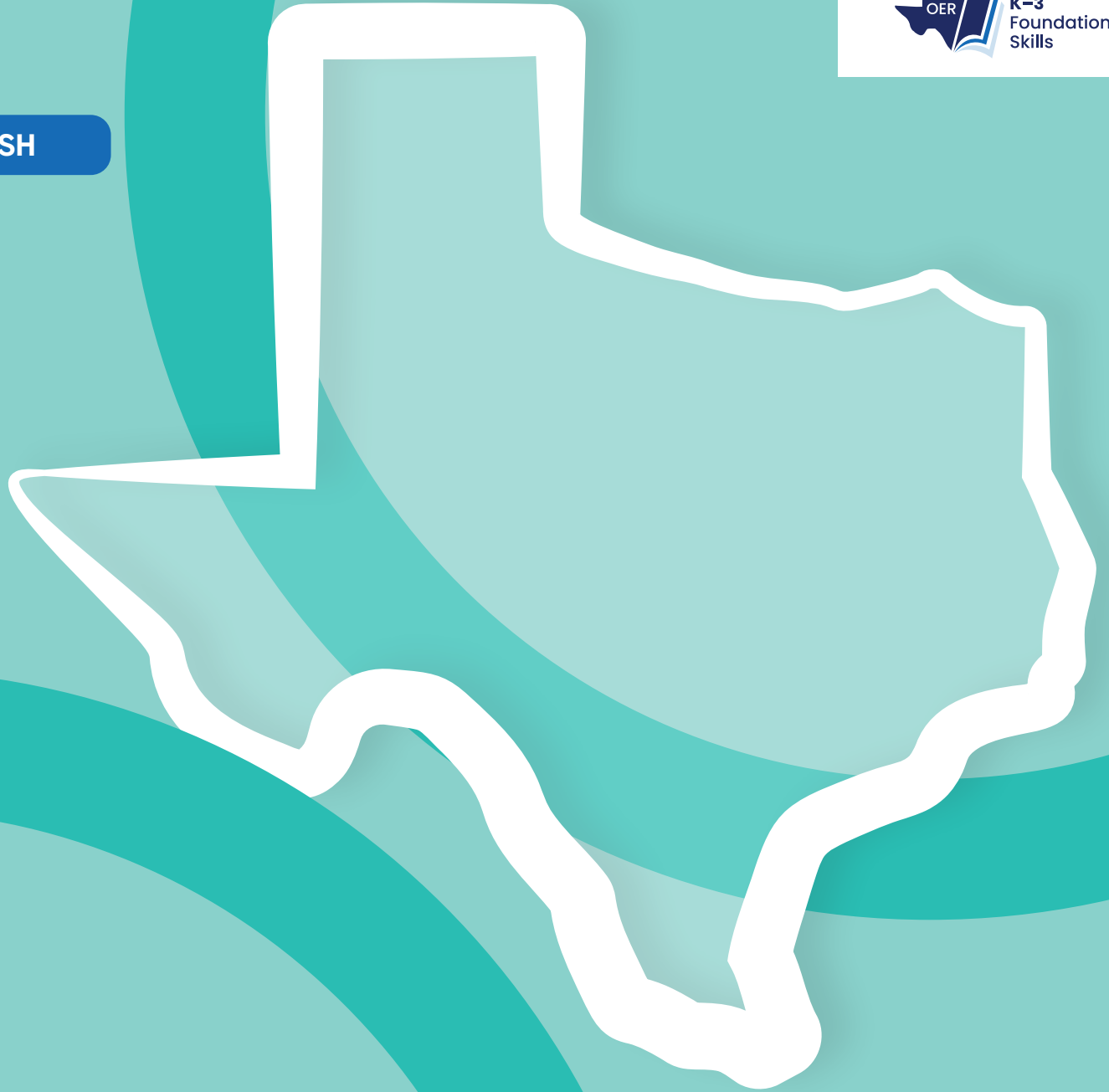


ENGLISH



GRADE 1 FOUNDATIONAL SKILLS UNIT 2

# Activity Book

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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.

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# **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.

e e

e e

bee

seen

feet

queen

sheep

bee

teeth



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

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

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

1.2

Activity Page

# Gran's Trips

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What did Gran do at the Gulf?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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



This image shows a blank sheet of handwriting practice paper. It features four identical sets of horizontal guidelines arranged vertically. Each set includes three lines: a solid black top line, a dashed light blue middle line, and a solid black bottom line. The sets are separated by small gaps, providing ample space for practicing letter formation and alignment.

○ on a ship.

○ 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.

the	all	long
teeth	week	one
deep	eel	sheep
speech	three	sleep





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

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

2.1

Activity Page

# The Pet

1. When did Gran get the pet?

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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.



Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for student writing.

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?

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2. King is . . .

☐ long with green bands.

☐ long and black.

☐ thick and red.

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

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

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

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

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

5.1

Activity Page

# Where Is King?

1. Which spot did Josh and Jen check?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. King was . . .

☐ in the pots.

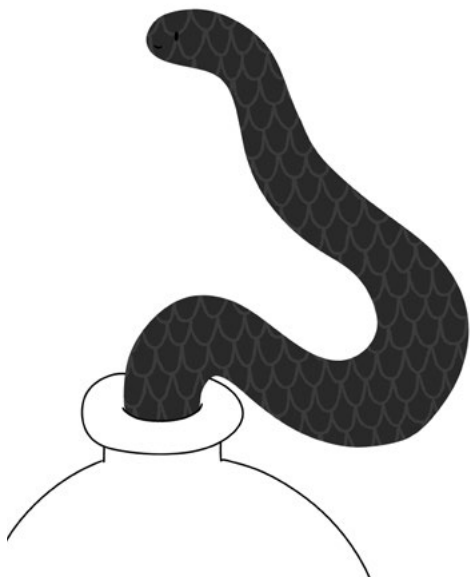
☐ in a vase.

☐ in the crate.

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.



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines.

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

p i n



p i n e

1.

\_\_\_\_\_



\_\_\_\_\_

2.

\_\_\_\_\_



\_\_\_\_\_

3.

\_\_\_\_\_



\_\_\_\_\_

4.

\_\_\_\_\_



\_\_\_\_\_

5.

\_\_\_\_\_



\_\_\_\_\_



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

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

6.2

Activity Page

# The Swim Meet

1. Who went to the swim meet?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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?

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4. Did Gran take King to the meet?

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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.

<u>a</u>	<u>I</u>	no <u>o</u>
so <u>o</u>	<u>of</u>	<u>all</u>
<u>some</u>	<u>are</u>	from <u>o</u>
word <u>o</u>	were <u>o</u>	have <u>o</u>
<u>one</u>	<u>once</u>	to <u>o</u>





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

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

7.1

Activity Page

# 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.

[illegible]

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.

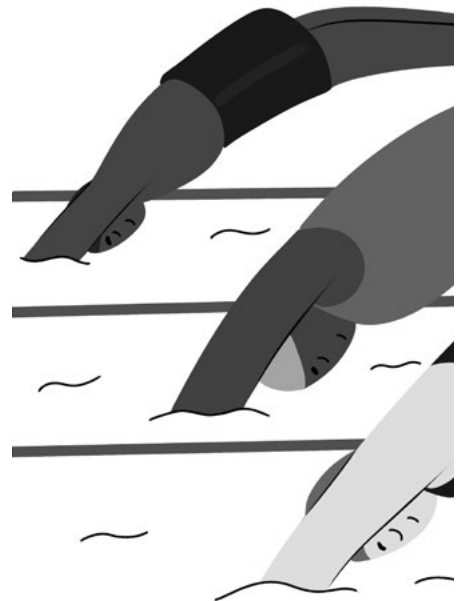
Josh **lines** up in **lane** six.

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.

n o t

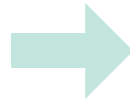


n o t e



1.

\_\_\_\_\_

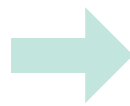


\_\_\_\_\_



2.

\_\_\_\_\_

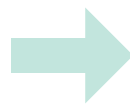


\_\_\_\_\_



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.

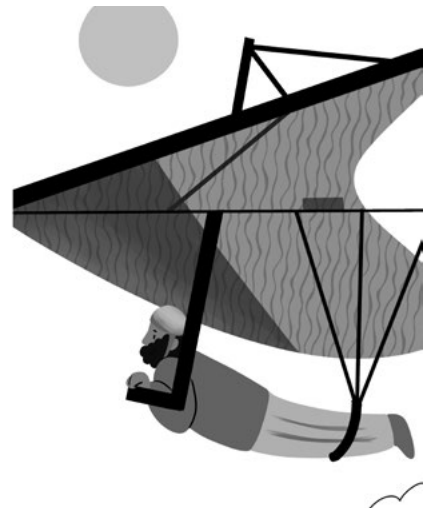
“No,” Gran says. “Mike did not **dive** with me. He went to hang **glide**.”

“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.





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

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

10.1

Activity Page

# 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 . . .

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

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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	



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





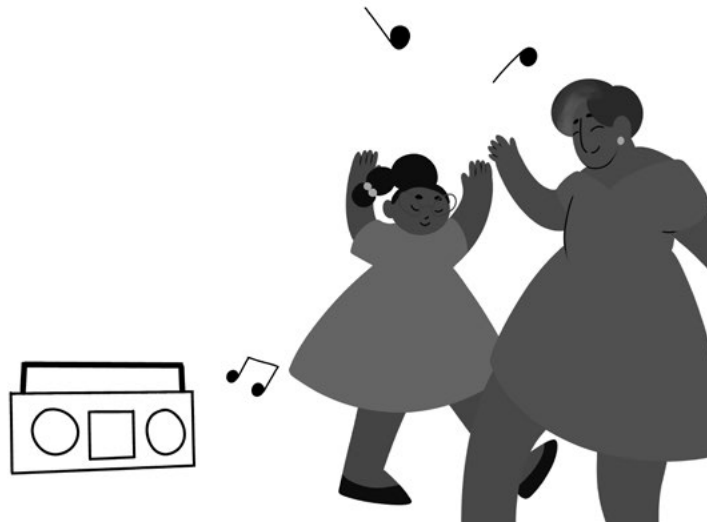
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## Activity Page

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

- 
- The image shows a full page of handwriting practice paper. It contains four identical sets of horizontal lines, each set consisting of three lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are evenly spaced and extend across the width of the page, providing a guide for letter height and placement.

*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.*



Handwriting practice lines consisting of ten sets of three horizontal lines (top, middle dashed, bottom) for student writing.

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.

c u t

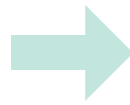


c u t e



1.

\_\_\_\_\_

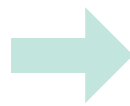


\_\_\_\_\_



2.

\_\_\_\_\_

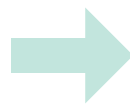


\_\_\_\_\_



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?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

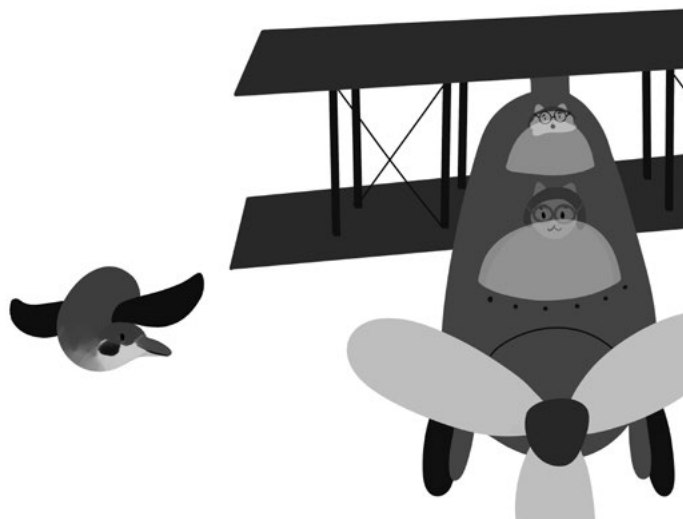
\_\_\_\_\_

\_\_\_\_\_

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.



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines for writing practice.

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!”



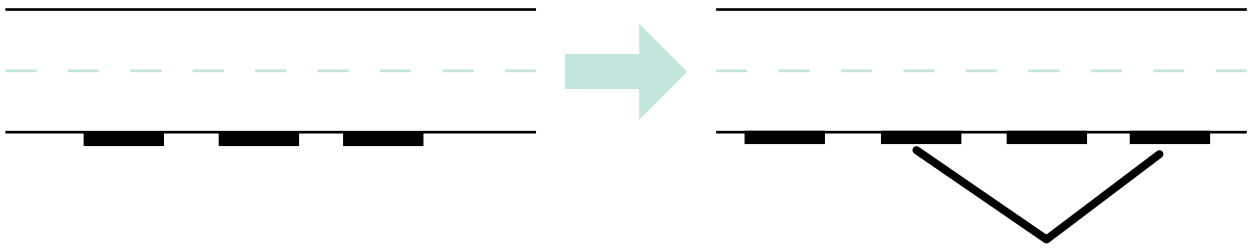
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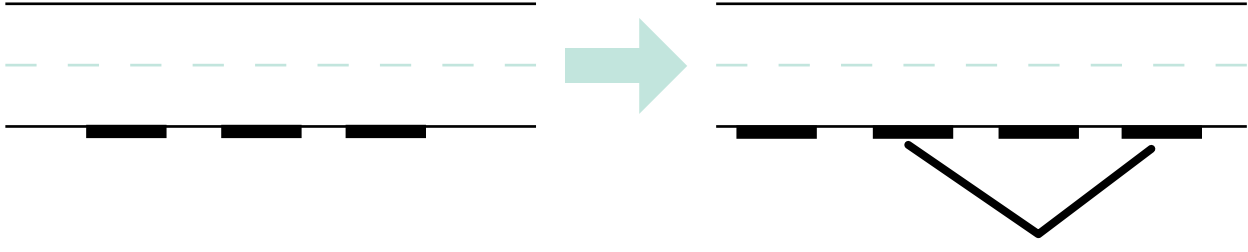
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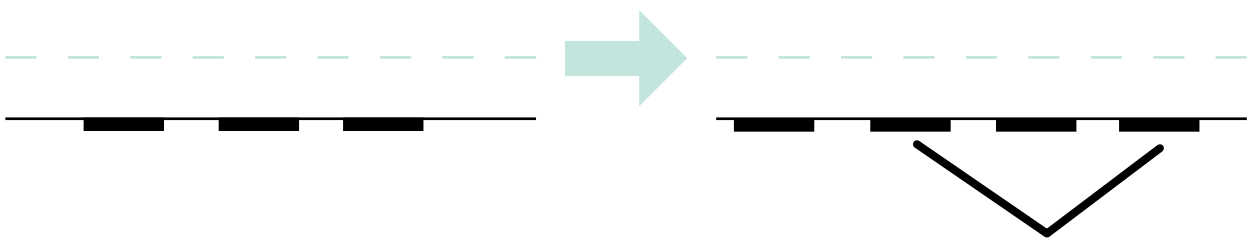
13.1

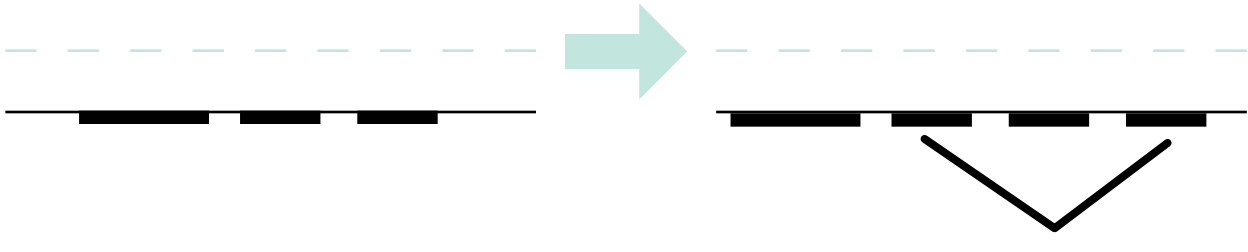
Activity Page

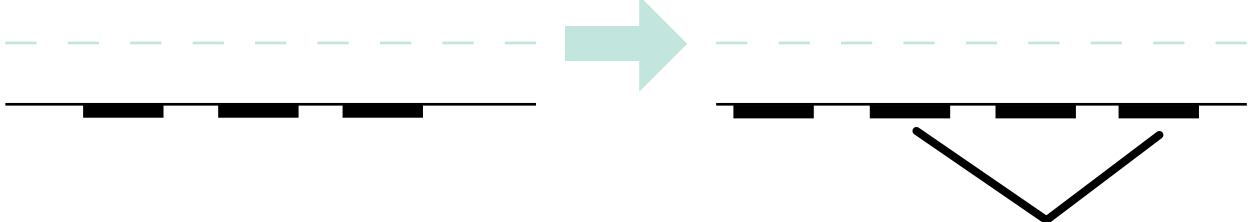
Print the words that are said on the lines.

1. 

2. 

3. 

4. 

5. 



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

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

13.2

Activity Page

# The Sweet Shop

1. What did Gran's dad havee?

☐ 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 havee at the  
sweet shop?

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

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

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

13.3

Activity Page

Print the names of the things on the lines.

cub cube



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

pin pine



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

cap cape



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

can cane

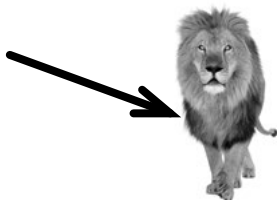


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

man mane



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

dim dime



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

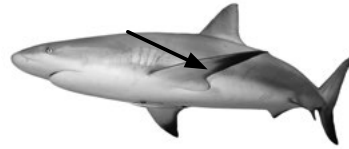


Print the **names** of the things on the lines.

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



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

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

13.5

Activity Page

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

Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

10. shine

Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

11. snake

Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

12. ape

Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

13. rash

Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

14. ask

Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

15. reed

Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

16. ride

Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

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.

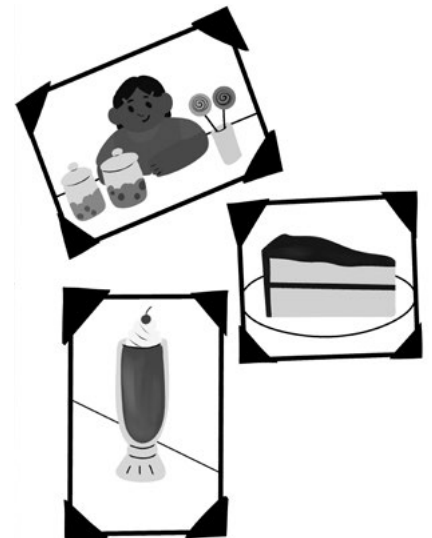
## The Sweet Shop

“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?”



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

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

17.1

Activity Page

# 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.

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

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

Handwriting practice lines consisting of four sets of solid top and bottom lines with a dashed middle line.

A large empty rectangular box for drawing an illustration.

Handwriting practice lines consisting of one set of solid top and bottom lines with a dashed middle line.

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



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

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

18.1

Assessment

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

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

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

18.2

Assessment

# Saved by the Bells

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

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

2. The camp site:

- ☐ has lots of trees
- ☐ is damp and wet
- ☐ is close to a cave
- ☐ has ropes

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



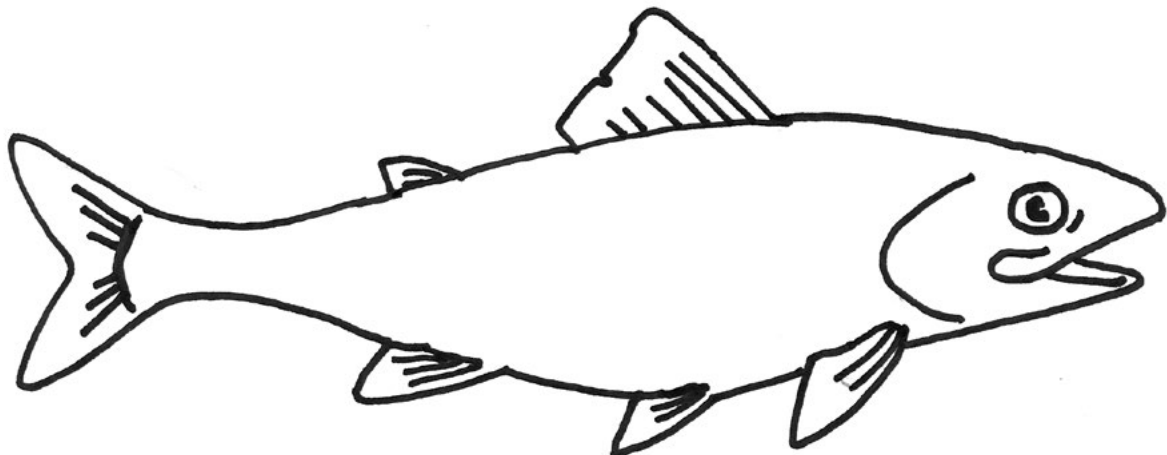
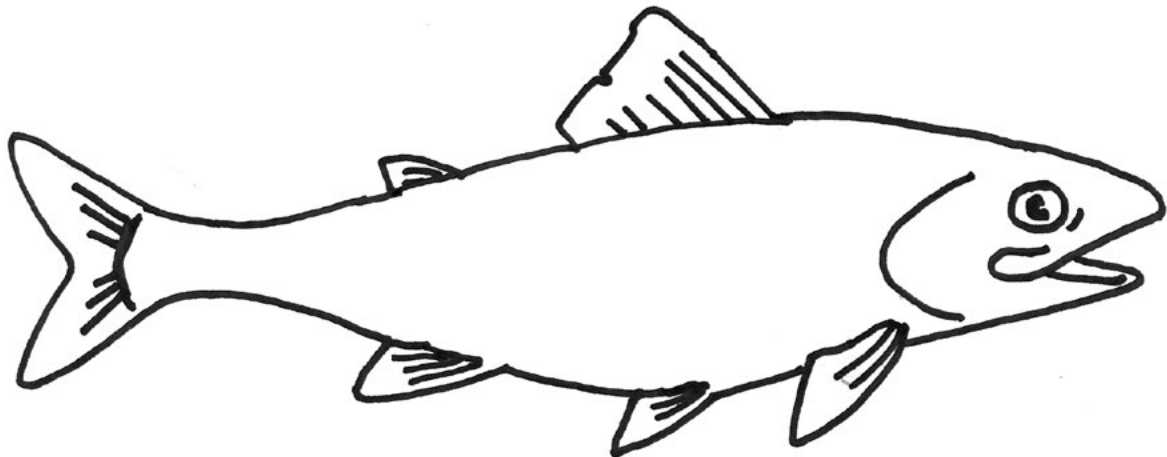
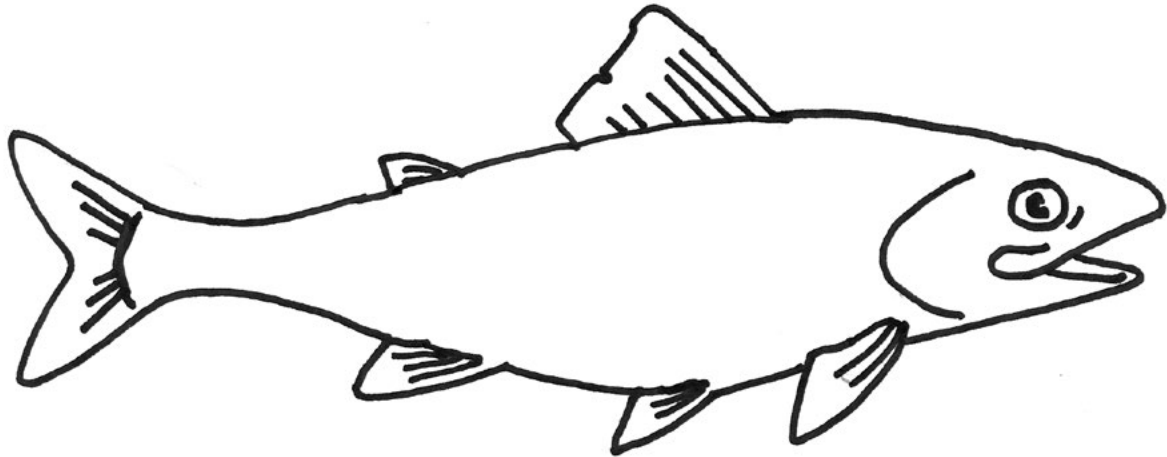
NAME: \_\_\_\_\_

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



smile

smile

smile

wipe

wipe

wipe

ripe

ripe

ripe

hive

hive

hive

five

five

five

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

bake

bake

game

game

snake

snake

wave

wave

flame

bake

game

snake

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

mule

cube

cube

cube

close

close

close

creek

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

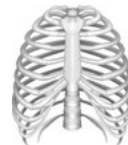
sheep pig



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

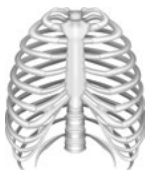


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

cop cope



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

plan plane

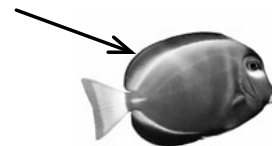


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

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



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 \_ \_


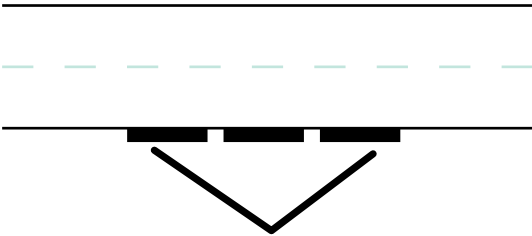
NAME: \_\_\_\_\_


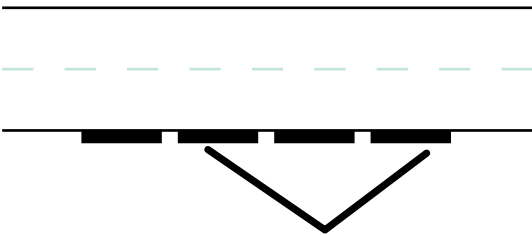
DATE: \_\_\_\_\_


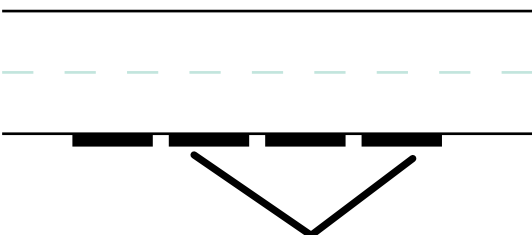
PP.11


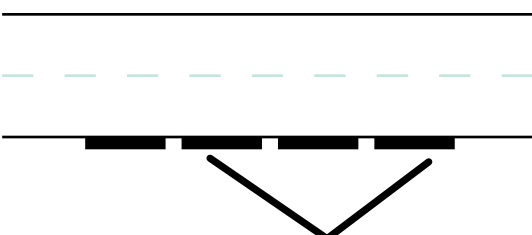
Activity Page


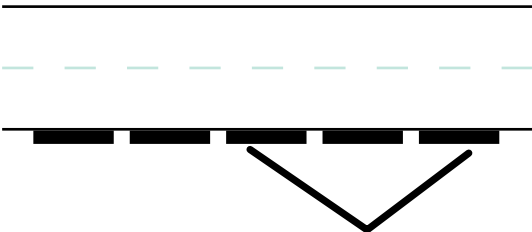
Print the words that are said on the lines.

1.  

2.  

3.  

4.  

5.  





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

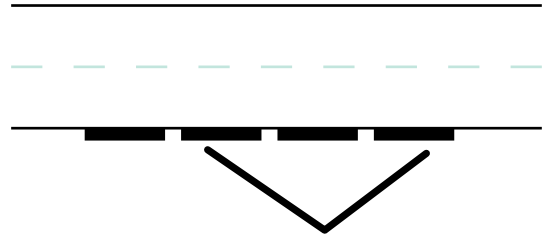
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PP.12

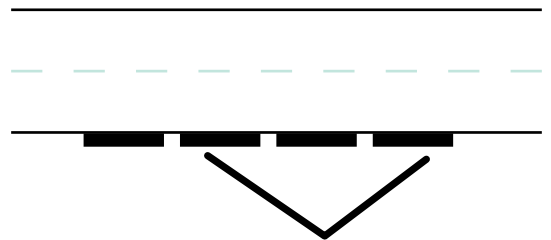
Activity Page

Print the words that are said on the lines.

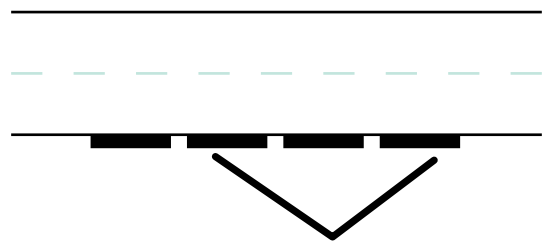
1.



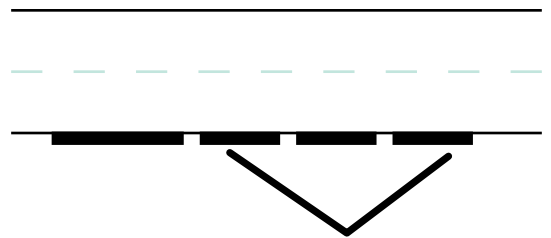
2.



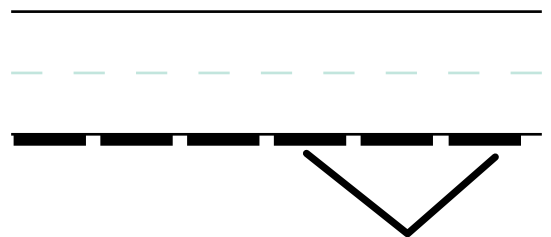
3.



4.



5.





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

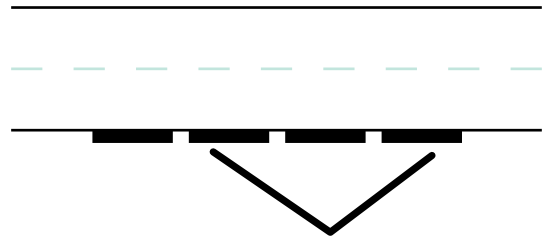
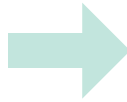
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PP.13

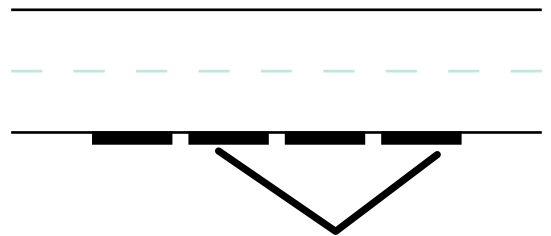
Activity Page

Print the words that are said on the line.

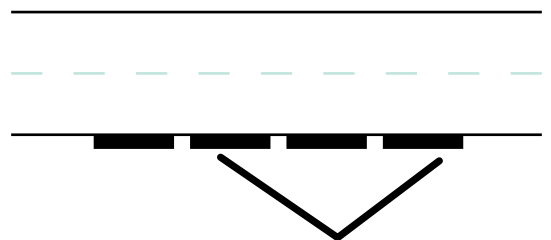
1.



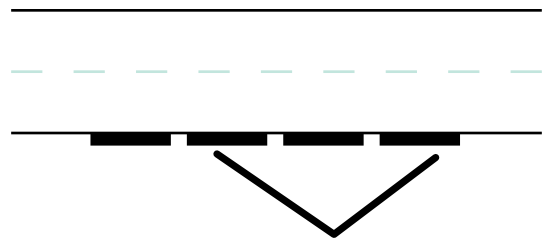
2.



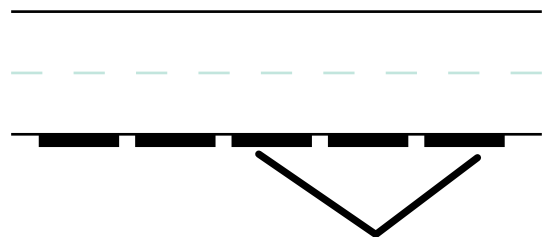
3.



4.



5.





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

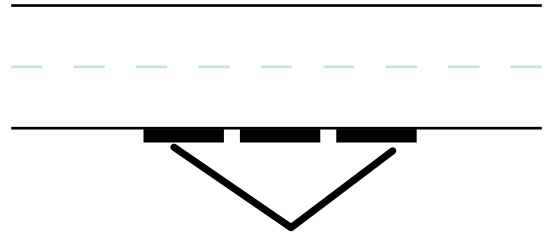
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PP.14

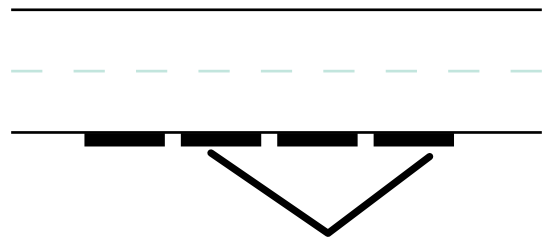
Activity Page

Print the words that are said on the line.

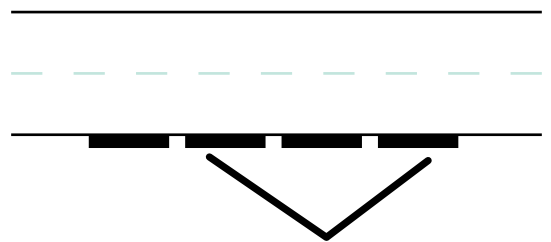
1.



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

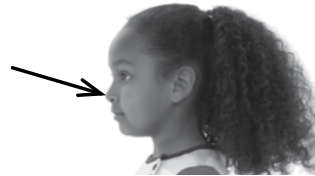
nose

~~nine~~

five

queen

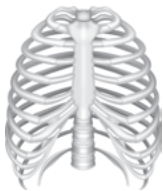
9



nine



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

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

1. Is a pup **cute**?

yes

2. Can **bees** sting?

3. Do you **like** grapes?

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

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

6. Do dogs **like** bones?

7. Can a chimp sing?

8. Is **fire** wet?



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

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

PP.18

Activity Page

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

1. Do kings have robes?

yes

2. Are limes sweet?

3. Is King a black snake?

4. Do you like milk?

5. Do moles sleep in trees?

6. Do you have a nose?

7. Can a dog quack like  
a duck?

8. Do snakes have scales?



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  
quit  
dime

dim  
stripe  
fine

fin  
strip

kite  
quite

/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 mope header.

rob  
globe  
slop

robe  
glob  
cop

hope  
slope

cope  
hop

/o/ as in mop

/oe/ as in mope



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

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

PP.22

Activity Page

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.

cub

use

cut

cute

us

fuse

mute

mutt

fuss

cube

/u/ as in cut

/ue/ as in cute



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

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

PP.23

Activity Page

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



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.



a bee hive



a mule with packs



a closed gate



two dimes

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

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

PP.24

Activity Page

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



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.



plate and cup



three cubes



mole in hole



a long stride

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

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

PP.25

Activity Page

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



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

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

PP.26

Activity Page

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 \_\_\_\_\_.





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

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

PP.28

Activity Page

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.



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

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

PP.29

Activity Page

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!



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

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

PP.30

Activity Page

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

When

Who

in

you

they

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

he

she

she

she

we

we

we

we

be

be

be

be

me

me

me

me



Directions: Have students trace and copy the words.

he

he

he

he

she

she

she

she

we

we

we

we

be

be

be

be

me

me

me

me

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

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

PP.32

Activity Page

Directions: Have students trace and copy the words.

they

they

their

their

you

you

your

your

my

my

by

by

they

their

you

your

my

by

Directions: Have students trace and copy the words.

they

they

their

their

you

you

your

your

my

my

by

by

they

their

you

your

my

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

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

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

PP.34

Activity Page

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.



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

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

PP.35

Take-Home

**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.”



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

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

PP.36

Take-Home

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!"



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

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

PP.37

Activity Page

# Splash Dogs

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

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2. What trick can Buck do?

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

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



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---

---

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

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

PP.38

Activity Page

## 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 thing. 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.



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines for writing practice.

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

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

PP.39

Activity Page

# Gran's Mud Run

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

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



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

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6. What **prize** did Gran get?

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

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

PP.40

Activity Page

# Gran's Trip Home

1. Who will **take** Josh and Jen back?

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

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

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

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4. Will Gran **ride** a **bike** to **Pine** Hill?

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

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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

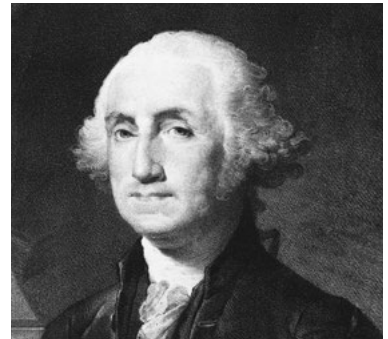
cop

kid

Rex

man

Josh





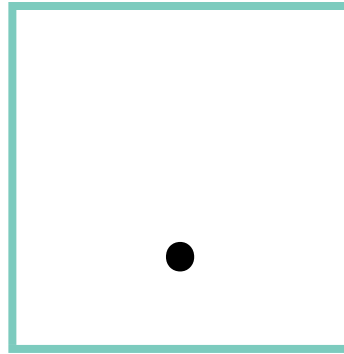
NAME: \_\_\_\_\_

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

PP.42

Activity Page

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 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 \_\_\_\_\_

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