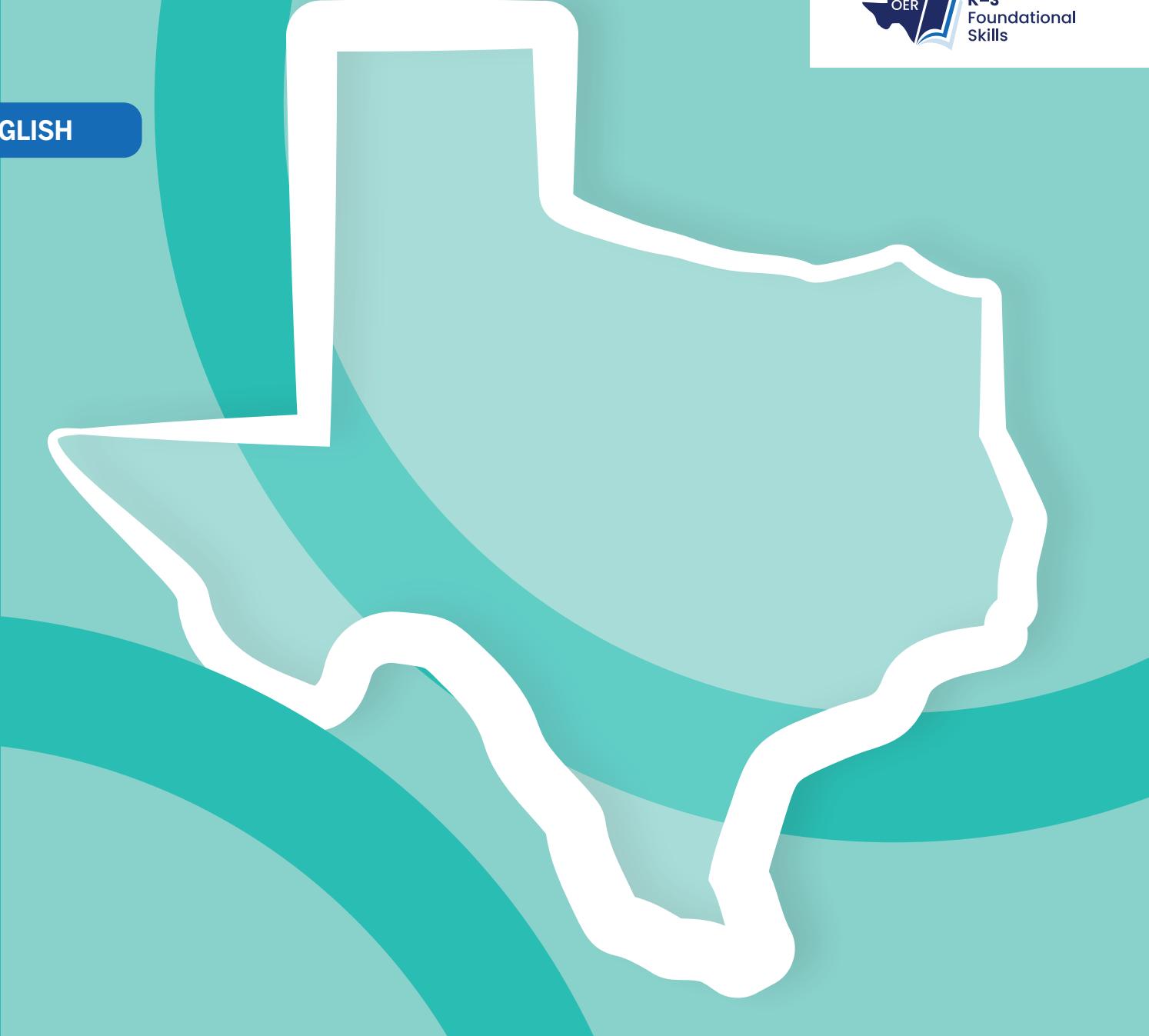




ENGLISH



# GRADE 1 FOUNDATIONAL SKILLS UNIT 5

# Activity Book

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EDITION 1

Grade 1

# **Foundational Skills 5**

**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 5**

## **Activity Book**

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 5. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The activity pages in this book do not include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these activity pages to the students orally, using the instructions in the Teacher Guide. The Activity Book is a student component, which means each student should have an Activity Book.



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

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

1.1

Activity Page

Can you see the spelling pattern? Fill in the chart.

Root Word	<i>-ed</i> Word	<i>-ing</i> Word
sip	sipped	sipp·ing
slip		
drop		
clap		
stamp		
hop		
step		
jump		
lap		



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

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

1.2

Activity Page

fan      shark      chick      star      car  
dog      horn      ship      spoon      hand

Directions: Have students write each word from the box next to its matching picture. Students should write the words as plural nouns if the picture shows more than one thing.

1.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

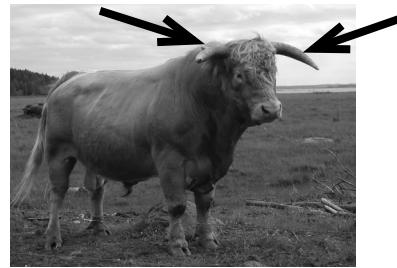


2.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

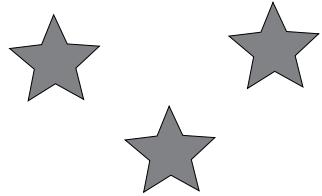


3.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



4.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

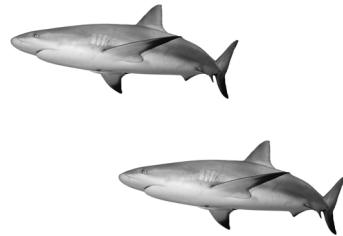


5.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Directions: Have students write each word from the box next to its matching picture. Students should write the words as plural nouns if the picture shows more than one thing.

fan	shark	chick	star	car
dog	horn	ship	spoon	hand

6.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



7.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

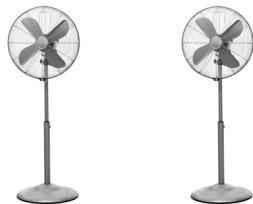


8.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



9.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



10.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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

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

1.3

Take-Home

Dear Family Member,

Today our class started Unit 5. The Reader for this unit is called *Kate's Book*. Your student will bring home stories you can read together about a young Navajo girl named Kate who spends a summer out west with her Doba, or grandmother. Remember that reading at home with your student is important for their success as a reader.

In addition, your student's spelling words for this week include a review of previously taught sound/spellings. As usual, there is one Tricky Word. Tricky Words do not play by the rules, meaning there are spellings that do not sound the way students would expect them to. These words need to be memorized, so your student will benefit from practice reading and writing them.

1. horn
2. porch
3. short
4. park
5. barns
6. herd
7. verb
8. Tricky Word: said

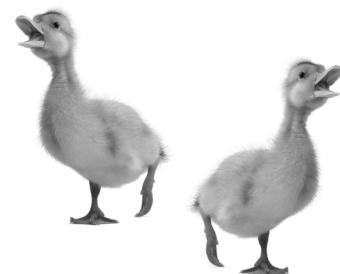
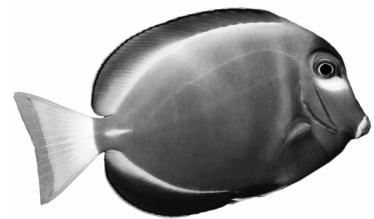


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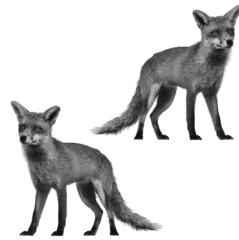
2.1

Activity Page



*Directions: Have students look at each picture and label it using the plural or singular form.*

*Directions: Have students look at each picture and label it using the plural or singular form.*



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

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

2.2

## Activity Page

# A Letter from Kate

## 1. Who is Do·ba?

Page \_\_\_\_\_

2. Where did Kate spend her summer?

Page \_\_\_\_\_

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

3. How old was Kate last summer?

- Kate was five.
- Kate was nine.
- Kate was ten.

Page \_\_\_\_\_

4. Kate said that . . .

- Do·ba made the art.
- Kate made the art.
- Kate's mom made the art.

Page \_\_\_\_\_

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

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

3.1

Activity Page

Can you see the spelling pattern? Fill in the chart.

Root Word	<i>-ed</i> Word	<i>-ing</i> Word
nap	napped	napp <i>·</i> ing
scrub		
stub		
chip		
rob		
grab		
sob		
stop		
pump		
camp		



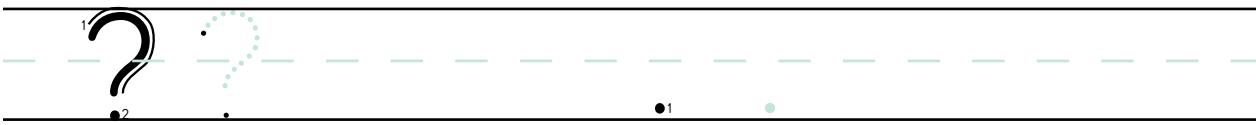
NAME: \_\_\_\_\_

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

3.2

Activity Page

Directions: Have students trace and copy the punctuation marks. Then have students copy the sentences on the lines, adding the correct ending punctuation.



1. The rabb-it ran in-to its hole

2. Where did your dad park his car

Directions: Have students copy the first two sentences on the lines, adding correct ending punctuation. For the sentences below, have students fill in the correct punctuation mark.

3. I add·ed pepp·er to the dish

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---

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4. Who add·ed pepp·er to the dish

---

---

---

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5. Jen scrubbed the tub  ? or .

6. What happ·ened  ? or .

7. Who has a cab·in out west  ? or .

8. Kate went to vis·it her Do·ba  ? or .

9. Kate made a book  ? or .

10. Who made the art in Kate's book  ? or .

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

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

3.3

Take-Home

Dear Family Member,

Below is the first story your student has read from a new Reader, *Kate's Book*. Please note that the tricky parts in Tricky Words are underlined, and multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units. Some of the words have been omitted in the version below. Please have your student fill in the blanks using the words from the word box.

After filling in the blanks, ask if your student has any ideas about what fun things Kate may have done with Doba over the summer.

like  
summ·er

art·ist  
boring

sad  
book

Nez  
art

## A Letter from Kate

I'm Kate \_\_\_\_\_, and this is my book!

This book tells what I did last \_\_\_\_\_ when I was nine. My mom and dad took me to visit with my Do·ba. Do·ba is my mom's mom. She is an \_\_\_\_\_, and she has a cabin out in the Southwest.

At the start of my time with Do·ba, I was sad. It seemed like it would be a \_\_\_\_\_ summ·er. But in the end I had a lot of fun.

like	art·ist	sad	Nez
summ·er	boring	book	art

I made this \_\_\_\_\_ to tell you all the fun stuff I did last summ·er. When I fin·ished it, Do·ba made the \_\_\_\_\_. You have the book we made in your hands. I hope you \_\_\_\_\_ it!

Kate Nez

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

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

4.1

Activity Page

# In the Cave

1. What is the land Kate sees out in the Southwest like?

- It is green.
- It has lots of trees.
- It has hills and red rocks.

Page \_\_\_\_\_

2. What was it that Kate and Do·ba found in the cave?

- Do·ba and Kate found a coin.
- Do·ba and Kate found a critter.
- Do·ba and Kate found a rock.

Page \_\_\_\_\_

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

### 3. What could the coin be made of?

Page \_\_\_\_\_

4. What did Do·ba tell Kate they should do with the coin?

Page \_\_\_\_\_

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

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

4.2

Take-Home

Sort the words by their spellings for /k/.

cat	king	black	car	skin	book
class		attic	fact	like	quack

/k/ → 'c'

cat

/k/ → 'k'

king

/k/ → 'ck'

black



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

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

5.1

Assessment

# Spelling Test

1.

Handwriting lines for the first word of the spelling test.

2.

Handwriting lines for the second word of the spelling test.

3.

Handwriting lines for the third word of the spelling test.

4.

Handwriting lines for the fourth word of the spelling test.

5.

Handwriting lines for the fifth word of the spelling test.

6.

Handwriting lines for the sixth word of the spelling test.

7.

Handwriting lines for the seventh word of the spelling test.

8.

Handwriting lines for the eighth word of the spelling test.



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

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

5.2

Activity Page

Can you see the spelling pattern? Fill in the chart.

Root Word	<i>-ed</i> Word	<i>-ing</i> Word
dab	dabbed	dabb·ing
sip		
ram		
bust		
pound		
look		
duck		
dash		
pop		
mash		
trip		
lick		



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

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

5.3

Activity Page

1. **jim likes to splash in the pool in the summer**

Handwriting lines for sentence 1. The first letter 'j' is capitalized.

2. **which book do you like best**

Handwriting lines for sentence 2. The word 'which' is underlined.

3. **would you like one scoop or two scoops**

Handwriting lines for sentence 3. The word 'two' is underlined.

*Directions: Have students copy the sentences on the lines, adding capital letters at the beginning and the correct punctuation marks at the end.*

Add . or ? on the lines.

1. The jogger ran up the hill \_\_\_
2. How late did he get home \_\_\_
3. My sister hugged me for a long time \_\_\_
4. Where are my slippers \_\_\_
5. When did you take a hike in the forest \_\_\_

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

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

6.1

Activity Page

kitch·en

chips

scratch

chin

which

catch

1. \_\_\_\_\_ book is it?
2. Dan cooks food in the \_\_\_\_\_.
3. Do not \_\_\_\_\_ the bug bite!
4. I bumped my \_\_\_\_\_.
5. She likes \_\_\_\_\_ for a snack.
6. Can you \_\_\_\_\_ this?

*Directions: Have students complete the sentences with the words from the box.*



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

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

6.2

Take-Home

## Spelling Words Lesson 6

1. chips
2. much
3. catch
4. fetch
5. marsh
6. shine
7. flash
8. Tricky Word: how



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

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

7.1

Activity Page

Have students copy the sentences on the lines, adding capital letters at the beginning and the correct punctuation.

1. do·ba drove us to the coin shop

Handwriting lines for sentence 1. The first word 'do·ba' is underlined. The lines consist of a solid top line, a dashed midline, and a solid bottom line.

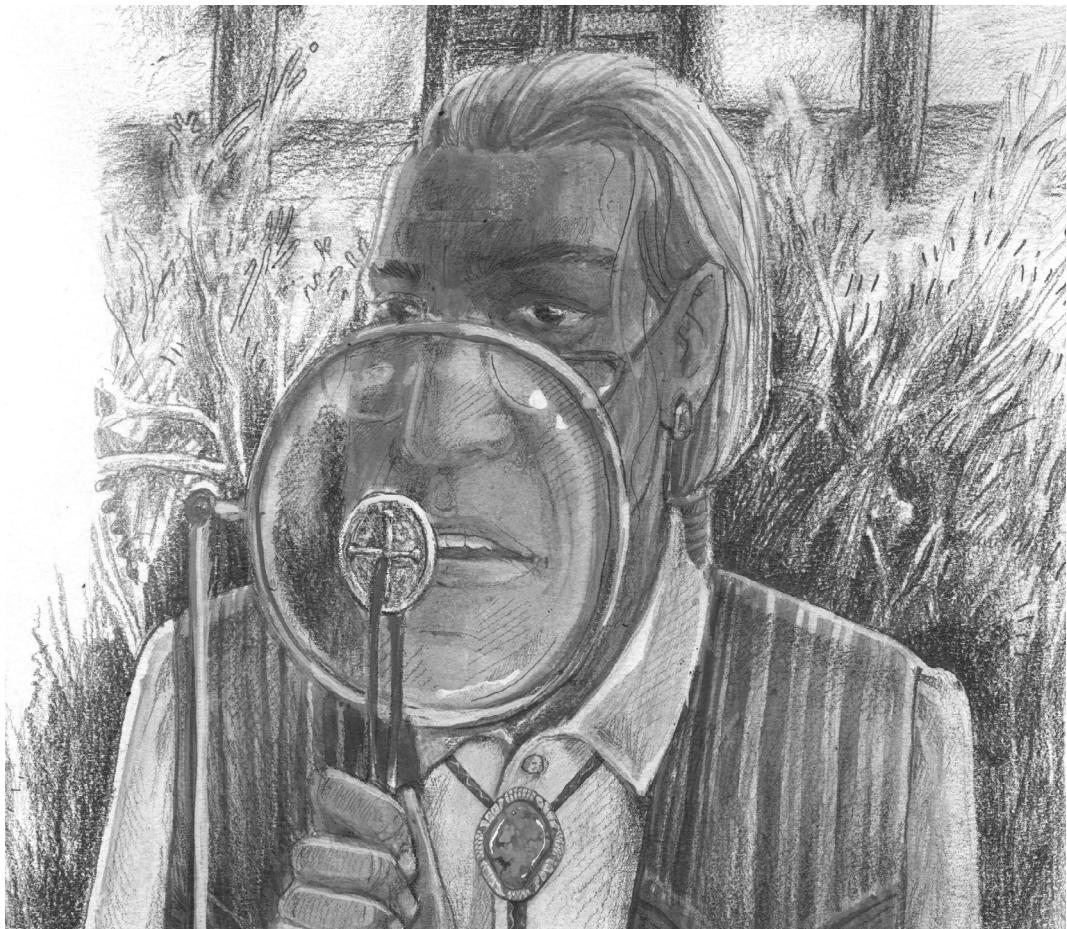
2. are there a lot of coins in that  
cave

Handwriting lines for sentence 2. The first word 'are' is capitalized. The lines consist of a solid top line, a dashed midline, and a solid bottom line.

3. sa·ni said that he could sell the  
coin

Handwriting lines for sentence 3. The first word 'sa·ni' is capitalized, and the word 'could' is underlined. The lines consist of a solid top line, a dashed midline, and a solid bottom line.

Directions: Have students write a question and a statement about the picture on the lines below.



# The Coin Shop

1. What is the coin that Kate found made of?

- The coin is made of copper.
- The coin is made of silver.
- The coin is made of steel.

Page \_\_\_\_\_

2. What sort of coin is it?

- It is a Dutch coin.
- It is a British coin.
- It is a Spanish coin.

Page \_\_\_\_\_

3. Sa·ni said the coin was mint·ed . . .

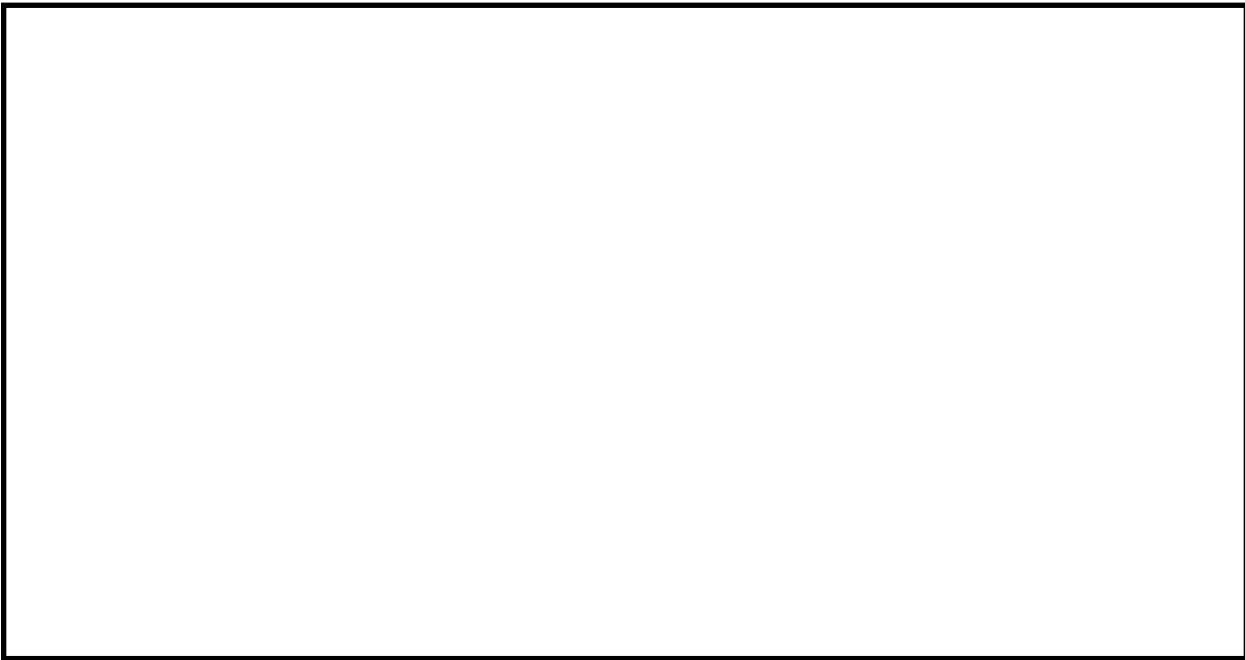
- in the six·teen hun·dreds.
- in the nine·teen hun·dreds.
- last summ·er.

Page \_\_\_\_\_

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

4. Should Kate keep or sell the coin? Why?

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



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

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

7.3

Take-Home

Dear Family Member,

Your student has been learning to read words with the spellings 'ch' (chin) and 'tch' (itch) for the sound /ch/. The words below contain these spellings. Ask your student to cut apart the word cards. Show the cards to your student to read aloud and use in a sentence. Your student can sort the words into piles according to which spelling is used for /ch/. There are also Tricky Words which are marked with an \*.



kitch·en	catch·er	chips	should*
stretch	chin	batch	stitch·es
hatch	march	how*	fetched
much	be·cause*	scratch·ing	chant



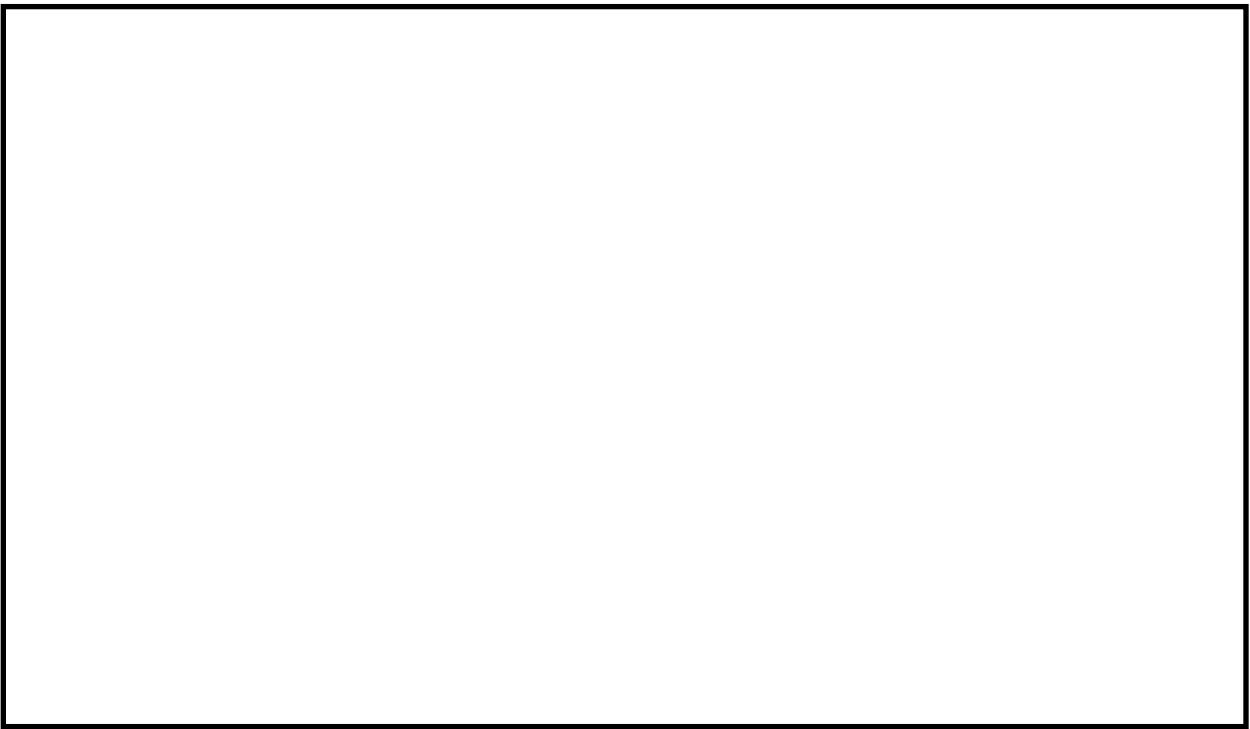
# You Never Can Tell

*Directions: Have students reread the story and choose the correct answer.*

1. Do·ba said Kate had to sell the coin.
  - yes
  - no
2. Kate did sell the coin.
  - yes
  - no
3. Kate and Do·ba think that a Na·va·jo girl could have hidd·en the coin in the cave.
  - yes
  - no
4. Things that are rare cost a lot.
  - yes
  - no

5. Is Kate glad that she found the coin? Why or why not?

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



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

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

8.2

Take-Home

Dear Family Member,

This is a story from the Reader Kate's Book. Encourage your student to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined. Please note that multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

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 Coin Shop

Do·ba drove us to the coin shop.

The man in the coin shop was a pal of hers. His name was Sa·ni.

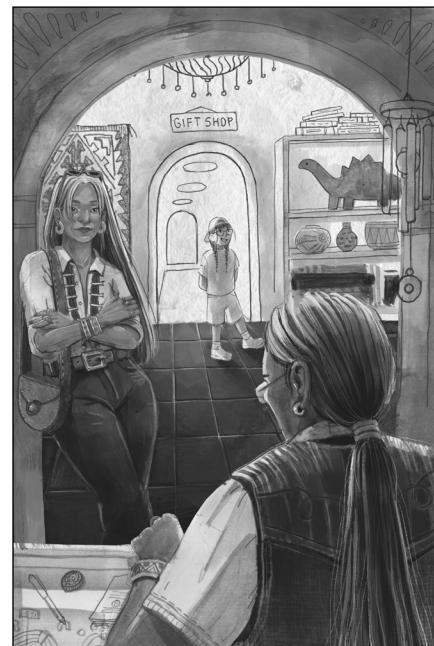
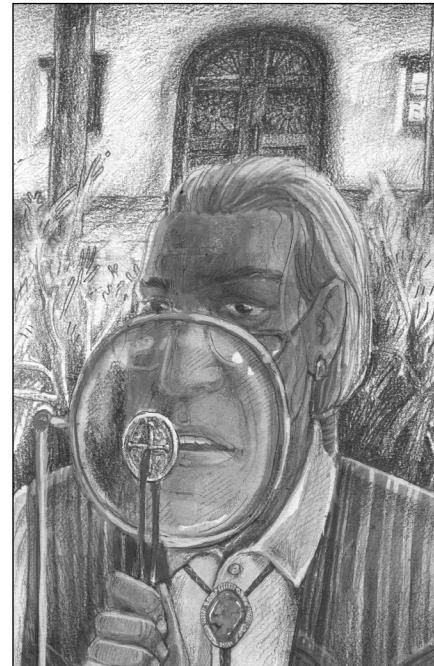
“Sa·ni,” Do·ba said, “this is Kate Nez. I’m Kate’s do·ba. She’s out here for the summ·er. We went for a hike, and Kate found a coin in a cave.”

“Well, Miss Nez,” Sa·ni said, “let’s have a look at it!”

I hand·ed him the coin.

Sa·ni set it un·der a look·ing glass and switched on a lamp. “Let’s see,” he said. “It’s got some scratch·es on it. But I can tell that it’s a Span·ish coin. It’s made of sil·ver, too.”

“When was it made?” asked Do·ba.



“There’s no date on the coin,” said Sa·ni. “But I’ll bet it dates back to the sixteen hundreds. The Spanish minted a big **batch** of coins like this one back then.”

“Goodness!” said Do·ba.

“Is that a long time back in the past?” I asked.

“Yes,” said Sa·ni. “Let me run and fetch my book on Spanish coins.”

When Sa·ni came back, he said, “There’s just one thing I need you to tell me, Miss Nez.”

“What’s that?” I asked.

“Are there a lot of coins like this one in that cave?”

“No,” I said, “we found just this one.”

“That’s a shame,” Sa·ni said.

“Why?” I asked.

“If there were a lot of coins, you and your Do·ba would be rich!” said Sa·ni. “I could sell a coin like this for three hundred bucks!”

“Three hundred bucks?” said Do·ba.

Sa·ni nodded.

“Yipp·ee!” I shout·ed. “I’m rich!”

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

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

9.1

Activity Page

Sound out the words with the lines under them. Is the 'g' sounded /g/ as in *got* or /j/ as in *gem*? Print the words where they fit.



	/g/ as in <i>got</i>	/j/ as in <i>gem</i>
1.	A cat is <u>larg·er</u> than a rat.	<u>larg·er</u>
2.	We have two arms and two <u>legs</u> .	
3.	Can <u>germs</u> make you sick?	
4.	I'd rather ride my bike than <u>jog</u> .	
5.	There are plants in the <u>gar·den</u> .	



# The Offer

1. What was Sani's offer?

- His offer was to take the coin.
- His offer was to take Doba and Kate camping.
- His offer was to make dinner.

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

Page \_\_\_\_\_

2. To Kate, camping sounds like . . .

- fun.
- it would be boring.
- a hard time.

Page \_\_\_\_\_

3. What will Kate, Do·ba, Sa·ni, and Gad do on their camp·ing trip?

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Page \_\_\_\_\_

4. Will Kate sleep in a bed or sleep in a tent?

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Page \_\_\_\_\_

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

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

9.3

Take-Home

Dear Family Member,

Your student has been learning how to form plural nouns. In class, we have been listening to the sound that 's' makes at the end of a word. For *books*, for example, the 's' makes a /s/ sound, whereas the word *dogs* has the buzzy /z/ sound. Below are a number of words your student should change to the plural form. Ask your student to listen for either the /s/ or /z/ sound at the end. Have students place their fingers on their voice boxes so they can feel the difference between /s/ and /z/. Remind your student that when a word ends in 'sh', 'ch', 's', and 'x', we add 'es' to change it to the plural form.

one book	five <u>books</u>
one splash	three _____
one match	nine _____
one fox	ten _____
one dog	five _____
one chimp	two _____
one dish	nine _____
one box	three _____
one buck	ten _____
one spoon	two _____



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

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

10.1

Assessment

# Spelling Test

1.

Handwriting lines for the first word of the spelling test.

2.

Handwriting lines for the second word of the spelling test.

3.

Handwriting lines for the third word of the spelling test.

4.

Handwriting lines for the fourth word of the spelling test.

5.

Handwriting lines for the fifth word of the spelling test.

6.

Handwriting lines for the sixth word of the spelling test.

7.

Handwriting lines for the seventh word of the spelling test.

8.

Handwriting lines for the eighth word of the spelling test.



# The Campsite

1. Sa·ni picked Kate and Do·ba up in his . . .

- car.
- cab.
- truck.

Page \_\_\_\_\_

2. The land is good for . . .

- camp·ing.
- farm·ing.
- swim·ing.

Page \_\_\_\_\_

3. What did Kate un·pack at the camp·site?

- She un·packed sleep·ing bags and tents.
- She un·packed tents and games.
- She un·packed sleeping bags and games.

Page \_\_\_\_\_

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

Directions: Have students retell the end of the story or copy their favorite sentences from the end of the story.



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

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

11.1

Activity Page

Sort the words by their spellings for /t/.

time	until	sit	truck
cut	baked	bitter	cutting
parked	sitting	ripped	hoped

/t/ → 't'

/t/ → 'tʃ'

/t/ → 'd'

Can you see the spelling pattern? Fill in the chart.

Root Word	<i>-er</i> Word	<i>-est</i> Word
wet	wett·er	wett·est
hot		
short		
fit		
round		

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

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

11.2

Activity Page

Directions: Have students first read each sentence to determine which ending punctuation should be added in the box. Then have students rewrite the sentence to include correct punctuation and capitalization.



1. do·ba, what is that

2. that sounds like fun

3. what sort of coin is it

4. it is a Span·ish coin

5. when was the coin made

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6. the coin is from the six·teen hun·dreds

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7. “Yippee  ” I shout·ed.

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8. I am rich

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

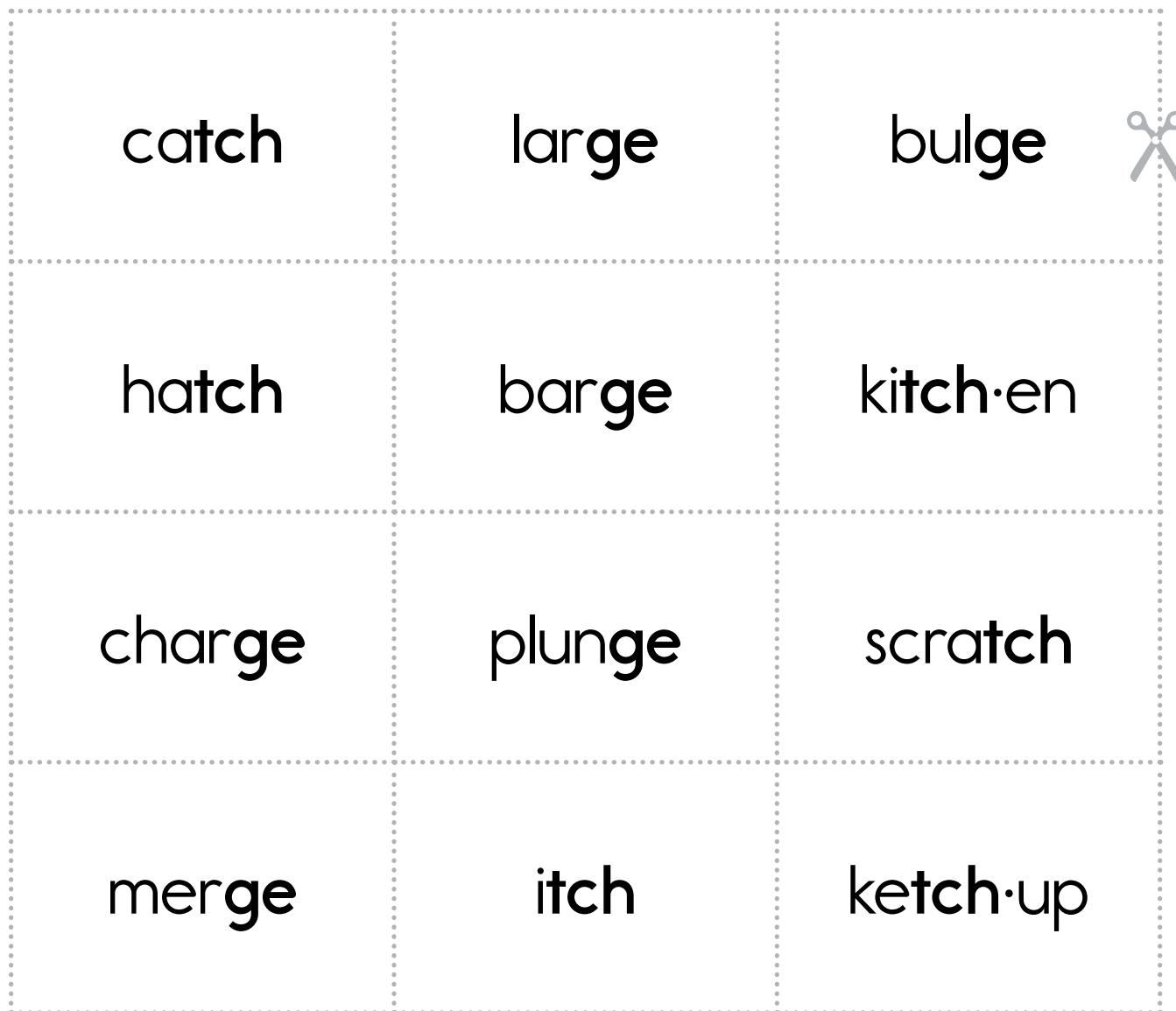
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11.3

Take-Home

Dear Family Member,

Your student has been learning to read words with the spellings 'tch' as in *catch* and 'ge' as in *merge*. Have your student cut apart the word cards. Show the cards to your student, and have your student read them and use them in a sentence. Ask your student to copy the words onto a sheet of paper. You may also read the words out loud or have your student write the words down, one sound at a time. Please keep the cards for future practice.





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

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

**11.4**

**Take-Home**

**Dear Family Member,**

Our class has been continuing to read and write two-syllable words. Your student may find it helpful to practice writing and remembering the spelling words syllable by syllable. The spelling words this week all have the /j/ sound. The /j/ sound can be written with the spellings 'j', 'g', and 'ge'.

## Spelling Words Lesson 11

1. jumping
2. jars
3. germ
4. gem
5. charged
6. fringe
7. magic
8. Tricky Word: your



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

12.1

Activity Page

Sort the words by their spellings for /d/.

down  
trimmed  
odd

could  
shred  
hide

duck  
shredding  
said  
add  
wedding  
planned

/d/ → 'd'

/d/ → 'dd'

/d/ → 'ed'

Foundational Skills 5

Can you see the spelling pattern? Fill in the chart.

Root Word	<i>-er</i> Word	<i>-est</i> Word
mad	madd·er	madd·est
sad		
hard		
red		
loud		

## Sa·ni's Story

1. What did Sa·ni do af·ter dinn·er?

- Sa·ni went to bed af·ter dinn·er.
- Sa·ni shared a stor·y af·ter dinn·er.
- Sa·ni went home af·ter dinn·er.

Page \_\_\_\_\_

2. Who is Spi·der Wo·man?

- Spi·der Wo·man is a wo·man who climbs.
- Spi·der Wo·man is a wo·man who bakes.
- Spi·der Wo·man is a wo·man who helps.

Page \_\_\_\_\_

3. How did the boy get to the top of Spi·der Rock?

- The boy walked up the rocks.
- The boy used a ladder.
- The boy used a silk rope.

Page \_\_\_\_\_

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

## 4. How did the boy get the silk rope?

Page \_\_\_\_\_

5. Why was Sa·ni glad that Kate and Gad liked the stor·y?

Page \_\_\_\_\_

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

12.3

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

Take-Home

Dear Family Member,

Your student has been learning to read words with the spellings 'ch' (*chin*) and 'tch' (*itch*) for the sound /ch/ and the spelling alternatives 'j' (*jump*), 'g' (*germ*), and 'ge' (*large*) for the sound /j/. The words below contain these spellings. Ask your student to cut apart the word cards. Show the cards to your student, and have your student read them. Extension: Have your student sort the words into piles according to which spellings are used for the sounds /ch/ and /j/.



chase

hinge

germ

match

snatch

pitch

switch

jaw

much

gem

lunge

jack·et



muff·ins

gin·ger

af·ter

stage

off

leg·end

traff·ic

match·es

1. Will you munch on \_\_\_\_\_  
snaps af·ter dinn·er?  
\_\_\_\_\_
2. We were late be·cause of  
\_\_\_\_\_  
\_\_\_\_\_.
3. James made \_\_\_\_\_ to  
share with his pals.  
\_\_\_\_\_
4. I can go to·day \_\_\_\_\_  
class.  
\_\_\_\_\_

muff·ins

gin·ger

aft·er

stage

off

leg·end

traff·ic

match·es

5. The man sang on the

---

---

---

6. I must get

---

---

the bus!

7. Do·ba shared a

---

---

with us.

---

---

8. Do you need

---

---

for the fire?

---

---

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

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

13.2

Activity Page

*Directions: Have students read the sentences to determine which punctuation to add to the first five items. Students should then create their own question, exclamation, and statement.*

1. The kitten sleeps

2. I can't sleep because my bug bites itch

3. Will the chicks hatch soon

4. Do not yell

5. Roger can cook

6. \_\_\_\_\_ ?

7. \_\_\_\_\_ !

8. \_\_\_\_\_ .



# The Visit

Fill in the \_\_\_\_\_ with words from the box.

tree

pots and pans

—pack

tents

lan·tern

1. They stuffed the food in·to a large

pack \_\_\_\_\_.

2. They kept the food pack up in a

\_\_\_\_\_.

3. They all went to sleep in their

\_\_\_\_\_.

4. The loud clatt·er of

\_\_\_\_\_ woke them up.

5. To see in the dark, they used a

— — — — — .

6. Why did Sa·ni hoist the food up in the tree?

— — — — —

— — — — —

— — — — —

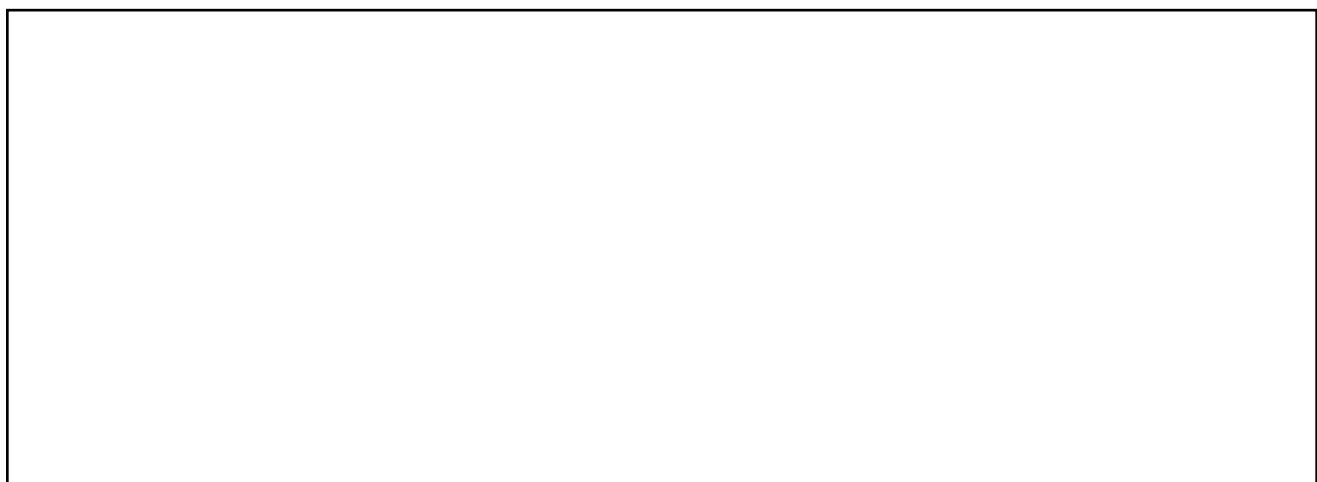
— — — — —

— — — — —

— — — — —

Page \_\_\_\_\_

7. Draw one of the parts of “The Vis·it.”



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

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

14.1

Activity Page

verbs

van

serve

riv·er

twelve

vote

nev·er

vet

*Directions: Have students complete the sentences with the words from the box.*

1. *Run and jump are* \_\_\_\_\_.
2. *When I was* \_\_\_\_\_, I *went to camp.*
3. *She will* \_\_\_\_\_ *you a big snack.*
4. *We took the dog to the* \_\_\_\_\_.

verbs

van

serve

riv·er

twelve

vote

nev·er

vet

5. I went swimming in the

— — — — —

— — — — — •

6. You — — — — — can tell!

— — — — —

7. Will you — — — — — for me?

— — — — —

8. Can we drive to the park in the

— — — — —

— — — — — ?

Directions: Have students complete the sentences with the words from the box.

## The Hike

1. When did Gad and Kate dig up the bone?

- Gad and Kate dug up the bone in the morning.
- Gad and Kate dug up the bone after lunch.
- Gad and Kate dug up the bone after dinner.

Page \_\_\_\_\_

2. What did Gad and Kate use to dig out the bone?

- Gad and Kate used forks.
- Gad and Kate used spoons.
- Gad and Kate used hammers.

Page \_\_\_\_\_

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

### 3. How long was the bone?

- The bone was one foot long.
- The bone was two feet long.
- The bone was three feet long.

Page \_\_\_\_\_

4. Who needs to look at the bone to tell Gad and Kate the sort of bone it is?

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. The tricky parts in Tricky Words are underlined. Please note that multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

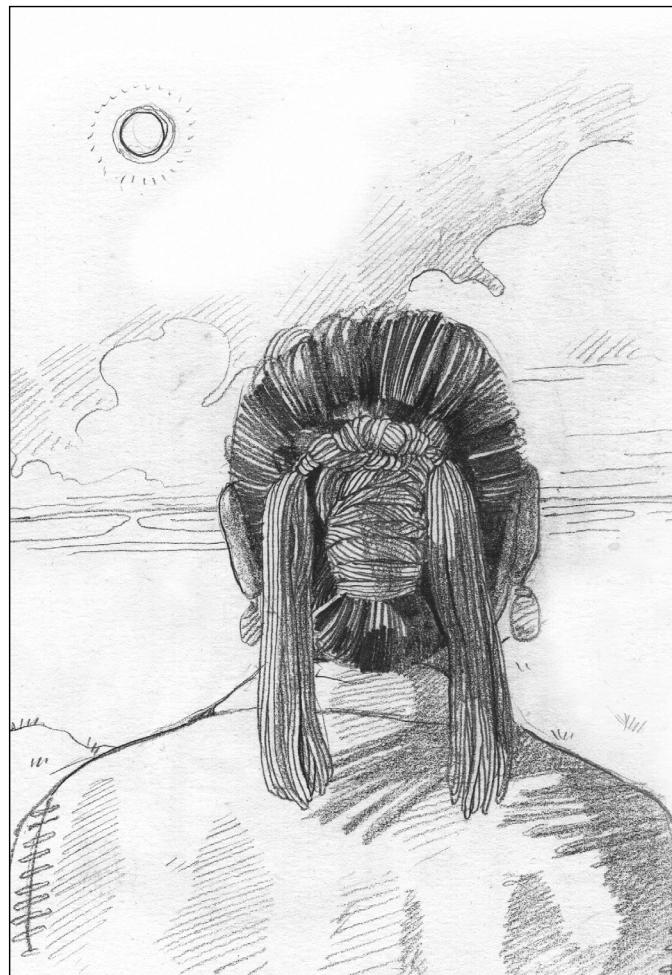
Repeated reading is an important way to improve reading. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

## The Campsite

Sa·ni came and  
picked us up in his truck.  
We drove for miles to  
get to the camp·site.

“Do·ba,” I said, “what  
is this place?”

“Well,” said Do·ba,  
“take a look. See all the  
sand, rocks, and stones?  
This land is not good for  
farming, but it’s good for  
hik·ing.”



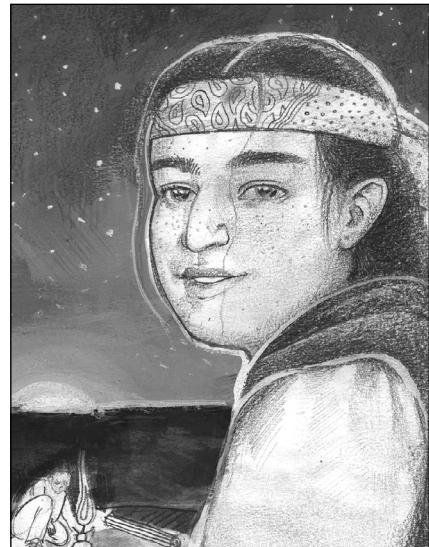
“And it’s good land for camp·ing!” said Sa·ni.

When we got to the camp·site, we had to un·pack sleep·ing bags, tents, lan·terns, match·es, and lots of food. We lugged it all to the camp·site.

Sa·ni chose a spot to set up camp. Gad and I helped set up the tents. It took us a long time.

For dinn·er we had hot dogs. We stuck them on sticks and held them in the fire. My hot dog got all black be·cause I left it in there too long. Gad gave me one of his.

That was when I said to my·self, “Gad is OK!”



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

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

**15.1**

Assessment

# Spelling Test

1.

Handwriting lines for spelling word 1. The lines consist of a solid top line, a dashed midline, and a solid bottom line.

2.

Handwriting lines for spelling word 2. The lines consist of a solid top line, a dashed midline, and a solid bottom line.

3.

Handwriting lines for spelling word 3. The lines consist of a solid top line, a dashed midline, and a solid bottom line.

4.

Handwriting lines for spelling word 4. The lines consist of a solid top line, a dashed midline, and a solid bottom line.

5.

Handwriting lines for spelling word 5. The lines consist of a solid top line, a dashed midline, and a solid bottom line.

6.

Handwriting lines for spelling word 6. The lines consist of a solid top line, a dashed midline, and a solid bottom line.

7.

Handwriting lines for spelling word 7. The lines consist of a solid top line, a dashed midline, and a solid bottom line.

8.

Handwriting lines for spelling word 8. The lines consist of a solid top line, a dashed midline, and a solid bottom line.



# The Best Book Ever

The best book ev·er is called *The Green Fern Zoo*. In the book, a zoo keep·er named Vern takes chil·dren in to see the zoo and meet all of the critt·ers. I like this book a lot be·cause Vern tells lots of fun facts that des·cribe all of the critt·ers. The snap·shots are fan·tas·tic be·cause they make you feel like you are in the zoo and close to the critt·ers. You should pick up *The Green Fern Zoo* be·cause it is a book you will not for·get!



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

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

16.1

Activity Page

Directions: Have students read the sentence and circle the spellings that stand for the /r/ sound. At the end of each sentence is the amount of times the /r/ sound occurs. Instruct students to copy words with the /r/ sound in the provided spaces below the sentence, as shown in the example.

The box had red wrapp·ing on it. (2)

red wrapping

1. I like to vis·it the rep·tile room. (2)

\_\_\_\_\_

2. They wrapped my cast in the wrong fab·ric. (3)

\_\_\_\_\_

3. I got a ride up the ramp. (2)

\_\_\_\_\_

4. My name is writt·en in the book. (1)

---

---

---

5. I took a long trip with my pal Rex.  
(2)

---

---

---

6. We hiked on the red rocks. (2)

---

---

---

7. I am not wrong! (1)

---

---

---

8. Do not wreck the room! (2)

---

---

---

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

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

16.2

Take-Home

Dear Family Member,

Our class has been reading stories from *Kate's Book*. Your student can tell you about the adventures Kate has been having with Doba and their friends Sani and Gad. Remember that reading at home with your student is important for their success as a reader.

The spelling words for this week contain the /t/, /d/, and /f/ sounds. Your student can practice reading and writing these words, as well as clap the syllables for them. The last spelling word is a Tricky Word. Tricky Words do not play by the rules, meaning there are spellings that do not sound the way students would expect them to. These words need to be memorized.

## Spelling Words Lesson 16

1. trucker
2. kitten
3. parked
4. duck
5. add
6. planned
7. offer
8. Tricky Word: was



# The Bone Man

1. Who is Ron Fitch?

- Ron Fitch is a pal of Do-ba's.
- Ron Fitch is an ex·pert on coins.
- Ron Fitch is an ex·pert on bones.

Page \_\_\_\_\_

2. What did Gad tell Kate a rap·tor is?

- The rap·tor is the cool·est in·sect of all time.
- The rap·tor is the cool·est rep·tile of all time.
- The rap·tor is the cool·est dog of all time.

Page \_\_\_\_\_

3. Which word is the noun in “the cool·est rep·tile”?

---

---

---

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

4. Why is it so cool that Kate and Gad found a raptor bone?

Page \_\_\_\_\_

5. What should Kate and Gad do with the rap·tor bone?

Page \_\_\_\_\_

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

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

17.2

Activity Page

## Take a Stand and Tell Why (Plan)

Take a Stand on <i>Kate's Book</i>	
Describe <i>Kate's Book</i>	
Tell Why #1	
Tell Why #2	
End with a Zinger	



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

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

17.3

## Activity Page

# Take a Stand and Tell Why (Draft)

Date: \_\_\_\_\_

Dear Kate,

Cheers,

---

www.ijerpi.org | 10



## Dear Family Member,

Please have your student complete the sentences with the words from the box.

morning      biggest      stretched      kitchen

scratch·ing      large      rocks      batch

## 1. Out west there are hills and red



A horizontal line with a black dot at the right end, and a series of short green horizontal dashes above it.

## 2. We went for a hike in the

A horizontal number line starting at 0 and ending at 10. The line is divided into 10 equal segments by tick marks. The first tick mark is at 0 and the last tick mark is at 10. The line is solid black, and the tick marks are light blue.

3. We dug up a \_\_\_\_\_ bone that was three feet long.

---

4. It was the \_\_\_\_\_ bone I  
had ever seen!

morn·ing      bigg·est      stretched      kitch·en

scratch·ing      large      rocks      batch

5. I can't stop \_\_\_\_\_ my  
bug bite!

6. Is Dad cook·ing in the  
\_\_\_\_\_?

7. I made a big \_\_\_\_\_ of  
sweets!

8. I \_\_\_\_\_ out my arms to  
get the book.

## Check the Draft Step by Step

Step	Check?
Check that the date is there.	
Check that “ <u>Dear Kate</u> ” is there.	
Check that you took a stand on <i>Kate’s Book</i> .	
Check that you described <i>Kate’s Book</i> .	
Did you Tell <u>Why</u> #1 with <u>be-cause</u> ?	
Did you Tell <u>Why</u> #2 with <u>be-cause</u> ?	
Check that you ended the letter with a zing-er.	
Check that you closed the letter and gave your name.	
Aa, Bb, Cc, I and ? . !	
Check that the words are spelled well.	



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. The tricky parts in Tricky Words are underlined. Please note that multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

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 Visit

After telling us the story, Sa·ni said, “It’s time to pack up the food.”

We stuffed the food in·to a large pack with a rope on it. Sa·ni tossed the rope up in·to a tree and hoist·ed the food pack up so that it was hang·ing ten feet off of the ground.

“Paw-paw,” said Gad, “why do we have to keep the food up in the tree?”

“Be·cause it will keep the food safe from fox·es and rabb·its that would like to snack on it,” Sa·ni said.

After that, we crawled in·to the tents, flipped off our lan·terns, and went to sleep.



Do·ba and I slept well un·til a loud clatt·er out·side woke us up.

“What was that?” I asked. “I can’t tell,” said Do·ba, as she hugged me close to her.

Sa·ni ran out·side with his lan·tern and yelled, “Get out of here! Scram! Get lost!”

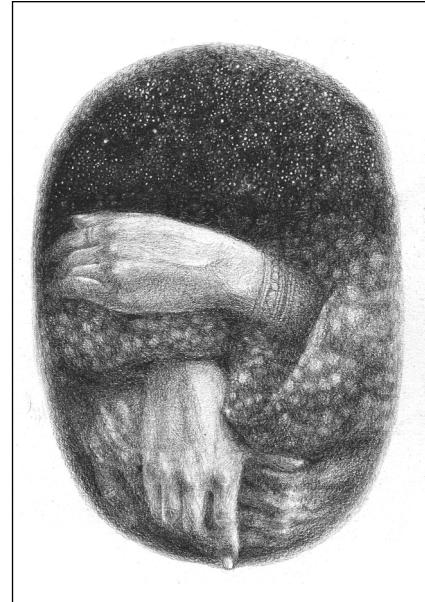
When we went out, we saw Sa·ni and Gad stand·ing there. Sa·ni had his lan·tern.

“Sa·ni,” Do·ba asked, “who came to vis·it?”

“I did not see it,” said Sa·ni, “but I’m bett·ing it was a fox who was look·ing for some scraps of food. He bumped in·to the pots and pans. The clatt·er of the pots and pans must have scared him off.”

“Is that why we hoist·ed the food pack up in the tree?” Gad asked.

“That’s why!” said Sa·ni.



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

19.1

Activity Page

Sort the words by their spellings for /l/.

long	like	large
solve	all	smell
look	sleeve	well
still	latch	skill

/l/ → 'l'

/l/ → 'll'

The page features two sets of handwriting lines for sorting words. Each set consists of a solid top line, a dashed midline, and a solid bottom line. The first set is aligned under the 'l' words (long, like, large, solve, all, smell, look, sleeve, still, latch) and the second set is aligned under the 'll' words (skill). There are 10 rows of these lines, providing ample space for handwriting practice.



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

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

20.1

Assessment

# Spelling Test

1.

Handwriting lines for the first word of the spelling test.

2.

Handwriting lines for the second word of the spelling test.

3.

Handwriting lines for the third word of the spelling test.

4.

Handwriting lines for the fourth word of the spelling test.

5.

Handwriting lines for the fifth word of the spelling test.

6.

Handwriting lines for the sixth word of the spelling test.

7.

Handwriting lines for the seventh word of the spelling test.

8.

Handwriting lines for the eighth word of the spelling test.



# Two Good Things and One Bad Thing

1. What sort of bone did Gad and Kate dig up?

Page \_\_\_\_\_

2. Why can't Gad and Kate keep the bone?

Page

### 3. What will Ron Fitch do next?

Page \_\_\_\_\_

4. What name would you pick for the rap·tor? Why?

The image displays four identical rows of horizontal lines for handwriting practice. Each row consists of a solid black line at the top, a dashed green line in the middle, and a solid black line at the bottom. The rows are evenly spaced vertically across the page.

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. The tricky parts in Tricky Words are underlined. Please note that multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

Repeated oral 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 Hike

The next morning, we went on a hike.  
After a bit, we stopped for lunch.

When Gad finished his lunch, he asked, “Can Kate and I look for rocks?”

Sa·ni said OK.

“Kate,” Gad said to me, “bring your fork. We can use it to dig up rocks.”

I grabbed my fork, and we went off to look for rocks.

Gad pointed at a bump on the side of a cliff and said, “Let’s dig that rock out!”

The rock did not look all that large. But when we started digging, we soon saw that it was larg·er than it had seemed.

After a bit, Gad said, “Gee! It must be two feet long! We need to keep scratch·ing in or·der to carve it out of the side of the cliff.”

We went on scratch·ing with our forks.



“Let’s tug on it!” Gad said “I bet we can get it out by ourselves.”

We grabbed and tugged it.

It popped out. But so did a big cloud of sand and dust. Gad and I fell down.

Once the dust and sand had drift·ed off, I saw Gad stand·ing there with the thing in his hands.

“It’s not a rock!” he yelled. “It’s a bone!”

It was the bigg·est bone I had ev·er seen. It was three feet long!

Sa·ni and Do·ba came runn·ing. When she saw the bone, Do·ba looked upset.

“Are you alright?” I asked. She did not say.

“Will you tell me, Kate, where you found that large bone?”

Gad point·ed to the spot where we found it.

“Goodness!” she said. “It was in the cliff.”

“What is done, is done.” said Sa·ni. “Let’s look at it.”

Sa·ni set the bone on the ground. Then he took a pic·ture of the bone and said, “We need to get an ex·pert to look at this bone and tell us what sort of bone it is.”



Directions: Have students read each sentence and the two word choices provided for the blank. Tell students to pick the best choice for each sentence and write it in the blank.

1. We \_\_\_\_\_ the food up the tree.  
(hoist·ed, plant·ed)
2. I flipped off my \_\_\_\_\_ and went to sleep.  
(lett·er, lan·tern)
3. She was \_\_\_\_\_ a large bug bite.  
(scratch·ing, stuff·ing)
4. Sa·ni made Do·ba and Kate an \_\_\_\_\_ to take them camping.  
(clatt·er, off·er)

*Directions: Have students read each sentence and the two word choices provided for the blank. Tell students to pick the best choice for each sentence and write it in the blank.*

5. Sa·ni had \_\_\_\_\_ (match·es, mag·ic)  
for the fire.

# The Big Dig

1. In order to get the bones out, the diggers have to ...
  - blast a hole into the cliff.
  - get bigger tools soon.
  - cut the cliff up into large blocks of rock.

Page \_\_\_\_\_

2. How will the plaster keep the bones safe?

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

Page \_\_\_\_\_

3. What tools will they use at the lab to get the bones out of the blocks?

The image displays five horizontal lines arranged vertically. Each line is composed of two segments: a solid black line at the top and a dashed green line at the bottom. There is a consistent gap between the two segments. The lines are evenly spaced from top to bottom.

Page \_\_\_\_\_

4. What did Kate name the raptor?

Page \_\_\_\_\_

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

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

21.3

Take-Home

Dear Family Member,

Your student has been learning to read words with the spellings 'v' (van) and 've' (twelve) for the sound /v/, and the spellings 'r' (red) and 'wr' (wrist) for the sound /r/. The words below contain these spellings. Ask your student to cut apart the word cards. Show the cards to your student, and have your student read them. Extension: Have your student sort the words into piles according to which spelling is used for the sounds /v/ and /r/.





1. switch swap swim swish

2. cash catch cans caps

3. stretch such straps stitch

4. hem germ gem chin

5. gin·ger gen·der gin·seng grates

6. ditch dig·it date digs

7. plunge lunge pluck plug

8. shall·ot chipp·er challeng·e champ

9. lunge large lake lunch

10. sops solve sipped solvent

11. carve cave calves can't

12. twin dwell teen twelve

13. ride write rip ripe

14. wrap rant lap rag

15. wring rig wrist ramp

Directions: In Part 1, have students circle the noun(s) and underline the verb with a squiggle line. In Part 2, have students write a question mark, exclamation point, or a period to complete the sentence. In Part 3, have students add an adjective and/or a location in order to expand the sentences. In Part 4, students should write the plural form of each noun and also the past tense and -ing form of each verb.

### Part 1:

Max digs.

1. Kate swims.
2. Frogs hop.
3. The dog barks.
4. Jane ate a hot dog.
5. Those children run fast.

### Part 2:

Why is it cold

1. Do you like to shoot bas•kets
2. I can write my name
3. Can your dog fetch sticks
4. When is dinn•er
5. Catch it

### Part 3:

1. My sis·ter runs.

---

---

---

2. Gran bakes.

---

---

---

3. Gin·ger helps.

---

---

---

4. The dogs dig.

---

---

---

5. Max sings.

---

---

---

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

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

22.2  
CONTINUED

Assessment

Part 4: \_\_\_\_\_

One paw, five paws

1. One box, three \_\_\_\_\_

2. One wrist, five \_\_\_\_\_

3. One gem, nine \_\_\_\_\_

4. One stitch, ten \_\_\_\_\_

5. One kiss, three \_\_\_\_\_

Root Word	<i>-ed</i>	<i>-ing</i>
jump	jumped	jumping
rub		
pop		
hunt		
nap		



# The Scoop

1. What did the TV man ask Gad and Kate?

- Can we see the bone?
- Can we shoot the rocks?
- Can we shoot some film of you?

Page \_\_\_\_\_

2. How did Gad feel when the TV man spoke to him?

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

Page \_\_\_\_\_

3. The man got a close-up of . . .

- the rap-tor in the side of the cliff.
- Gad and Kate with their forks.
- Ron Fitch, the bone man.

Page \_\_\_\_\_

#### 4. What did the TV man ask Kate?

Page \_\_\_\_\_

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

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

PP.1

Activity Page

Directions: Have students circle the sounds in each word. Then have students count the sounds in the word and write the number in the box. Have students then write the word on the line following the box.

1. **gem**

---

---

---

2. **shelves**

---

---

---

3. **pitch·er**

---

---

---

4. **wrecks**

---

---

---

5. **bulge**

---

---

---

6. **carve**

---

---

---

7. **merge**

---

---

---

8. **wrapper**

---

---

---

9. sleeves



---

---

---

10. filled



---

---

---

11. scatter



---

---

---

12. itch



---

---

---

13. serve



---

---

---

14. larger



---

---

---

15. germs



---

---

---

16. blubb·er



---

---

---

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

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

PP.2

Activity Page

Directions: Have students trace and copy the spellings and words. Encourage students to say the sounds while writing the letters.

tch

match

g

germ

ge

large

it  
it  
match

g  
g  
germ

ge  
ge  
large

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

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

PP.3

Activity Page

Directions: Have students trace and copy the spellings and words. Encourage students to say the sounds while writing the letters.

ve

carve

Wr

write

spell

ve

ve

curve

wt

wt

write

t

t

spelt

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

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

PP.4

Activity Page

Cut out the word cards.



stretch

wring

charge

nerve

twelve

wrote

pitch

larg·est

barge

catch

bulge

solve



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

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

**PP.5**

Activity Page

Match the word cards to the words on this page.

<b>pitch</b>	<b>solve</b>	<b>wrote</b>
<b>bulge</b>	<b>larg·est</b>	<b>nerve</b>
<b>wring</b>	<b>stretch</b>	<b>barge</b>
<b>charge</b>	<b>catch</b>	<b>twelve</b>



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

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

PP.6

Activity Page

Mark the words that are said and write them on the lines.

1. **age**      **page**

2. **pitch**      **patch**

3. **twelve**      **elves**

4. **write**      **wrote**

5. **barge**      **large**

6. **gem**      **jam**

7. **kitch·en**      **kitt·en**

8. **Marge**      **merge**

9. **nerve**      **nev·er**

10. **wring**      **wrong**



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

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

PP.7

Activity Page

Yes or no? Write *yes* or *no* on the lines.

1. Is **ketch**·up a game? \_\_\_\_\_
2. Is **twelve** larg·er than nine? \_\_\_\_\_
3. Is your **wrist** part of your leg? \_\_\_\_\_
4. Do you sleep in the **kitch**·en? \_\_\_\_\_
5. Do hors·es have **hooves**? \_\_\_\_\_
6. Do cats **hatch** out of eggs? \_\_\_\_\_
7. Is a **germ** larg·er than a bug? \_\_\_\_\_
8. Can a bird **catch** a bug? \_\_\_\_\_



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

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

PP.8

Activity Page

Write the words on the lines.

wrong

catcher

germs

large

ginger



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

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

PP.9

Activity Page

Write the words on the lines.

**pitcher**

**nerve**

**merge**

**sleeves**

**wrap**



Mark the words that are said.

1  starve  starv  starf	2  larg  large  larch
3  rist  rrist  wrist	4  cage  cag  catch
5  mach  match  mash	6  swich  switch  swig
7  rong  rrong  wrong	8  solf  solv  solve



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

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

**PP.11**

Activity Page

In the box are six words. Write them on the correct lines.

match·es

carve

ketch·up

gems

hooves

mag·ic





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

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

PP.12

Activity Page

Write the words on the correct lines.

1. **mag·ic**



2. **kitch·en**



3. **hatch**



4. **large**



5. **twelve**





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

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

PP.13

Activity Page

Fill in the \_\_\_\_\_.  
\_\_\_\_\_

1. He \_\_\_\_\_ in-to the pool.  
\_\_\_\_\_
2. We can \_\_\_\_\_ the prob·lem.  
\_\_\_\_\_
3. The dog \_\_\_\_\_ the stick.  
\_\_\_\_\_
4. The beep·ing sound got on my  
\_\_\_\_\_  
\_\_\_\_\_.  
\_\_\_\_\_
5. \_\_\_\_\_ can make you sick.  
\_\_\_\_\_
6. Will you \_\_\_\_\_ me a lett·er?  
\_\_\_\_\_
7. What is on the next \_\_\_\_\_?  
\_\_\_\_\_
8. Who is the best \_\_\_\_\_?  
\_\_\_\_\_



Directions: Have students color the boxes that contain words that have 'g' sounded /g/ as in got in one color and the boxes that contain words that have 'g' sounded /j/ as in gem in another color.

gent·ler	glad	grin
leg·end	gift	germ
mag·ic	gem	gin·ger
glass·es	grilled	gar·lic



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

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

PP.15

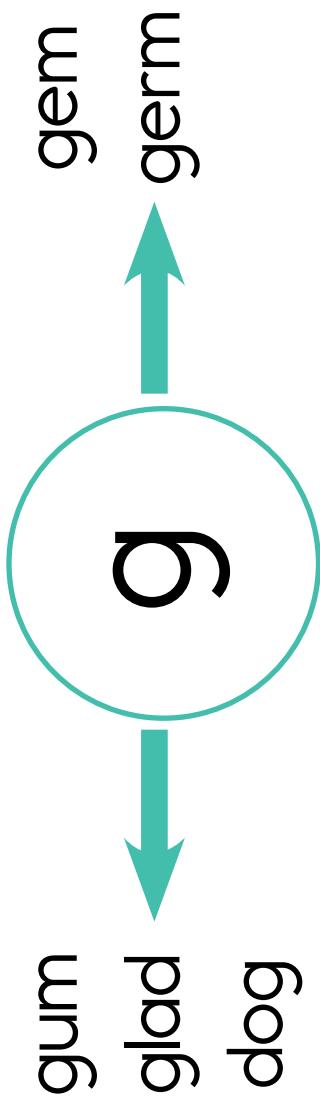
Activity Page

Directions: Have students color the boxes that contain words that have 'ed' sounded /t/ as in asked in one color and the boxes that contain words that have 'ed' sounded /d/ as in filled in another color.

sparked	hummed	fetched
grabbed	crawled	sniffed
wronged	tricked	wrapped
hatched	cooled	sobbed

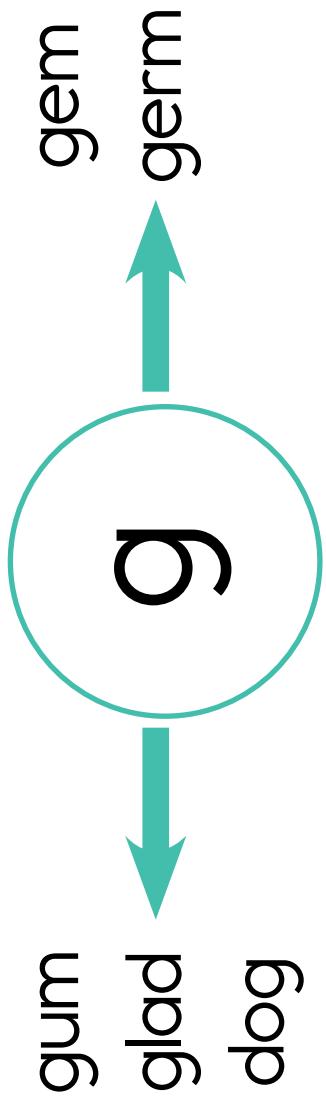


Sound out the words with the lines under them. Is the 'g' sound·ed /g/ as in *got* or /j/ as in *gem*? Write the words in the correct space.



/g/ as in <i>got</i>	/j/ as in <i>gem</i>
1. The film had a <u>trag·ic</u> ending. It was so sad!	<i>fragile</i>
2. An ant is a <u>bug</u> .	
3. Mom made a batch of <u>gin·ger</u> snaps.	
4. We have a <u>gas</u> stove in our kitch·en.	
5. Who is your best pal? Roger is.	
6. She sent me a <u>get-well</u> card.	

Sound out the words with the lines under them. Is the 'g' sound·ed /g/ as in *got* or /j/ as in *gem*? Write the words in the correct space.



	/g/ as in <i>got</i>	/j/ as in <i>gem</i>
1.	A stone that costs a lot is a <u>gem</u> .	
2.	She <u>gasped</u> when she saw the snake.	
3.	My arms are short·er than my <u>legs</u> .	
4.	Scrub your hands to get rid of <u>germs</u> .	
5.	A lot of plants are <u>green</u> .	
6.	You can·not bend wood. It is <u>rigid</u> .	

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

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

PP.17

## Activity Page

# The Hike



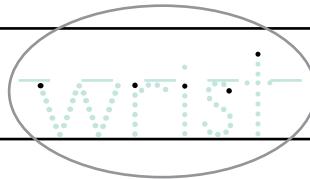
**Directions:** Have students write two statements, two questions, and two exclamations based on the illustration.



Directions: Have students copy the sentences and circle the noun and draw a squiggly line under the verb in each copied sentence.

1. My wrist bends.

My wrist bends



2. The artist carves.

The artist carves

3. The dogs fetch.

The dogs fetch

4. Its hooves clop.

Its hooves clop

5. His skin itches.

His skin itches

6. Marge sings.

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7. Men charge.

---

---

8. Her sleeve rips.

---

---

9. The man stretches.

---

---

10. Mom writes.

---

---

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

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

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.

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2.

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3.

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4.

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5.

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7.

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8.

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9.

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10.

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1.

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2.

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3.

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7.

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8.

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9.

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10.

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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. The tricky parts in Tricky Words are underlined. Please note that multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

Repeated oral 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.

## We Are TV Stars

We drove back to Doba's cab-in and got there just in time to see ourselves on TV.

The TV man said, "This is Roger Fletcher. I'm standing here on the site where two children have found the bones of a raptor."

Then Gad and I saw ourselves on TV.

"Woo-hoo!" I shouted. "We are TV stars!"

Then came the part where the TV man asked Gad his name, and Gad looked like he was scared of the mike.

"Gad, you goof!" I said. "Why did you jump back like that?"

Gad just shrugged.

Next the TV man asked me my name.



I said, "I'm Kate." Then I waved.

"Gad," said the TV man, "where did you spot the bone?"

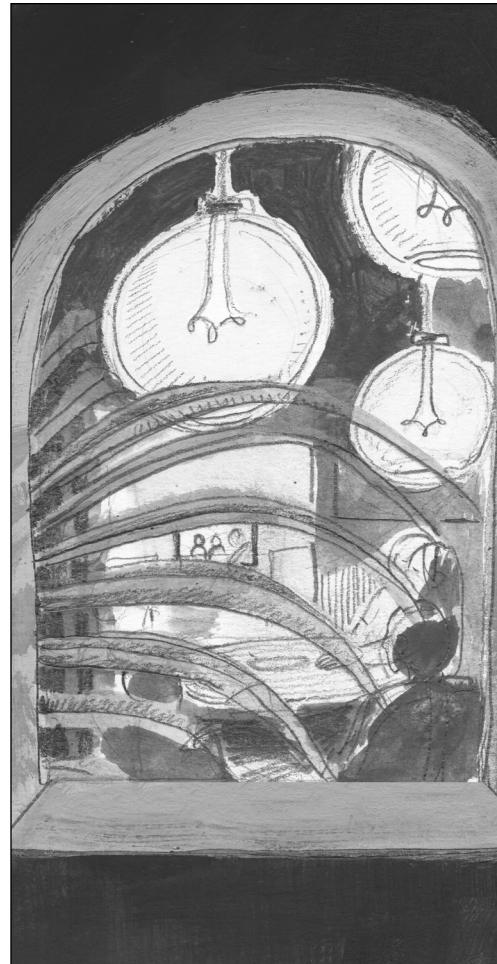
Gad said, "It was stick·ing out of the side of a cliff."

"What did you use to dig it out?"

"We used our forks!" said Gad.

Then we saw the close-up of Gad and me with our forks.

"So there you have it!" said the TV man. "I'm Rog·er Fletch·er with a tale of two chil·dren, two forks, and one large rap·tor!"



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## Do·ba's Book

Gad and I and the rap·tor were on TV six times. I was glad when it came to an end. Af·ter you smile and wave a fork six times, it gets to be less fun.

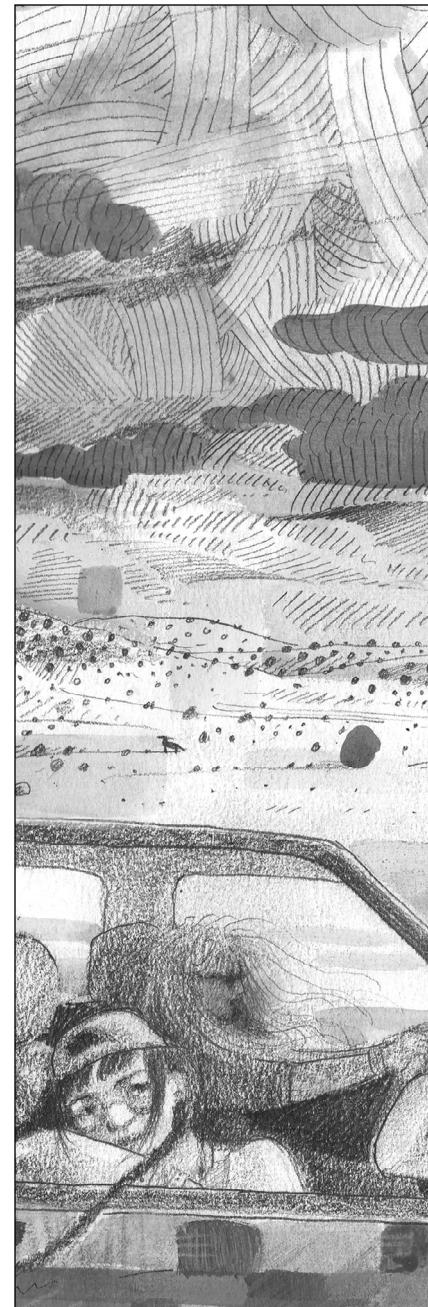
One morn·ing, Do·ba hand·ed me a book and said, “Let’s drive to the book shop.”

“Do·ba,” I said, “why do you need to get a book at the book shop when you have this one?”

“I just fin·ished that one,” Do·ba said, “I liked it a lot. And it just so happ·ens that the man who wrote it will be at the book shop to·day. I’d like to meet him.”

In the car I looked at the book. It said “Dust Up, by Si·mon Chee.”

“What sort of book is this?” I asked.



“It’s a book by a Na·va·jo man,” said Do·ba. “His name is Si·mon Chee.”

“What does he write on?”

“Pa·per,” smiled Do·ba.

“Do·ba!”

“Just a joke,” said Do·ba. “Si·mon Chee writes down old stories of the Na·va·jo.”

“Why not?”

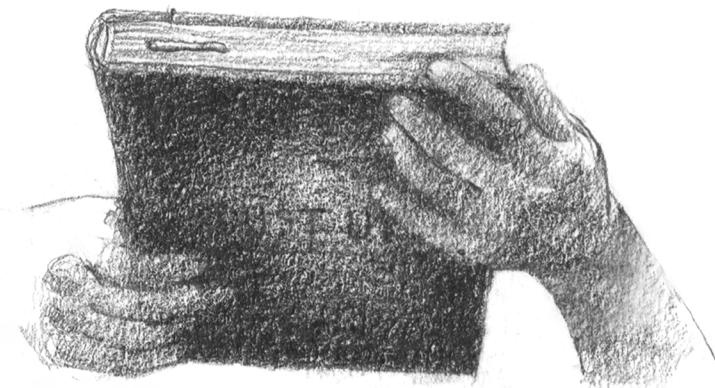
“Yes!” Do·ba said. “And about the Na·va·jo today, too. Not just in the past.”

I looked at the last page and saw the page number: 305.

“Yikes!” I said. “This is a long book!”

“It is,” said Do·ba. “But it felt short to me be·cause I liked it so much. I was sad when I got to the end!”

I started to look inside the book, but just then Do·ba said, “Here we are!”



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## The Book Shop

In the book shop, there was a big stack of books. Next to the books sat Si·mon Chee, the man who **wrote** the books. He had a pen in his hand and a big smile on his lips.

“You’d smile too if your book were selling as well as his is!” Do·ba said.

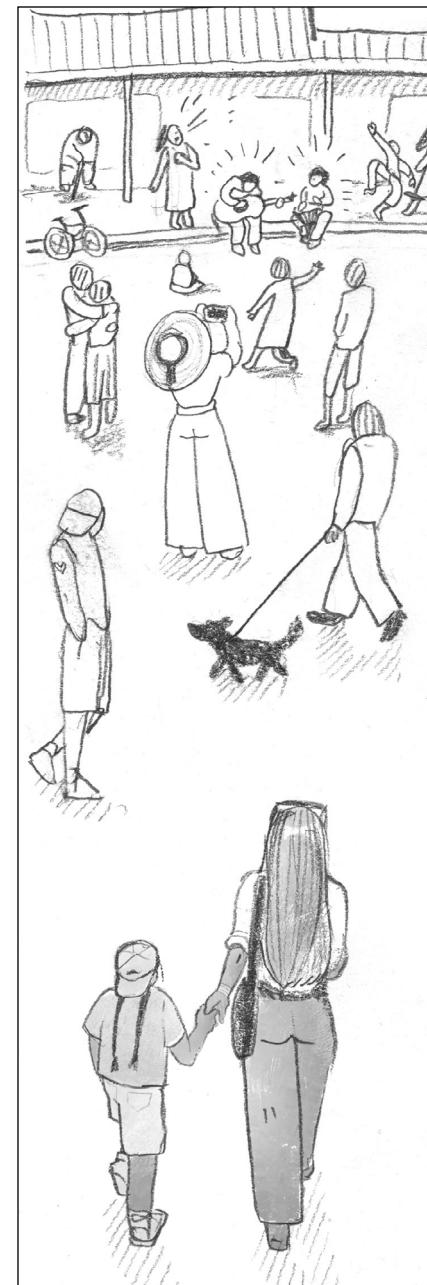
Do·ba and I went and stood in line to meet Si·mon Chee.

Do·ba shook hands with him and said, “I’ve got **twelve** of your books. This one was your best book yet!”

The man smiled and said, “That’s sweet of you! I hope you will pick up my next one, too!”

“I will!” said Do·ba.

Then the man **wrote**, “Best wishes, Si·mon Chee,” in Do·ba’s book.



“Mis·ter Chee,” I asked, “how hard was it to write that book?”

“Well,” he said, “this one was not all that hard. The last one I did was a lot hard·er.”

As we got back in the car, I said, “Do·ba, I’d like to write a book.”

“What sort of book would it be?” Do·ba asked.

“Well,” I said, “Gad and I found the rap·tor.”

“Yes, you did,” said Do·ba.

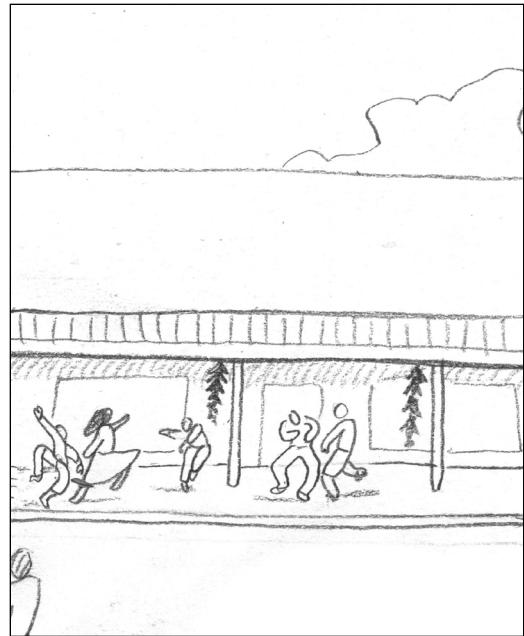
“And you and I found that coin.”

“Yes,” said Do·ba.

“So it could be a book about all of that.”

“Why not?” said Do·ba. “If you write it, I will make the pic·tures.”

I said, “Shake on it!” Then we shook hands.



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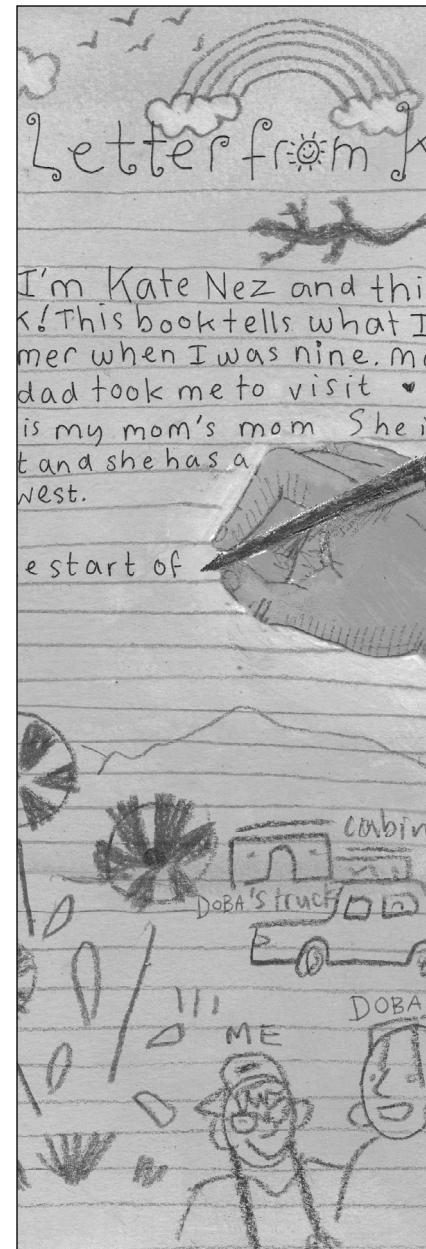
Repeated oral reading is an important way to improve reading. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

## We Make a Book

When we got back to Do·ba's, I started to write the book. I wrote down all of the cool stuff that happened to me out West. The hardest part was getting started. Once I got started, it went fast.

Do·ba helped me pick out good words. Sometimes when you write, you have to write things two or three times to get all of the best words and get them in the best order.

Gad helped me out, too. He said, "I can help you with spelling. I am the best spell'er in my class." Gad looked at what I had written and fixed a lot of spelling mistakes that I had made.



When I had writt·en the words, Do·ba got out her brush and start·ed to make the art. It took her a long time. She sent the pic·tures to me three weeks after I went home.

My dad took me and my book to a pal of his to see if he would pub·lish the book.

The man looked at it and said, “This is well-writt·en! Chil·dren out there will like this book. I’d like to print it!”

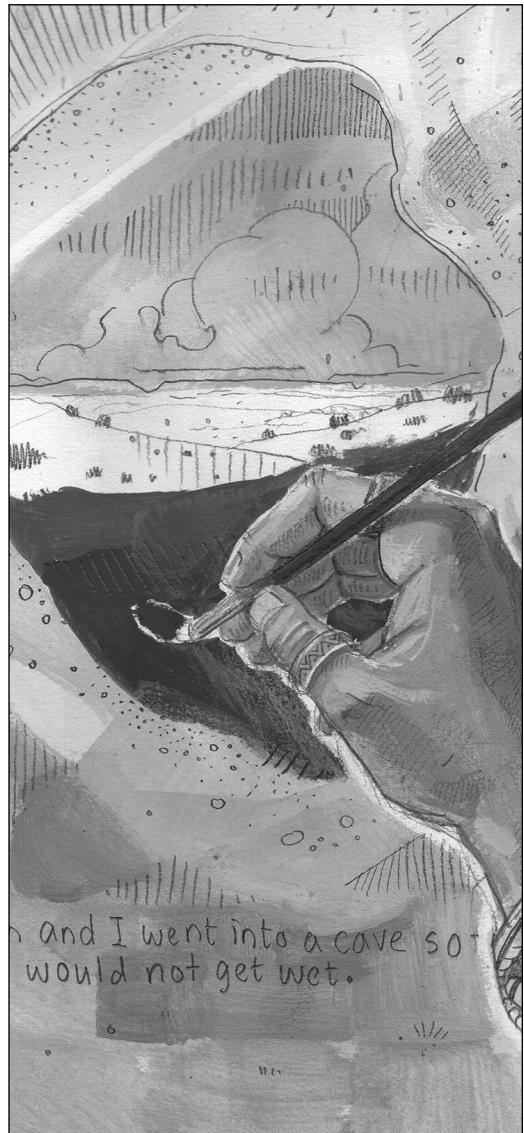
I was so glad, I shout·ed, “Yipp·ee!”

The man and his staff got the book all set to pub·lish. Then they sent it to a print·er.

I hope you liked the book.

If you’d like to write me a lett·er, you can send it to me at this add·ress:

Kate Nez  
801 East High Street  
Charlottesville, Virginia 22902



PP.24

# We Are TV Stars

1. Where were Kate and Gad when they saw them·selves on TV?

Page \_\_\_\_\_

## 2. What did the TV man ask Kate?

- Where did you spot the coin?
- What's your name?
- Where is your Do·ba?

Page \_\_\_\_\_

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

### 3. What did the TV man ask Gad?

Page \_\_\_\_\_

4. Have you ever seen yourself or a pal on TV?

A decorative horizontal separator consisting of three parallel lines: a solid black line at the top, a dashed teal line in the middle, and a solid black line at the bottom.

Page \_\_\_\_\_

# Do·ba's Book

1. What sort of book did Do·ba have?
  - She had a pic·ture book.
  - She had a com·ic book.
  - She had a Na·va·jo book.

Page \_\_\_\_\_

2. How did Do·ba feel when she got to the end of the book?

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

Page \_\_\_\_\_

3. Why did Do·ba take her book to the book shop?

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

Page \_\_\_\_\_



# The Book Shop

## 1. Who is Si·mon Chee?

- Si·mon Chee writes Na·va·jo books.
- Si·mon Chee is Do·ba's pal.
- Si·mon Chee is a bone man.

Page \_\_\_\_\_

## 2. What did Kate ask Mis·ter Chee?

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

Page \_\_\_\_\_

3. What sort of book would Kate like to make?

Page \_\_\_\_\_

4. Who will make the pic·tures for  
Kate's book?

- Kate will make the pictures.
- Simon will make the pictures.
- Doba will make the pictures.

Page \_\_\_\_\_

# We Make a Book

1. Who helped Kate with her spelling?

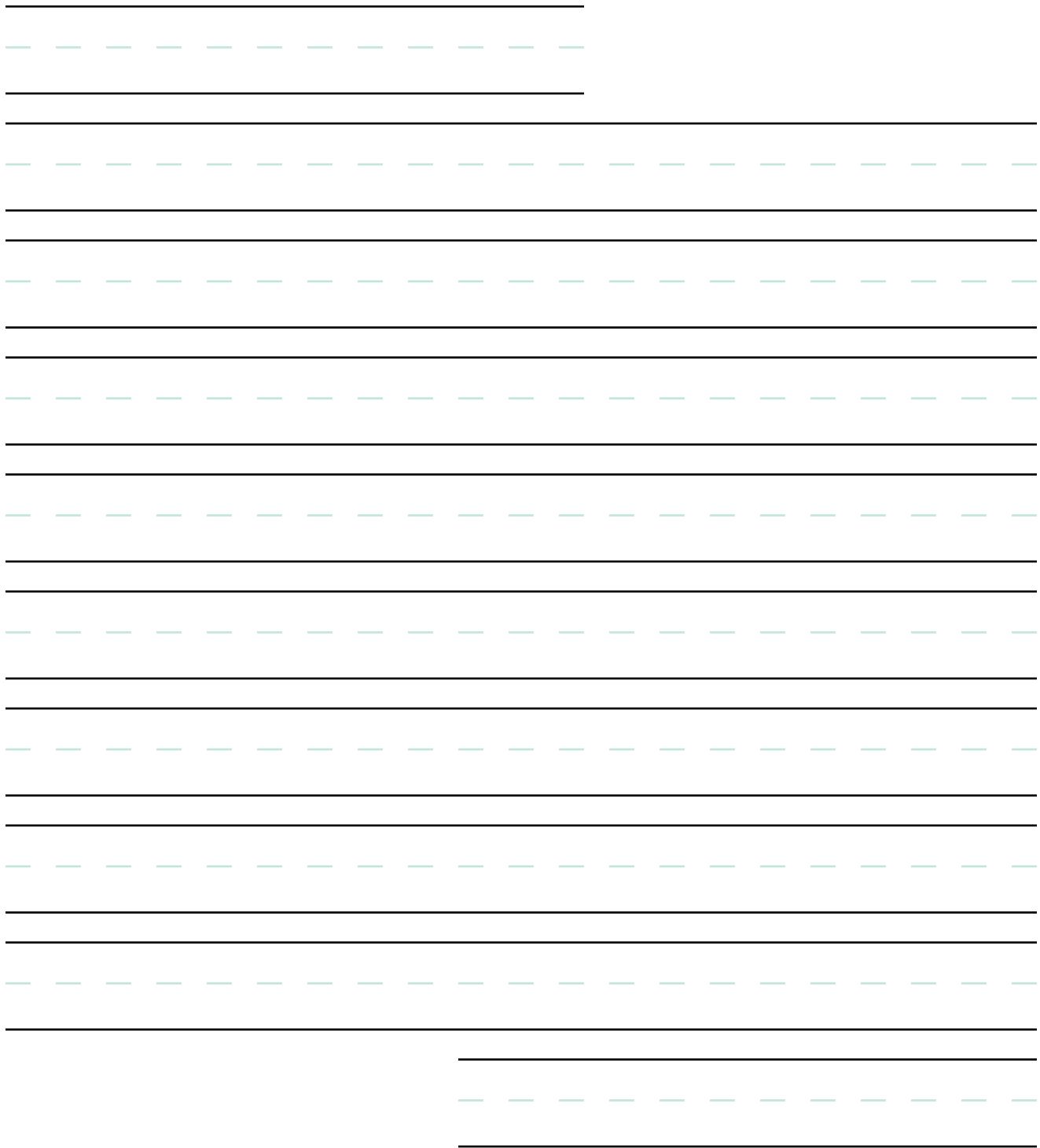
Page \_\_\_\_\_

## 2. Who made the art for the book?

Page \_\_\_\_\_

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

### 3. Use the lines to write a letter to Kate.



The page features a series of horizontal lines for handwriting practice. It includes a top solid black line, a middle dashed teal line, and a bottom solid black line. This pattern repeats 12 times down the page. A single solid black line is positioned at the very bottom of the page.

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