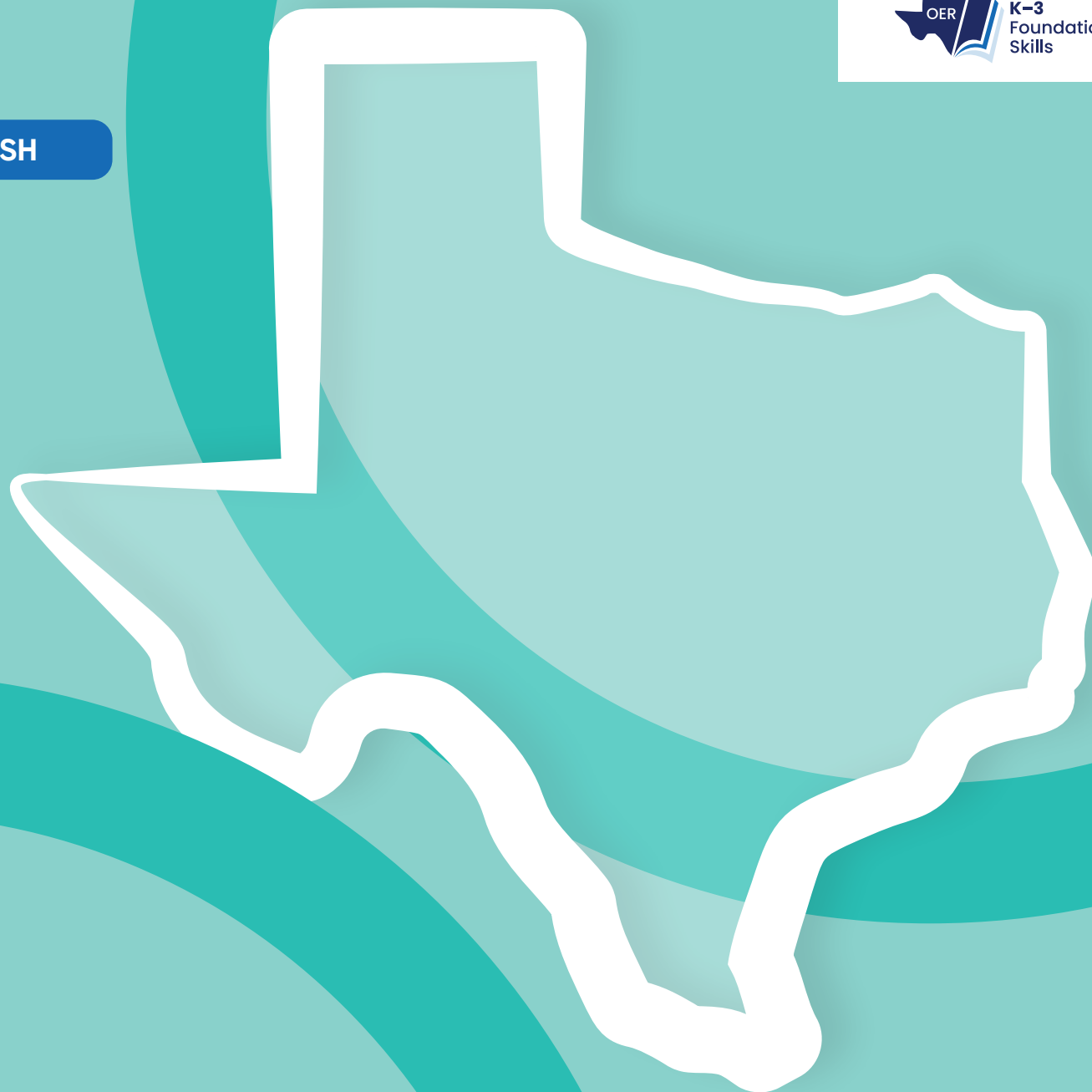


ENGLISH



GRADE 1 FOUNDATIONAL SKILLS UNIT 3

# Activity Book

EDITION 1

Grade 1

# **Foundational Skills 3**

**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  
**[openeducationresources@tea.texas.gov](mailto:openeducationresources@tea.texas.gov)**.

# **Foundational Skills 3**

## **Activity Book**

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 3. 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.



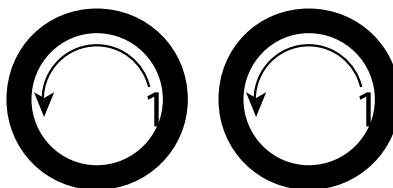
NAME: \_\_\_\_\_

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

1.1

Activity Page

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



oo oo

oo oo

.

.

.

.

.

.

oo oo

oo oo

.

.

.

.

.

.

soon soon

soon soon

soon soon

loot loot

loot loot

loot loot

room room

room room

room room

In the box are six words. Print them on the lines where they fit best.

moon

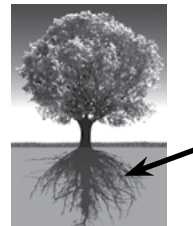
spoon

tools

roots

broom

boots



moon



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

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

1.2

Activity Page

Directions: Students should reread the story and answer the questions, noting the page number where they found the answer.

# The King Frog and the Big Ox

1. Who made King Frog get stuck in the cool pool?

☐ a small frog

☐ a log

☐ the big ox

Page \_\_\_\_\_

2. Did the frogs like the big ox? Why or why not?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Page \_\_\_\_\_



3. Why did the small frog make puffs?

---

---

---

---

---

---

---

---

---

---

Page \_\_\_\_\_

4. What happened to King Frog in the end?

- ☐ He got free.
- ☐ He popped.
- ☐ He fell.

Page \_\_\_\_\_

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

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

1.3

Activity Page

# Spelling Words

1. same

2. green

3. stone

4. line

5. make

6. hide

7. seed

8. Tricky Word: they



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

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

1.4

Take-Home

**Dear Family Member,**

Today we started Unit 3 of English Language Arts. Starting with this unit, your student will receive a new list of spelling words each Monday. The purpose of having weekly spelling words is to help students become strong spellers and allow them to practice at home the skills they have learned. Your student will receive the spelling words at the beginning of the week and will be tested on the words at the end of the week.

There are eight words each week. The words cover only the spellings that have been reviewed and taught in class, meaning that your student will only work with and be tested on familiar spellings. The last spelling word is shaded in gray to indicate it is a Tricky Word. Tricky Words do not follow the expected spelling rules, so they cannot be reliably sounded out and spelled, which means their spellings must be memorized. Tricky Words are also taught and reviewed in class.

I encourage you to work with your student each night to review the spelling words for 5–10 minutes. The activities can be fun but should involve having your student write the word, not just spelling it aloud.

Here are a few activity ideas:

- Say a sentence with the spelling word, but leave the spelling word out. Your student should guess which of the week's spelling words should complete the sentence and then write the word down.
- Create spelling word flash cards. After reading the word on a flash card, your student can turn over the card and write the word from memory on another piece of paper.
- Have a spelling bee at home, asking your student to both spell the words to you orally and write them.
- Ask your student to write each word in a short sentence or write a story with the words.
- If possible, act out or draw a picture of the words; have your student guess the word and then write it down.
- Please have your student practice spelling the words in a different order each night; do not simply call them out in the order listed.
- Starting later this week, your student will also bring home a story that we have read in class. The story for this week is called "The King Frog and the Big Ox." Please have your student read the story to you and then talk about it together.

If you have any questions, please do not hesitate to contact me.



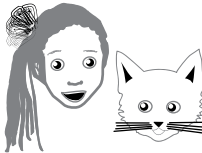

NAME: \_\_\_\_\_

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

2.1

Activity Page

Directions: Have students fill in the story map to describe the characters, setting, and plot of the story.

Name:	
<u>Who?</u> 	<u>Where?</u> 
<b>What?</b>	<u>Once, there were . . .</u>
	Next in the tale . . .
	At the end of the tale . . .



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

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

2.2

Take-Home

Dear Family Member,

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

Repeated reading is an important way to improve reading. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

## The King Frog and the Big Ox

A big ox came to a cool pool for a sip.

“Sip, sip, sip,” went the big ox.

The big ox made a step in the pool.

He sat in the cool pool to make his **feet** cool, too.

When he sat in the pool, he made a big splash!

“Squish, splash!

Squish, splash!”

went the big ox  
in the cool pool.

When the big ox  
sat back, **he** hit  
the King Frog





King Frog was in the mud and the big ox hit him with a thud!

One of his big feet sat on top of the King Frog. The King Frog was stuck **deep** in the mud.

A small frog on a log said,  
“The King Frog is not here. Where did he go?”

“A big ox came,” said all the frogs. “He made a big splash in the cool pool!”

They said, “When he came, he hit the King Frog with one of his big feet.

“Was he big?” said the small frog. He made a big puff to **seem** like the big ox.

“Was the ox as big as this?” said the small frog.

All the frogs said, “No, he was big, **BIG**!”

“Was he this big?” The small frog made two puffs.

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

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

2.2  
CONTINUED

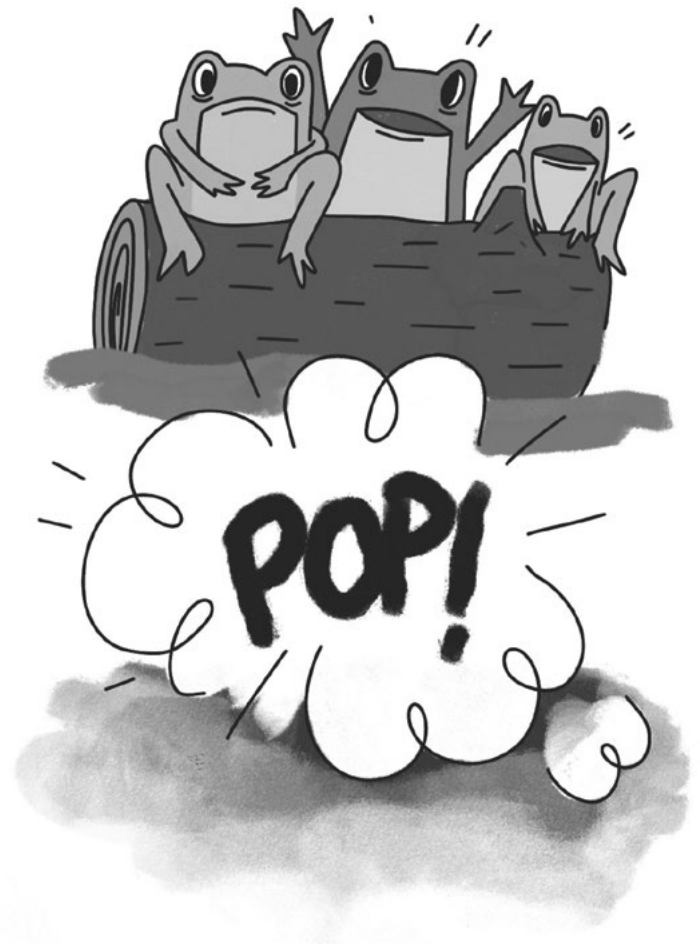
Take-Home

All the frogs said “No, the ox was big, big, BIG!”  
“This big?” The small frog gave a puff, puff, PUFF!

The ox came from the cool pool. His big sips  
came to a stop. He sat on the green grass to  
rest his big, wet feet.

The King Frog sat up from the mud in the cool  
pool. He said, “That ox was this big!”  
He gave a puff, puff,  
puff, PUFF to seem  
like the big ox.

With a POP, King  
frog was gone.





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

## Activity Page

*Directions: Have students reread the story and answer the questions, noting the page number where they found the answer. Have students draw a picture illustrating the fable's moral.*

○ the dog who runs free

## 2. Why is one dog plump?

A handwriting practice sheet featuring five identical sets of horizontal lines. Each set is composed 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 formation and alignment.

Page \_\_\_\_\_

3. What makes the thin dog run off?

Page \_\_\_\_\_

4.

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

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

5.1

Assessment

# Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.



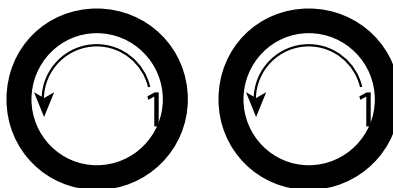
NAME: \_\_\_\_\_

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

5.2

Activity Page

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



.

.

.

.

.

.



.

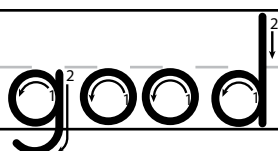
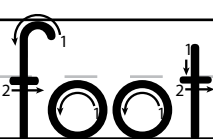
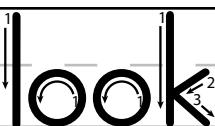
.

.

.

.

.





In the box are six words. Print them on the lines where they fit best.

brook

book

hood

foot

hook

cook



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

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

5.3

Take-Home

Dear Family Member,

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

Repeated reading is an important way to improve reading. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

## The Two Dogs

Once two dogs met. One of them was a tame dog who made his home with men. One was a dog who ran free.

The dog who ran free stared at the tame dog and said, “Why is it that you are so plump and I am so thin?”

“Well,” said the tame dog, “I am plump because the men feed me. I do not have to run all the time to get my food. My job is to keep the home safe when the men are in their beds.



When they wake up, they feed me scraps of food from their plates.”

“Your life must be a fine life,” said the thin dog.  
“I wish my life were like yours.”

The plump dog said, “If you will help me keep the home safe, I bet the men will feed you, too.”

“I will do it!” said the thin dog.

But just as the thin dog said this, the moon shone on the neck of the plump dog.

The thin dog said, “What is that on your neck?”

“I am on a rope when the sun is up,” said the plump dog.

“Rope?” said the thin dog. “Do they keep you on a rope?”

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

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

5.3  
CONTINUED

Take-Home

“Yes,” said the plump dog. “When the moon is up, the men let me free, but when the sun shines, they keep me on a rope. I can not run and be free when the sun is up, but it is not so bad.”

“No, no!” said the thin dog, as he ran off. “I will not have a rope on my neck. You can be plump. I will be free!”





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

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

6.1

Take-Home

# The Hares and the Frogs

Directions: Have students reread the story and answer the questions. Tell them to record the page on which they found their answer.

1. Where did the hares have a chat?

☐ in the grass

☐ in a tree

☐ in a hut

Page \_\_\_\_\_

2. Why were two of the hares sad?

☐ They were fools.

☐ They were tame.

☐ They were not brave.

Page \_\_\_\_\_

3. What are some things that scare the hares?

Page\_\_\_\_\_

4. Who was scared of the hares in the end?

Page\_\_\_\_\_

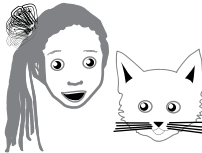

NAME: \_\_\_\_\_

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

6.2

Activity Page

Directions: Have students fill in the story map to describe the characters, setting, and plot of the story.

Name:	
<u>Who?</u> 	<u>Where?</u> 
<b>What?</b>	<u>Once, there were . . .</u>
	<u>Next in the tale . . .</u>
	<u>At the end of the tale . . .</u>





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

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

6.3

Activity Page

Name: \_\_\_\_\_

In the tale, "The Two Dogs," \_\_\_\_\_

Directions: Have students use the template for their book reports.

Once \_\_\_\_\_

Next,

In the end

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

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

6.3  
CONTINUED

Activity Page

This tale tells us \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I liked/did not like this tale because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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

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

6.4

Take-Home

**Dear Family Member,**

This week during our language arts time, we will continue to explore the writing process with students. We are teaching students to plan, draft, and edit written compositions before creating a final product. Ask your student to explain the process to you.

We will also continue to read stories from the reader *Fables*. Your student can explain the different morals from the stories we read in class.

Included below are the spelling words for this week. Remember to encourage your student to practice these words each night in order to be prepared for the test at the end of the week.

## Spelling Words

1. frog

2. moth

3. quote

4. wood

5. took

6. spoon

7. tooth

8. Tricky Word: why



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

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

7.1

Activity Page

Directions: Read the words aloud as a class. Have students write the words with the /oo/ sound under the 'boo' header and the words with the /oo/ sound under the 'book' header.

**oo**

①      /oo/ as in soon      /oo/ as in look      ②

boo	book	bloom	food
took	cool	good	cook



/oo/ as in boo

boo

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

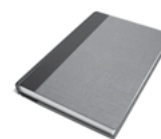
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



/oo/ as in book

book

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





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

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

7.2

Take-Home

Dear Family Member:

Your student has been taught to read words with the vowel sounds /oo/ as in *soon* and /oo/ as in *look*. Reading words like these is tricky because the two vowel sounds are spelled with the exact same spelling, 'oo,' but pronounced differently. Ask your student to cut out the word cards. Show the cards to your student and have your student read them. You may also ask your student to copy the words onto a sheet of paper. Your student can sort the word cards into two piles: one pile for words with /oo/ as in *soon* and one pile for words with /oo/ as in *look*. Please keep and use the cards for future practice.

pool	moon	cook
look	foot	hood
food	boot	book
spoon	took	root



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

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

8.1

Activity Page

## The Two Mules

spots

strong

ten

packs

five

mules

lift

fool

A man went on a trip with two

\_\_\_\_\_. The black mule

was \_\_\_\_\_, but the

mule with \_\_\_\_\_ was not

as strong. The mule with spots had to

ask the black mule to help him with his

\_\_\_\_\_. "I have my five

packs and you have your

Directions: Have students read each sentence and write the word that fits best.

spots

strong

ten

packs

five

mules

lift

fool

\_\_\_\_\_  
\_\_\_\_\_,” said the black  
mule. The mule with spots went on, but at  
last he fell and could not get up. The man  
set all \_\_\_\_\_ packs on the  
black mule. The black mule said, “What a  
\_\_\_\_\_ I was! I did not  
help the mule with spots when I should  
have! If I had, I would not have to  
\_\_\_\_\_ all of his packs as  
well as mine.”

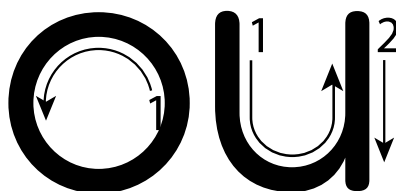
NAME: \_\_\_\_\_

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

9.1

Activity Page

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



ou ou

out out

mouth mouth

shout shout

Print the words on the lines where they fit best.

1. cloud



2. snout



3. mouth



4. couch



5. round



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

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

10.1

Assessment

# Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.







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

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

10.2

Activity Page

Directions: Have students underline the verbs with a squiggly line and then copy them on the lines. Have students copy their favorite sentence on the line beneath the box and illustrate it.

1. Run up the hill.

run

2. Mop the room.

3. Cook good food.

4. Look it up.

5. Shake his hand.

6. Pet the dog.



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

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

10.3

Activity Page

## The Dog and the Mule

The mule set his feet on the man's lap and gave the man a big lick .



The man let the dog lick him and his spoon.  
The man would rub the dog and kiss him.

The man was scared. He made the mule run back out to his pen.

The mule felt left out. The mule said,  
"I should act like a dog."

A man had a dog and a mule.

Directions: Have students cut out the events from the story "The Dog and the Mule." Tell them to look back at their Reader to find the correct order of events. They will then tape or glue the events in the right order on the next page.



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

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

10.3  
CONTINUED

Activity Page

# The Dog and the Mule

1.

2.

3.

4.

5.



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

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

10.4

Take-Home

Dear Family Member,

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

Repeated reading is an important way to improve reading. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

## The Hares and the Frogs

Three hares stood in the grass.

“I am sad,” one of them said. “I wish we were brave.”

“So do I,” said the next one. “But we are not brave. A splash in the brook scares us. The wind in the grass scares us. We are scared all the time.”

“Yes,” said the last one. “It is sad to be a hare.”





Just then there was a splash in the brook. The splash scared the hares. They ran off to hide. As they ran, they scared a bunch of frogs.

“**L**ook,” said one of the hares. “The frogs are scared of us!”

“Yes, they are!” said the next hare. “They are scared of us! Well, I’m glad I am not a frog!”

“Yes!” said the last hare. “In the end, it is good to be a hare!”



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

## Activity Page

*Directions: Have students print yes or no on the lines.*

- [illegible]



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

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

11.2

Activity Page

Print the words on the lines where they fit best.

hares

shout

free

fools

brook

need

spoon

packs

food

feet

1. The frogs said, "We \_\_\_\_\_ a king!"

2. The gods said the frogs were \_\_\_\_\_.

3. The tame dog got his \_\_\_\_\_ from men.

4. The thin dog had to be \_\_\_\_\_.

5. There was a splash in the \_\_\_\_\_.

hares

shout

free

fools

brook

need

spoon

packs

food

feet

6. The \_\_\_\_\_ were scared all the time.

7. The black \_\_\_\_\_ mule did not help the mule with spots with his \_\_\_\_\_ .

8. The man let the dog lick his \_\_\_\_\_ .

9. The mule put his \_\_\_\_\_ on the man's lap.

10. The man gave a \_\_\_\_\_ and he was scared.

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

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

11.3

Activity Page

# Spelling Words

1. brook

2. stood

3. booth

4. room

5. south

6. proud

7. shout

8. Tricky Word: down



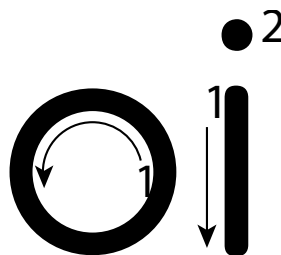
NAME: \_\_\_\_\_

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

12.1

Activity Page

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



oi oi

oi oi

oil oil

oil oil

boil boil

boil boil

coin coin

coin coin



In the box are six words. Print them on the lines where they fit best.

coin

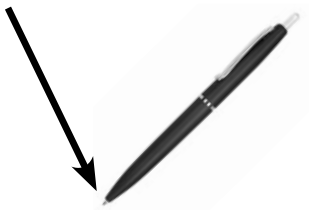
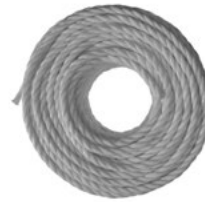
point

soil

boil

oil

coil



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

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

12.2

# The Bag of Coins

1. What did the man who found the coins tell the next man?

---

---

---

---

---

---

---

---

---

---

Page \_\_\_\_\_

2. Why was the bunch of men mad?

---

---

---

---

---

---

---

---

---

---

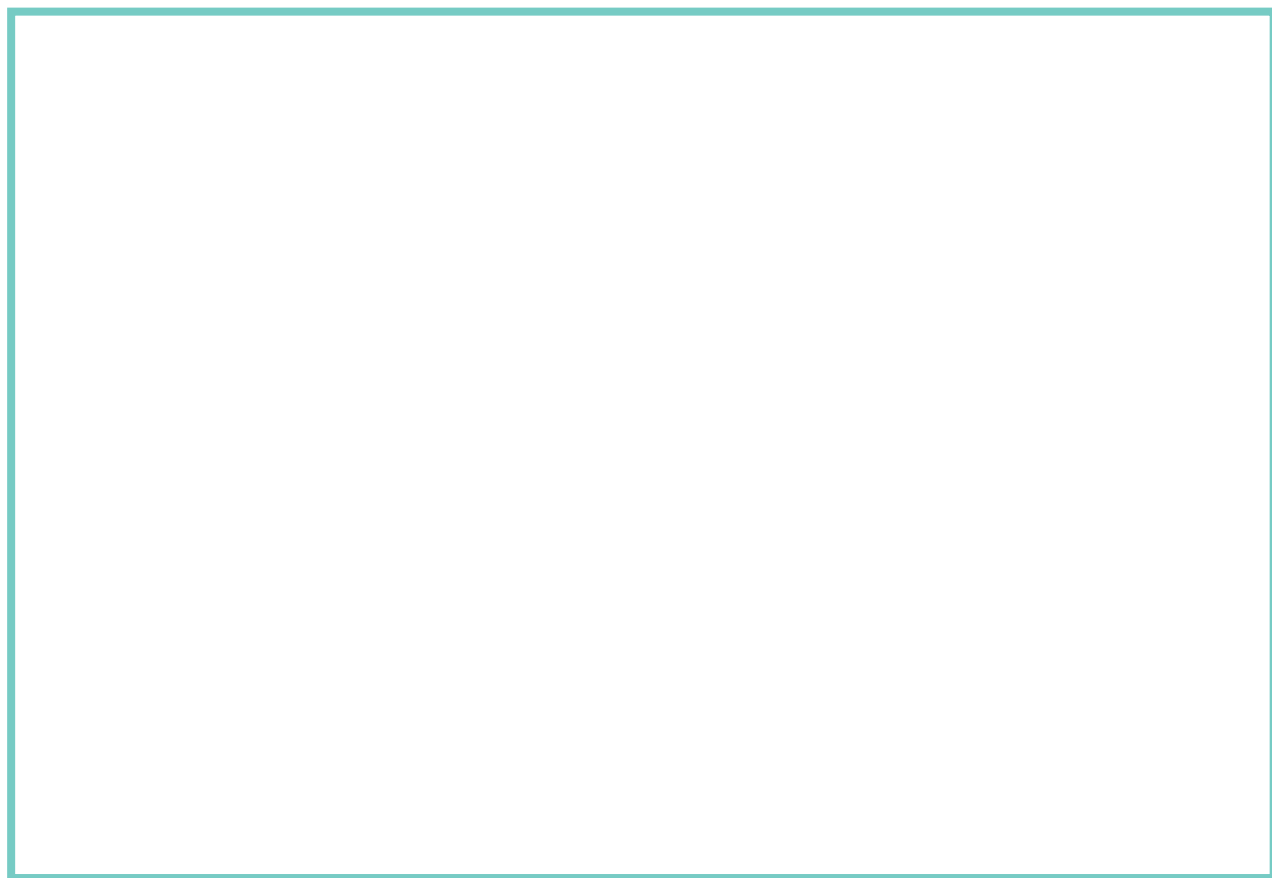
Page \_\_\_\_\_

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. When the bunch of men came, the man with the coins said, "If they see us with the coins,
- ☐ they will be glad."
  - ☐ they will be scared."
  - ☐ we will be in a bad spot."

Page\_\_\_\_\_



---

---

---

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

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

12.3

Take-Home

Dear Family Member:

Your student has been taught to read words with the vowel spellings 'oo' as in *spoon*, 'oo' as in *book*, 'ou' as in *cloud*, and 'oi' as in *boil*. Ask your student to cut out the word cards. Show the cards to your student and have your student read them. Then have your student read the word cards from previous take-home activity pages. You may ask your student to copy the words onto a sheet of paper. In addition, you can read the words aloud and have your student write the words down, one sound at a time, paying attention to the digraphs. Please keep the cards for future practice.

smooth

moon

round

cook

boil

foil

look

spoon

loud

sound

book

oil



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

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

14.1

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. coins

coins

2. moist

3. broom

4. tooth

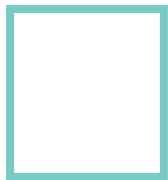
5. scoop

6. couch

7. shook

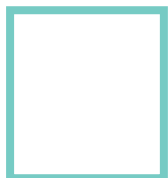
8. joint

9. crouch



Handwriting practice lines for the word 'crouch', consisting of a solid top line, a dashed middle line, and a solid bottom line.

10. foul



Handwriting practice lines for the word 'foul', consisting of a solid top line, a dashed middle line, and a solid bottom line.

11. hood



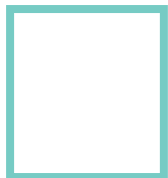
Handwriting practice lines for the word 'hood', consisting of a solid top line, a dashed middle line, and a solid bottom line.

12. stoop



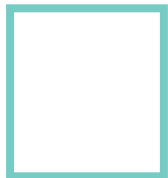
Handwriting practice lines for the word 'stoop', consisting of a solid top line, a dashed middle line, and a solid bottom line.

13. troop



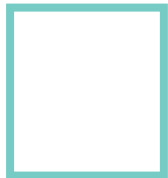
Handwriting practice lines for the word 'troop', consisting of a solid top line, a dashed middle line, and a solid bottom line.

14. point



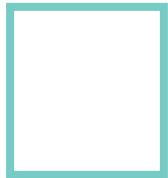
Handwriting practice lines for the word 'point', consisting of a solid top line, a dashed middle line, and a solid bottom line.

15. droop



Handwriting practice lines for the word 'droop', consisting of a solid top line, a dashed middle line, and a solid bottom line.

16. mount



Handwriting practice lines for the word 'mount', consisting of a solid top line, a dashed middle line, and a solid bottom line.

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

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

15.1

Assessment

# Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.







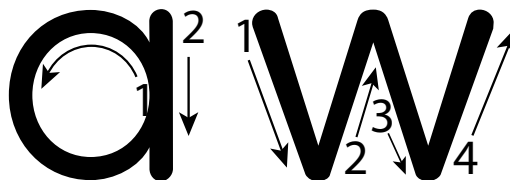
NAME: \_\_\_\_\_

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

15.2

Activity Page

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



a w

a w

a w

draw

draw

draw

saw

saw

saw

paw

paw

Print the words on the lines where they fit best.

1. claw



2. paw



3. saw



4. lawn



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

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

16.1

Activity Page

# The Dog and the Ox

1. Where did the dog take his nap?

- ☐ in a loft
- ☐ in a den
- ☐ in a food box

Page\_\_\_\_\_

2. What did the dog do when the ox came back?

- ☐ He got off the box.
- ☐ He did not get off the box.
- ☐ He went to the loft.

Page\_\_\_\_\_

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. Why did the dog get off of the box in the end?

- ☐ The dog was mad.
- ☐ The ox said he could sleep in the loft.
- ☐ The man said there was **straw** in the loft and the dog must get up.

Page\_\_\_\_\_



---

---

---

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

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

16.2

Take-Home

**Dear Family Member:**

For Unit 3 of our English Language Arts program, your student has been taught to read the Tricky Words *should*, *could*, *would*, *because*, and *down*. Tricky Words are hard to read because they contain parts that are not pronounced the way one would expect. For this reason, students must memorize the word.

Have your student read the Tricky Words in the box and then the sentences below. Note that the tricky parts are underlined. Have your student write the matching Tricky Word for each sentence and write it on the line. Please note that there could be different answers for the sentences. Ask your student to read the completed sentence out loud, and ask if it makes sense. You may ask your student if there is another word that could fit in the sentence as well.

should

could

would

because

down

1. You \_\_\_\_\_ wash  
your hands.

2. \_\_\_\_\_ you hand  
me that?

should

could

would

because

down

3. I was glad \_\_\_\_\_ I ate  
cake for lunch.

4. I \_\_\_\_\_ jump up  
and sing.

5. The stars are up, not  
\_\_\_\_\_  
\_\_\_\_\_.  
\_\_\_\_\_.

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

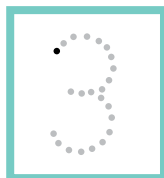
DATE: \_\_\_\_\_

17.1

Activity Page

Directions: For each word, have students read the word and then circle and count the number of sound/spellings. Then have students copy the word on the lines.

1. cook



cook

2. cloud



cloud

3. lawn



lawn

4. point



point

5. sleep



sleep

6. spoon



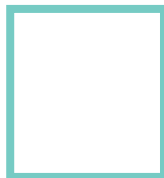
spoon

7. brook



brook

8. moist



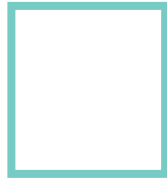
moist



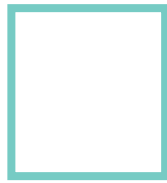
9. shape



10. hawk



11. pound



12. saw



13. pool



14. join



15. shout



16. mount



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

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

17.2

Take-Home

Dear Family Member,

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

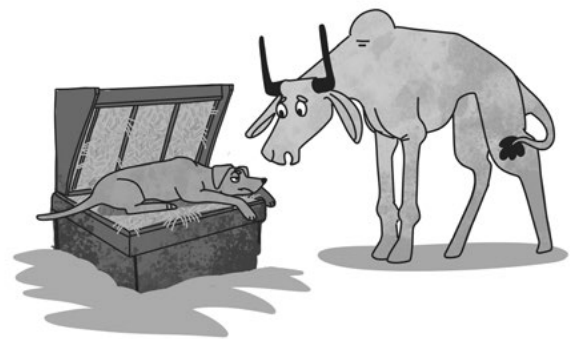
Repeated reading is an important way to improve reading. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

## The Dog and the Ox

Once a dog took a nap on a pile of stuff in a box. “That straw looks good for sleeping,” said the dog. But it was not straw in the box. The box was not a bed.

When the ox came home, he saw the dog in his food box. But he could not get to the food because the dog was on top of it.

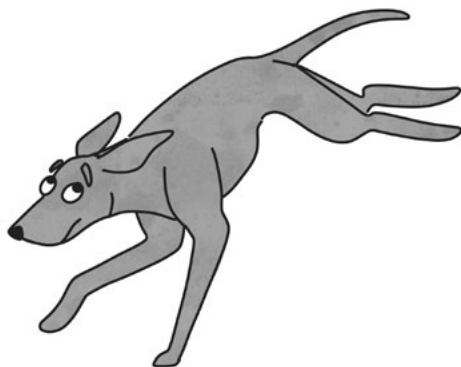
“Dog,” said the ox,  
“There is straw in  
the loft. Could you  
sleep up in the loft? I  
would like to munch on  
the food in my box.”



The dog woke up, but he would not get off the food box. He was mad that the ox woke him up.

At last, a man came in and saw the dog on the food box.

“Bad dog!” said the man. “That box is not a bed. It has food for the ox, but you would not let him have it! Shame on you! Get up! You should sleep on the straw in the loft.”



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

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

# 18.1

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.	



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

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

18.2

Activity Page

# The Fox and the Grapes

1. What did the fox see?

☐ a fat hen

☐ a fawn

☐ a bunch of ripe grapes

Page \_\_\_\_\_

2. To get the grapes, the fox ...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Page \_\_\_\_\_

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. Can the fox tell that the grapes are sour? Why  
or why not?

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

Page\_\_\_\_\_

A large rectangular box for drawing an illustration.

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

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

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

19.1

Assessment

Directions: Have students circle the word their teacher says.

1.    punt       point       put       pout

2.    wood       want       wool       wet

3.    foil       food       foot       fed

4.    clam       clod       coil       cloud

5.    foil       fall       for       fell

6.    mouth       moist       mount       moth

7.    shout       shine       soil       shoot

8.    look       lake       loot       late



9. clap cot couch coil

10. joust jar Jill join

11. south smooth sand smooch

12. male mouth mill mope

13. shell shout share shook

14. boot bout bite boon

15. stand stood shout store

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

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

19.2

Assessment

# The Fox and the Crane

1. The fox asks the crane to have:
  - ☐ lunch with him
  - ☐ fun with him
  - ☐ a snack with him
2. The fox was up to a trick. He gave the crane some food:
  - ☐ in a flat stone dish
  - ☐ on big plate
  - ☐ in a bag
3. The crane could not get the food because:
  - ☐ he did not like it
  - ☐ of the shape of his bill
  - ☐ the dish was hot

4. The crane gave the milk to the fox:

- ☐ on a big plate
- ☐ in a flat stone dish
- ☐ in a glass with a long, thin neck

5. The fox could not get the milk because:

- ☐ the milk was bad
- ☐ of the shape of his nose
- ☐ of the shape of his bill

6. The tale tells us what?

- ☐ If you trick a pal, he could trick you.
- ☐ Milk is best from a tall glass.
- ☐ A long bill is best.

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

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

PP.1

Activity Page

~~pool~~

~~shook~~

tool

cook

hook

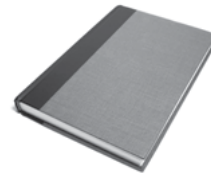
zoom

smooth

took



/oo/ as in boo



/oo/ as in book

pool

shook

Directions: Have students write the words with the /oo/ sound under the 'boo' header and the words with the /oo/ sound under the 'book' header.

Directions: Have students write the words with the /ue/ sound under the 'cute' header and the words with the /oo/ sound under the 'cool' header.

~~cute~~

room

~~hoop~~

soon

cube

mute

use

loop

/ue/ as in cute

/oo/ as in cool

cute

hoop

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

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

PP.2

Activity Page

<del>boil</del>	sound	<del>loud</del>	hoist
join	moist	round	foul

/oi/ as in oil

/ou/ as in shout

Directions: Have students write the words with the /oi/ sound under the 'oil' header and the words with the /ou/ sound under the 'shout' header.



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

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

PP.3

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. claws

claws

2. hoist

3. hoop

4. loud

5. shook

6. draw

7. oil

8. shout



9. good



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

10. mouth



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

11. hood



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

12. yawn



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

13. point



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

14. proud



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

15. paw



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

16. look



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

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

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

PP.4

Activity Page

Print the words.

cool

cool

moon

moon

root

root

hoop

hoop

scoop

scoop

Print the words.

look

look

foot

foot

good

good

hood

hood

nook

nook

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

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

PP.5

Activity Page

Print the words.

loud

loud

shout

shout

couch

couch

mouth

mouth

round

round

Print the words.

joint

joint

soil

soil

coin

coin

foil

foil

point

point

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

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

PP.6

Activity Page

Print the words.

law

law

straw

straw

paw

paw

yawn

yawn

shawl

shawl



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

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

# PP.7

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.





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

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

PP.8

Activity Page

Print the words.

because

because

would

would

could

could

should

should

down

down

Print the words.

because

would

could

should

down

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

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

PP.9

Activity Page

Directions: Have students answer the questions by writing 'yes' or 'no' on the lines.

1. Is the **moon** made **out**  
of cake?

no

2. Can a duck squ**aw**k?

3. Can a **hawk** swoop down?

4. Is **straw** a food?

5. Are your pants made **out**  
of tin **foil**?

6. Is a dime a **coin**?

7. Is there food on  
the **ground**?

8. Do you like to **look**  
at **books**?

9. Is two plus two six?

---

---

---

10. Can a hawk coil up like  
a snake?

---

---

---

11. Do we use oil to cook?

---

---

---

12. Can you crawl as fast as  
you can run?

---

---

---

13. Can you draw the sun?

---

---

---

14. Can you jump on one foot?

---

---

---

15. Can a broom sing a song?

---

---

---

16. Do you have a green  
couch in your home?

---

---

---

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

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

PP.10

Activity Page

In the box are six words. Print them on the lines where they fit best.

yawn

coin

crawl

foot

couch

broom



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In the box are six words. Print them on the lines where they fit best.

hook  
mouth

soil  
hawk

tooth  
paw



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

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

PP.11

Activity Page

Print the words on the lines where they fit best.



1. food



2. cloud



3. joint



4. moon



5. straw



Print the words on the lines where they fit best.



6. couch



7. fawn



8. pool



9. tooth



10. soil

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

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

PP.12

Activity Page

Print the names of the things on the lines.

hook

hat



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

hawk

hound



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

lap

loop



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

coins

canes



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

book

broom



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

claw

cloud



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Print the names of the things on the lines.

oil

toil



paw

pan



shout

shack



mane

moon



roots

round



tool

tooth



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

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

PP.13

Activity Page

Directions: Have students circle the phrase or sentence that is said.

1. big **room**

big **root**

2. Toss a **can**.

Toss a **coin**.

3. lost and **found**

lost the **fan**

4. **Draw** a man.

**Draw** a kid.

5. red **boots**

red **books**

6. **loud** mouth

**loud** moth

7. a big **yawn**

a big **lawn**

8. **Boil** fish in a pot.

**Boil** crabs in a pot.

9. up and **down**

**down** and **out**

10. **Join** us at two.

Meet us at two.



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

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

PP.14

Activity Page

Directions: Have students fill in the blanks as the teacher says each phrase.

1. a big \_\_\_\_\_

2. the \_\_\_\_\_ moon

3. Look at the \_\_\_\_\_.

4. bills and \_\_\_\_\_

5. two \_\_\_\_\_ cooks

6. \_\_\_\_\_ the food.

7. lunch at \_\_\_\_\_

8. a cat's \_\_\_\_\_



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

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

PP.15

Take-Home

Dear Family Member,

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

Repeated reading is an important way to improve reading. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

## The Fox and the Grapes

A fox saw a bunch of ripe grapes that hung from the branch of a tree.

The fox said, “Those grapes look good. I will get them and make them my lunch.”

The fox stood up on his back legs, but he could not grab the grapes.

The fox made a hop, but he could not grab the grapes.

The fox ran and made a big jump, but he still could not get the grapes.





At last, the fox sat down on the ground.

“What a fool I am!” said the fox. “I can tell that those grapes are sour. They would not have made a good lunch.”



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

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

PP.16

Take-Home

Dear Family Member,

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

Repeated reading is an important way to improve reading. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

## The Fox and the Hen

A hen sat in a tree. A red fox ran up to the tree.

“Did they tell you?” said the fox.

“Tell me what?” said the hen.

“They have made a **law**,” said the fox. The **law** says that we must all be pals.

Dogs are not to chase cats.

They must be pals. Cats are not to chase rats. They must

be pals. Dog and cat, fox

and hen, snake and rat must all be pals! So jump down here and let me hug you!”



“Well, that **sounds** swell!” said the hen. “But, all the same, I will sit up here a bit.”

Then the hen said, “What’s that I see?”

“Where?” said the fox. “What is it?”

“It looks like a pack of dogs,” said the hen.

“Dogs!” said the fox. “Then I must get **out** of here!”

“Stop!” said the hen.

“The **law** says that dog and fox must be pals. So you are safe!”

But the fox did not stop. He ran off.

The hen just smiled.



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

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

PP.17

Take-Home

Dear Family Member,

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

Repeated reading is an important way to improve reading. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

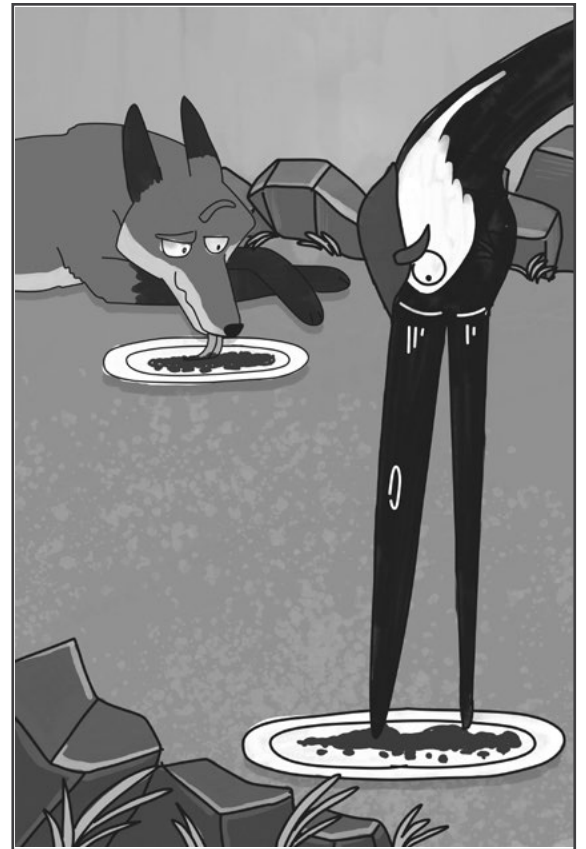
## The Fox and the Crane

The fox saw the crane and said, “Crane, will you have lunch with me?”

The crane said, “I will.”

The crane came and sat down with the fox in his den.

The fox was up to a trick. He gave the crane some food, but he gave it to him in a flat stone dish. The crane could not get the food because of the shape of his bill. The fox smiled at his trick. He ate up all of his food.



The next week the crane saw the fox and said, “Fox, will you have lunch with me?”

The fox said, “That would be good. I will.”

This time the crane was up to a trick. He gave the fox milk, but he gave it to him in a glass with a long, thin neck. The fox could not get the milk because of the shape of his nose.



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

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

PP.18

Activity Page

# The Tree and the Reeds

1. What stood next to a grove of reeds?

---

---

---

---

---

---

---

---

Page \_\_\_\_\_

2. What did the reeds do in the strong wind?

---

---

---

---

---

---

---

---

Page \_\_\_\_\_

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

3. What did the tree do in the strong wind?

---

---

---

---

---

---

---

---

Page\_\_\_\_\_

4. Name the **noun** in: “The reeds bent.”

- ☐ The
- ☐ reeds
- ☐ bent

5. Name the **noun** in: “The tree fell.”

- ☐ The
- ☐ tree
- ☐ fell

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

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

PP.19

Activity Page

# The Moon

1. Will the moon's mom make a dress?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Page \_\_\_\_\_

2. Why can she not make a dress?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Page \_\_\_\_\_

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



3. If you could make a dress, what would it look like?

Directions: In the box, have students draw the dress they would make.

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

A large rectangular box with a teal border, intended for drawing a dress.

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

ISBN 979-8-89072-764-0

© 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