. **mute** **mule**

9. **pile** **pale**

10. **mane** **mine**

Directions: Have students circle the words that are said and then copy them on the lines.

NAME: _____

DATE: _____

PP.10

Activity Page

1. m k

2. t k

3. t m

4. t m

5. d m

6. d m

7. d z

8. d z

Fill in the gaps.

1. c _____ b _____

2. c _____ t _____

3. m _____ t _____

4. m _____ l _____

5. m _____ l _____

6. p _____ l _____

7. p _____ l _____

8. p _____ l _____

NAME: _____

DATE: _____

PP.11

Activity Page

Print the words that are said on the lines.

1.



2.



3.



4.



5.



NAME: _____

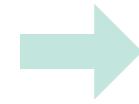
PP.12

Activity Page

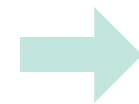
DATE: _____

Print the words that are said on the lines.

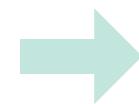
1.



2.



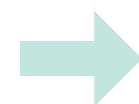
3.



4.



5.



NAME: _____

DATE: _____

PP.13

Activity Page

Print the words that are said on the line.

1.



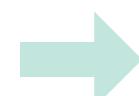
2.



3.



4.



5.



NAME: _____

DATE: _____

PP.14

Activity Page

Print the words that are said on the line.

1.



2.



3.



NAME: _____

DATE: _____

PP.15

Activity Page

In the box are the names of the things. Print the names on the lines.

stone

plane

feet

tape

cone

sheep



stone



In the box are the names of the things. Print the names on the lines.

bee

bones

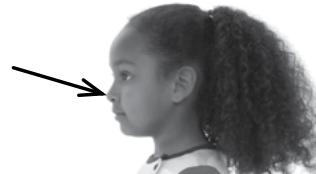
nose

~~nine~~

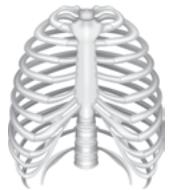
five

queen

9



5



NAME: _____

DATE: _____

PP.16

Activity Page

Print the words on the lines.



1. **cake**



2. **bike**



3. **bee**



4. **cube**



5. **pine**

Print the words on the lines.



6. **seeds**



7. **cane**



8. **mule**



9. **globe**



10. **feet**

NAME: _____

DATE: _____

PP.17

Activity Page

1. Is a pup **cute**?

yes

2. Can **bees** sting?

yes

3. Do **you** like **grapes**?

yes

4. Can **you** **bake** a **cake**?

yes

5. Do **you** have **a bike**?

yes

6. Do **dogs** like **bones**?

yes

7. Can a chimp sing?

yes

8. Is **fire** wet?

yes

Directions: Have students answer the question by writing yes or no on the line.

NAME: _____

DATE: _____

PP.18

Activity Page

1. Do kings have robes?

yes

2. Are limes sweet?

no

3. Is King a black snake?

no

4. Do you like milk?

yes

5. Do moles sleep in trees?

yes

6. Do you have a nose?

yes

7. Can a dog quack like a duck?

no

8. Do snakes have scales?

yes

Directions: Have students answer the question by writing yes or no on the line.

NAME: _____

DATE: _____

PP.19

Activity Page

Directions: Have students write the words with the /i/ sound under the bit header and the words with the /ie/ sound under the bite header.

kit

dim

fin

kite

quit

stripe

strip

quite

dime

fine

/i/ as in bit

/ie/ as in bite

NAME: _____

DATE: _____

PP.20

Activity Page

Directions: Have students write the words with the /a/ sound under the mad header and the words with the /ae/ sound under the made header.

can

glade

fate

tape

cane

pan

glad

fat

pane

tap

/a/ as in mad

/ae/ as in made

NAME: _____

DATE: _____

PP.21

Activity Page

Directions: Have students write the words with the /o/ sound under the mop header and the words with the /oe/ sound under the mop header.

rob

globe

slop

robe

glob

cop

hope

slope

cope

hop

/o/ as in mop

/oe/ as in mope

The page features two sets of handwriting lines for practicing the words 'mop' and 'mope'. Each set consists of a solid top line, a dashed midline, and a solid bottom line. The first set of lines is labeled '/o/ as in mop' and the second is labeled '/oe/ as in mope'. The lines are arranged in a grid pattern, with the first set on the left and the second on the right, corresponding to the words listed in the box above.

NAME: _____

DATE: _____

PP.22

Activity Page

cub

use

cut

cute

us

fuse

mute

mutt

fuss

cube

/u/ as in cut

/ue/ as in cute

Directions: Have students write the words with the /u/ sound under the cut header and the words with the /ue/ sound under the cute header.

NAME: _____

DATE: _____

PP.23

Activity Page



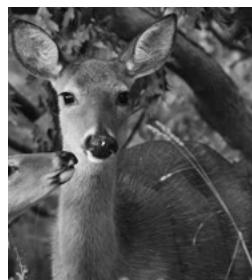
deer gaze



a cute pup



drive a truck



a pile of stones

Directions: Have students draw a line from each picture to its matching phrase.

Directions: Have students draw a line from each picture to its matching phrase.



a bee hive



a mule with packs



a closed gate



two dimes

NAME: _____

DATE: _____

PP.24

Activity Page



three cubes



a pine tree



smile at me



a bunch of grapes

Directions: Have students draw a line from each picture to its matching phrase.

Directions: Have students draw a line from each picture to its matching phrase.



plate and cup



three cubes



mole in hole



a long stride

Fill in the lines with the words from the box.

feed**name****tire****robe****use****greet**

1. a **bike** _____

2. _____ the **pigs**

3. _____ a **pal**

4. print your _____

5. a **plush red** _____

6. _____ it **up**

Fill in the lines with the words from the box.

gate**eels****maze****stones****prize****cute**

1. shut the _____
2. win a _____ in math
3. _____ in a reef
4. lost in a _____
5. skip _____ on a lake
6. pet a _____ cat

NAME: _____

DATE: _____

PP.27

Activity Page

Print the words that are said on the lines.

1. She has green _____.

2. Who likes _____ ?

3. I rode my _____.

4. Grab the _____ !

5. Jane skips _____.

6. He rides a _____.

7. Mike was stung by a _____.

8. Nate can bring some _____.

Fill in the lines with the words from the box.

meet

skates

be

feels

vote

bride

1. She _____ fine.

2. Let's _____ on it!

3. When did you _____ him?

4. Where are your _____ ?

5. _____ quick!

6. Kate will be a _____ next week.

Fill in the lines with the words from the box.

use

home

seen

life

spade

froze

1. We wish you a long _____!

2. To dig a hole they will need a _____.

3. There is no one at _____.

4. Have you _____ my bike?

5. He _____ in his tracks.

6. _____ your words!



Directions: Have students cut out the word cards. Have students create sentences with the words and write them on a piece of paper. Remind students that sentences start with an uppercase letter and end with a period, question mark, or exclamation point.

?

.

!

Did

WhenWho

in

youthey

rode

see

ride

did

the

use

Get

plane

mule

NAME: _____

DATE: _____

PP.31

Activity Page

Directions: Have students trace and copy the words.

he

he

he

she

she

she

she

We

We

We

We

be

be

be

be

me

me

me

me

Directions: Have students trace and copy the words.

he

she

we

be

me

he

she

we

be

me

he

she

we

be

me

NAME: _____

PP.32

DATE: _____

Activity Page

Directions: Have students trace and copy the words.

they

they

they

their

their

their

you

you

you

your

your

your

my

my

my

by

by

Directions: Have students trace and copy the words.

they

they

their

their

you

you

your

your

my

my

by

by

NAME: _____

DATE: _____

PP.33

Activity Page

Directions: Have students 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.

2.

3.

4.

5.

6.

7.

8.

9.

10.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Fill in the lines with the words from the box.

we

you

he

your

no

some

1. Is this _____ home?

2. _____ tells jokes all the time.

3. There were _____ stripes on the flag.

4. Did _____ make the fire?

5. Can we plant _____ of the seeds?

6. _____ will share my lunch.

Dear Family Member,

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

King

Jen yells, “Gran, there is a man here with a big crate.”

Gran says, “It must be King!”

“Who?” asks Jen.

“The pet I got on my trip,” says Gran.

“But what is this King?” asks Josh.



Gran takes the lid off the crate and lifts up a long, black snake.

“Sweet!” says Josh. “King is a snake!”

“Eek!” Jen yells. “I am scared of snakes!”

Gran says, “King is a safe snake. There are snakes that can kill us, but King is not one of them. This is a snake we can pet.”



Dear Family Member,

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

Saved by the Bells

Josh, Jen, and Gran **hike** off to the camp **site** with Sam the mule.

“I will **meet** **you** there!” Tex yells.

When **they** get to the camp **site**, Josh hangs Sam’s **rope** on a **tree**.

The camp **site** is **close** to a **cave**. Gran and the kids **peek** in the **cave**.

Drip. Drip. The **cave** is damp and dim. **No** sun **shines** in the **cave**.



Josh, Jen, and Gran hike deep in the cave. They get lost. They are a bit scared, but just then Sam's bells ring.

Sam's bells help them get back to the camp site.

When they get back, Jen hugs the mule and says, "Sam, you and your bells saved us!"



Splash Dogs

1. Why did they take Buck and Pup to the lake?

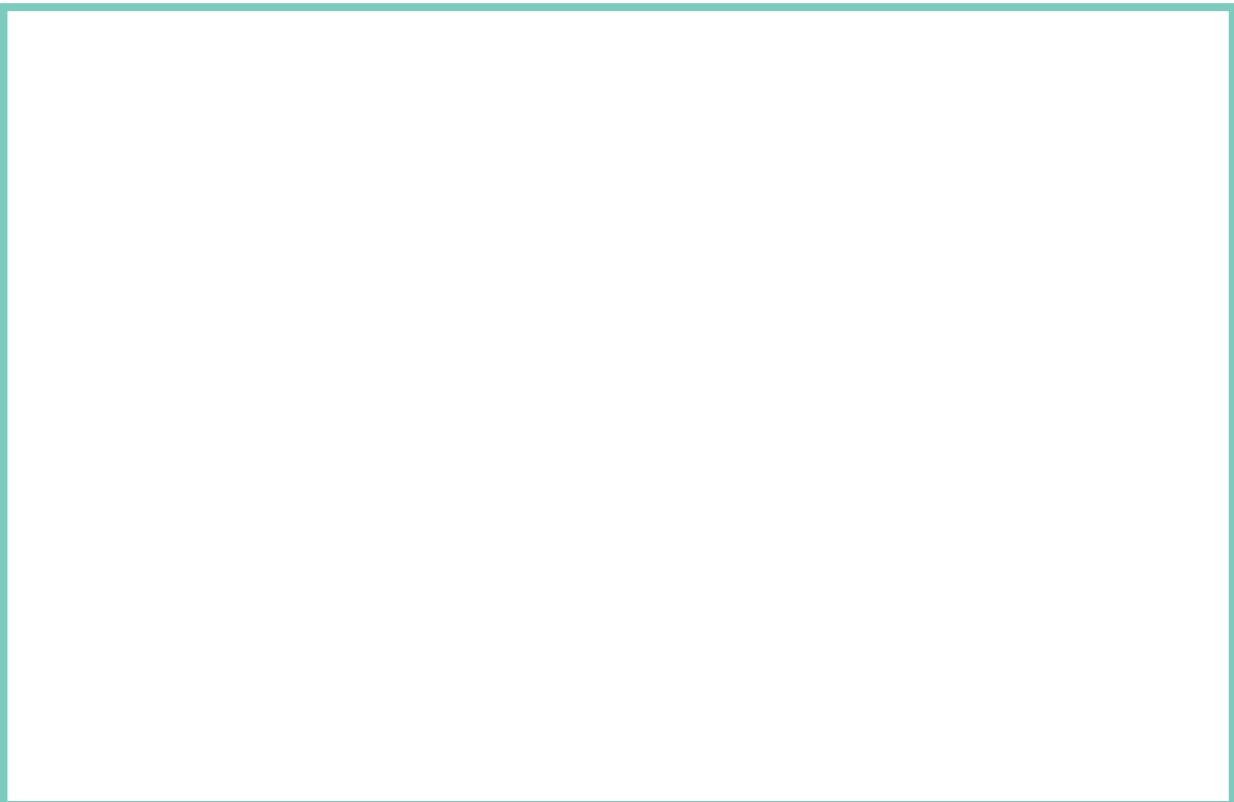
Directions: Have students reread the story and answer the questions.

2. What trick can Buck do?

Directions: In the box, have students illustrate a part of the story and write a caption below.

3. What did Pup bring back?

- the stick and a fish
- a fish
- the stick



Tex and Rex

Directions: In line 5, have students mark the noun(s) that name a place. In line 6, have students mark the noun(s) that name a person. In line 7, have students mark the proper noun(s) that name a person.

1. Tex is mad at Josh and Jen. yes no
2. Josh and Jen are twins. yes no
3. Rex and Tex are twins. yes no
4. Rex is the man with the black hat. yes no

5. Rex **creek** trip **wave**
6. pup **rope** shed Jill
7. snake Gran Rex cap

Directions: Have students *retell* the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.



Gran's Mud Run

1. What did Gran drive in the Mud Run?
 - a green truck
 - a black truck
 - a red truck

2. There were five trucks in the Mud Run.
 - yes
 - no

3. Rex, Tex, Josh, and Jen were at the track.
 - yes
 - no

4. Gran did not win the Mud Run.
 - yes
 - no

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

5. Who got stuck in ~~deep~~ mud?

The image consists of six horizontal lines arranged vertically. The top and bottom lines are solid black. Between them are four lines: the second and fourth are solid black, while the third and fifth are dashed green. The lines are evenly spaced and extend across the width of the frame.

6. What prize did Gran get?

The image consists of eight horizontal lines arranged in four pairs. Each pair is composed of a solid black line positioned above a dashed teal line. The pairs are evenly spaced vertically across the page. The lines are thin and extend from the left edge to the right edge of the frame.

Gran's Trip Home

1. Who will take Josh and Jen back?

2. What will Gran use to get to Three Mile Gulch?

A diagram consisting of five horizontal lines. The top line is a solid black line. Below it are four dashed green lines, each consisting of a series of short dashes. The lines are evenly spaced vertically.

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

3. What will Gran **use** to cross Three Mile Gulch?

4. Will Gran ride a bike to Pine Hill?

The image displays four sets of horizontal lines for handwriting practice. Each set consists of a top solid black line, a middle dashed teal line, and a bottom solid black line. The dashed lines are used to indicate the height of letters, while the solid lines provide a clear baseline for letter placement.

5. When will Gran **see** Josh and Jen?

A diagram consisting of four horizontal lines. The top and bottom lines are solid black. The two lines in the middle are dashed teal. The dashed lines are positioned symmetrically above and below the solid lines.

NAME: _____

DATE: _____

PP.41

Activity Page

Directions: Have students write the proper nouns that name specific people under the picture of George Washington and the common nouns that name a person under the picture of the girl.

Tex

twin

Gran

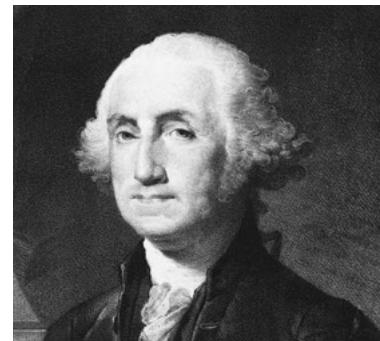
cop

kid

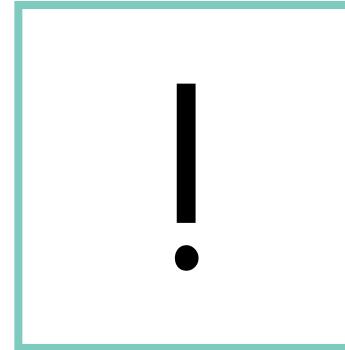
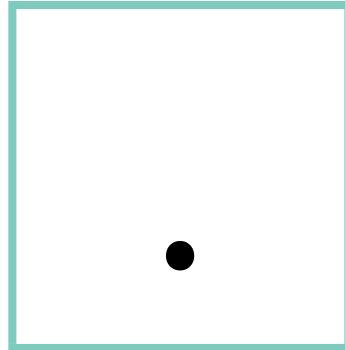
Rex

man

Josh



Directions: Have students read the sentences and add a period, question mark, or exclamation point at the end of each sentence.



1. Can you lend me your bike _____
2. Take all five pens _____
3. I like to stroke my cat's back _____
4. Do you feel well _____
5. Do not jump in the creek _____
6. My name is Kate _____

ISBN 9979-8-89072-999-6

© 2024. Texas Education Agency. Portions of this work are adapted, with permission, from originals created by Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org).

This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike

4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of the Texas Education Agency, as well as prior works by Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) and is made available under a Creative Commons Attribution- NonCommercial- ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—if you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

This work is based on prior works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution- NonCommercial- ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Printed in the USA