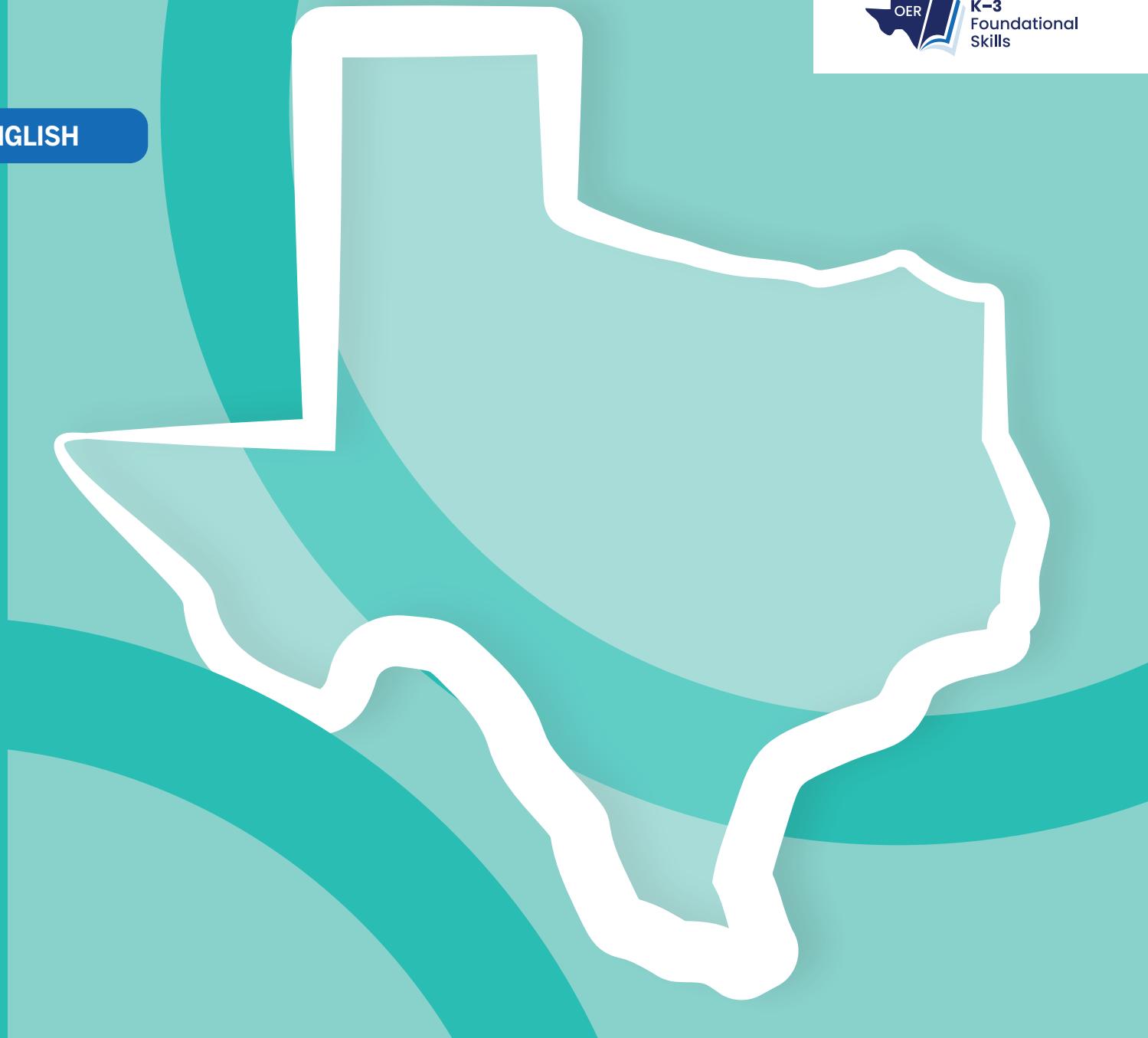




ENGLISH



**GRADE 1 FOUNDATIONAL SKILLS UNIT 6**

# **Activity Book**

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EDITION 1

Grade 1

# **Foundational Skills 6**

**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 6**

## **Activity Book**

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 6. 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 always 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.



## In the Cave

When I went to visit with Doba, I was sad. I missed Mom and Dad. But Doba cheered me up and made things fun.

Doba took me on hikes. The land I saw in the Southwest was not at all like the land I am used to. Where I am from, things are green in the summer, and there are lots of trees. In the Southwest, there are hills and red rocks, but not a lot of trees. In some spots, you can hike for a mile and not see one tree!

Once, Doba and I were on a hike when it started to storm. Doba and I went into a cave so that we would not get wet.

As we were standing there, I saw something shimmer in the dark.

“Doba,” I said, pointing at the spot, “what’s that?”

“Well,” said Doba, “let’s have a look.”

We looked and saw something stuck in a crack in the rock. I grabbed it.

“It’s a coin!” I said.

“Well, I’ll be!” said Doba.

I said, “What sort of coin is it?”

Doba said, “I can’t tell. It looks like it could be made of silver.”

Then she said, “I have a pal, Sani, who is an expert on coins. We can bring it to him tomorrow, and he will tell us what sort of coin it is.”

I dropped the coin in my pocket, and we went on with our hike.



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

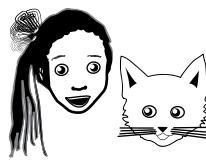
1.2

Activity Page

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

## The Name of the Tale:

Who?



Where? When?



The tale starts with . . .

What?

Next in the tale . . .

At the end of the tale . . .

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



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

1.3

Take-Home

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

Dear Family Member,

Today our class started Unit 6. The Reader for this unit is called *Grace*. Your student will bring home stories you can read together about Grace and her life on a farm. 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. Tricky Words need to be memorized, so your student will benefit from practice reading and writing them.

## Spelling Words

1. swimming
2. rotten
3. hidden
4. batter
5. shredded
6. popping
7. nodded
8. Tricky Word: their



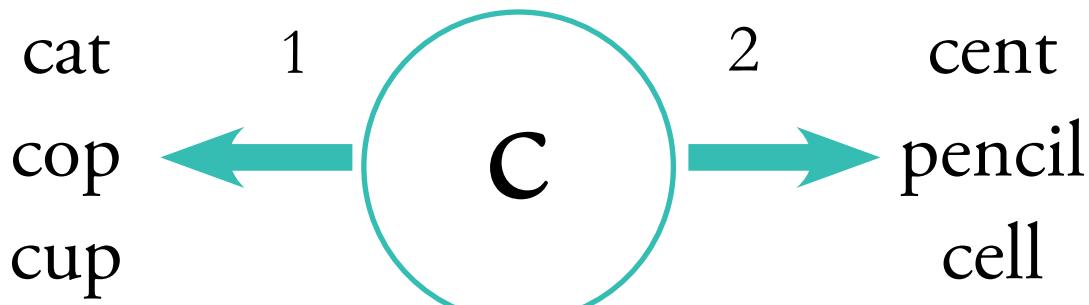
NAME: \_\_\_\_\_

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

2.1

Activity Page

Sound out the words with the lines under them. Is the 'c' sounded /k/ as in *cat* or /s/ as in *cent*? Write the words where they fit best.

/k/ as in *cat*/s/ as in *cent*

1. She is a good dancer.

dancer

2. It's time to get in the car.

3. That kite you have is so cool!

4. Set it down in the center of the room

5. We had crabs for lunch.

6. He gave me a lot of choices.

7. Look up there! See that big cloud?



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

2.2

Take-Home

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

**Dear Family Member,**

We have been working on writing personal narratives at school. Your student has read personal narratives and we have drafted a personal narrative as a class. Now, each student will have an opportunity to write their own personal narrative describing something that has happened to them. As homework, please work with your student to brainstorm ideas that they might write about in a personal narrative. Remind your student that the personal narrative should tell about something that has really happened to them. Here are some ideas for topics your student might be interested in writing about:

- a special holiday or birthday
- a special present they received
- something a friend or sibling did for them
- a special visit or a trip to an interesting place
- a “first” or significant personal achievement
- a weather-related event

Have your student jot down ideas on the back of this page to bring back to school tomorrow.



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

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

4.1

Activity Page

## Plan a Tale that Happened to You

 Who?	Who was in the tale? Describe them.
 Where?	Where and when did the tale take place? Describe the setting.
 When?	What happened at the start? What happened next? What happened after that? What happened last? Describe all parts of the tale.
 What?	Why did this happen? Why was this important?



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

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

## 4.2

## Activity Page

# Draft a Tale that Happened to You

## Who is in the tale?

A diagram consisting of four horizontal lines. The top and bottom lines are solid black, while the two middle lines are dashed teal. The dashed lines are positioned symmetrically around the solid lines, creating a central vertical axis.

Where did the  
tale take place?

A diagram consisting of five horizontal lines. The top and bottom lines are solid black. Between them are three dashed teal lines. The three dashed lines are evenly spaced and parallel to each other.

When did the  
tale take place?

The diagram consists of six horizontal lines. Each line is composed of a thick, solid black horizontal segment and a thin, dashed teal horizontal segment extending to the right from the same vertical position. The lines are evenly spaced vertically.

What happened  
at the start?

---

---

---

---

What happened  
next?

---

---

---

---

What happened  
after that?

---

---

---

---

What happened  
last?

---

---

---

---

Why did this  
happen?

---

---

---

---

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

4.3

Take-Home

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

Sort the words by their spellings for /s/.

prince

horse

since

rinse

choice

fence

dance

house

mouse

goose

/s/ → 'ce'

/s/ → 'se'

Handwriting practice lines for sorting words by spelling for /s/. The lines are arranged in two columns, each with 10 rows of handwriting lines (solid top and bottom lines with a dashed midline).



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

5.1

Assessment

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

# 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.



## Check the Draft

### Step by Step

1. Check that you described who was in the tale.
2. Check that you described where the tale took place.
3. Check that you described when the tale took place.
4. Check that you described what happened in the tale in order from start to finish.
5. Check that you described why the tale happened or why it was important.
6. Aa, Bb, Cc, I
7. ? . !
8. Check that the words are spelled well.



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

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

6.1

Activity Page

## ‘c’: /s/ or /k/ ?

clip	pencil	carve
cells	cage	bouncing
cent	center	bobcat
catch	dancer	magic

Directions: Have students color the boxes that contain words that have ‘c’ > /k/ as in cat in one color and the boxes that contain words that have ‘c’ > /s/ as in cent in another color.



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

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

6.2

Activity Page

Cut out the word cards and stick them on the next sheet.

cell

center



voice

prince

twice

else

dense

chance

house

horse

percent

dancing



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

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

6.2  
CONTINUED

Activity Page

Sort the word cards by their spellings for /s/ and stick them in the boxes.

$/s/ \rightarrow 's'$						
$/s/ \rightarrow 'ce'$						
$/s/ \rightarrow 'c'$						



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

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

## 6.3

## Activity Page

# Mister Spencer and the Rabbits

## 1. What is the land like out in the Midwest?

- The land has red rocks.
- The land has no plants.
- The land has rich soil.

Page \_\_\_\_\_

2. What things are in Mister Spencer's garden?

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

3. What is the problem with Mister Spencer's garden?

- He has rabbits in his garden.
- He has a dog in his garden.
- He has sprouts in his garden.

Page \_\_\_\_\_

4. Pepper helps Mister Spencer when he . . .

- has a snack from the garden.
- barks at the rabbits so they run off.
- sleeps out in the barn.

Page \_\_\_\_\_

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

6.4

Take-Home

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

Dear Family Member,

Our class has been learning spelling alternatives for the /s/ sound. The /s/ sound can be written with the spellings 's', 'ss', 'c', 'ce', and 'se'. The spelling words this week contain these spellings for /s/, as well as spellings for its buzzy sister sound, /z/. The /z/ sound can be written with the spellings 'z', 'zz', and 's'.

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. Tricky Words need to be memorized, so your student will benefit from practice reading and writing them.

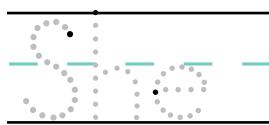
## Spelling Words

1. sun
2. kiss
3. cent
4. prince
5. jazz
6. pigs
7. zip
8. Tricky Word: here



*Directions: Have students underline the pronouns and draw a connecting line from each pronoun to the noun it replaces. Then have students write the pronoun on the line below.*

1. Kate is nine. She wrote a book.



2. Sa·ni has a shop. He sells coins.



3. Kate went on a trip. It was fun.



4. Kate found a coin. It is Spanish.



Directions: Have students replace the underlined nouns with the correct pronouns, using he, she, or it.

1. Kate went on a trip. \_\_\_\_\_ had fun.  
\_\_\_\_\_
2. Sa·ni likes the coin. Sa·ni likes \_\_\_\_\_.  
\_\_\_\_\_
3. Was Sa·ni Do·ba's pal? Yes, \_\_\_\_\_ was Do·ba's pal.  
\_\_\_\_\_
4. Kate made a book. \_\_\_\_\_ wrote the words.  
\_\_\_\_\_
5. Do·ba has a cabin. \_\_\_\_\_ is in the Southwest.  
\_\_\_\_\_
6. Gad is a kid. \_\_\_\_\_ is nine.  
\_\_\_\_\_

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. The tricky parts in Tricky Words are underlined.

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

## Mister Spencer and the Rabbits

Grace **Spencer**'s dad has a farm. Her dad is a farmer out in the Midwest, where the land is flat and the soil is rich.

In the spring **Mister Spencer** plants corn next to the **farmhouse**. All summer long, he takes care of the corn. By the end of the summer, the corn is ripe. Then **Mister Spencer** harvests it and sells it. That is how he makes a living.

**Mister Spencer** has a garden, too. In his garden he plants eggplants, beets, sprouts, and peppers.

**Mister Spencer** has had some problems with rabbits. They crawl under the **fence**, hop into his garden, and munch on his plants. When **Mister Spencer** sees the rabbits in his garden, he gets mad as a hornet. He shakes his fist and shouts at the rabbits.



Grace and her sister Jill like the rabbits. Grace says they are cute. She tells her dad to be **nice** and let the rabbits be. But Mister Spencer can't stand those rabbits, and the Spencers need the plants in the garden to feed them in the winter.

Last summer, Mister Spencer got a dog to **force** the rabbits out of his garden. The dog's name is Pepper. He is a black dog. He sleeps out in the barn.

When Pepper came to the farm, he gave the rabbits quite a scare. They were in the garden, munching on sprouts. Then Pepper came charging out into the yard, barking. The rabbits took off! They raced back into their hole as fast as they could.

Pepper ran to the rabbit hole and went in as far as he could. He started digging with his paws. But it was no use. It was a deep hole and he could not get down to where the rabbits were.

Mister Spencer was sitting in the living room at the time. He could tell what Pepper was up to. He smiled. "Good dog!" he said. "Good dog! I bet those rabbits will munch on sprouts somewhere **else** next time!"



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

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

## 8.1

## Activity Page

# The Picnic by the River

1. What was in the picnic basket?

Page \_\_\_\_\_

2. Where had the Spencers set down their picnic basket?

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

3. Why was the food in the picnic basket safe from the ants?

A diagram consisting of five horizontal lines. The top and bottom lines are solid black. Between them are three horizontal lines that are dashed teal. The three dashed lines are evenly spaced and parallel to each other.

Page \_\_\_\_\_

4. What did Grace do for the ants at the end?

The image shows four sets of horizontal lines for handwriting practice. Each set consists of a solid red line at the top, a dashed blue line in the middle, and a solid red line at the bottom. The sets are evenly spaced vertically across the page.

Page

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

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

9.1

Activity Page

he

she

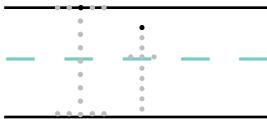
it

I

you

*Directions: Have students underline the pronoun in each sentence pair and draw a connecting line from the pronoun to the noun it replaces. Then have students write the pronoun on the line. Have students generate their own noun-pronoun pairs of sentences on the next page.*

1. The **house** is big. It has lots of rooms.



2. Mitch has a black **goose**. He likes the **goose**.



3. Ben said, “I have lots of red **pencils**.”



4. Mom asked Reese, “Can you feed the **horse**?”



5. The princess broke her leg. She has to use crutches.

## 6. The mouse is soft. It is a nice mouse.

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

9.2

## Activity Page

## Ants

## 1. What is an ant farm?

Page \_\_\_\_\_

## 2. Who is the queen?

Page \_\_\_\_\_

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

3. How do the rest of the ants take care of the queen?

Page \_\_\_\_\_

#### 4. Why could the queen's life be a hard life?

Page \_\_\_\_\_

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

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

10.1

Assessment

# Spelling Test

1.

Handwriting lines for spelling word 1. The lines consist of a top solid black line, a middle dashed light blue line, and a bottom solid black line.

2.

Handwriting lines for spelling word 2. The lines consist of a top solid black line, a middle dashed light blue line, and a bottom solid black line.

3.

Handwriting lines for spelling word 3. The lines consist of a top solid black line, a middle dashed light blue line, and a bottom solid black line.

4.

Handwriting lines for spelling word 4. The lines consist of a top solid black line, a middle dashed light blue line, and a bottom solid black line.

5.

Handwriting lines for spelling word 5. The lines consist of a top solid black line, a middle dashed light blue line, and a bottom solid black line.

6.

Handwriting lines for spelling word 6. The lines consist of a top solid black line, a middle dashed light blue line, and a bottom solid black line.

7.

Handwriting lines for spelling word 7. The lines consist of a top solid black line, a middle dashed light blue line, and a bottom solid black line.

8.

Handwriting lines for spelling word 8. The lines consist of a top solid black line, a middle dashed light blue line, and a bottom solid black line.



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

10.2

## Activity Page

# The Band

1. What did Grace and Jill sound like at the start?

Page \_\_\_\_\_

2. How did Mister Spencer act when the children started out?

Page \_\_\_\_\_

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

### 3. Who is Mister Vance?

The image shows four sets of horizontal lines for handwriting practice. Each set consists of a top solid black line, a middle red dashed line, and a bottom solid black line. The sets are evenly spaced vertically across the page.

Page \_\_\_\_\_

#### 4. Describe the band concert.

The image displays a set of handwriting practice lines. It consists of five horizontal rows. The top and bottom rows are solid black lines representing the baseline. Between these are three dashed teal lines representing the height of the letters. The dashed lines are evenly spaced and extend across the width of the image.

Page \_\_\_\_\_

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

10.3

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

Take-Home

Sort the words by their spellings for /s/.

sit	grass	dress	snake	hips
cell	sun	center	cent	kiss

/s/ → 's'      /s/ → 'ss'      /s/ → 'c'



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

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

11.1

Activity Page

Sort the words by their spellings for /n/.

<b>sense</b>	<b>knit</b>	<b>dinner</b>	<b>knee</b>	<b>nerve</b>
<b>running</b>	<b>winner</b>	<b>cent</b>	<b>knot</b>	<b>fence</b>

/n/ → 'n'                    /n/ → 'nn'                    /n/ → 'kn'

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

<b>Root Word</b>	<b><i>-ed</i> Word</b>	<b><i>-ing</i> Word</b>
tan	tanned	tanning
grin		
plan		
scan		

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

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

11.2

Activity Page

Write the words on the correct lines.

**cent**  
**knot**  
**dance**

**goose**  
**mouse**  
**knee**

**fence**  
**prince**  
**moose**





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

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

11.3

## Activity Page

# The Yard Sale

## 1. What is for sale at the yard sale?

Page \_\_\_\_\_

## 2. What is Grace's problem?

Page \_\_\_\_\_

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

### 3. How was Grace's problem solved?

The image displays four sets of horizontal lines for handwriting practice. Each set consists of a solid black line at the bottom, a dashed green line above it, and a solid black line at the top. The dashed lines are spaced evenly apart, providing a guide for letter height and placement on the solid lines.

Page \_\_\_\_\_

4. Why did the man let Grace get two books for the price of one?

The image displays a set of horizontal lines used for handwriting practice. It consists of two pairs of lines. Each pair includes a solid top line, a dashed midline, and a solid bottom line. The pairs are vertically aligned, providing a guide for letter height and placement.

Page \_\_\_\_\_

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

11.4

Take-Home

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

Dear Family Member,

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.

## Spelling Words

1. maps
2. mice
3. hammer
4. trimmed
5. skipped
6. scrub
7. space
8. Tricky Word: could



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

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

12.1

## Activity Page

# The Storm

## 1. Describe the storm on the farm.

The image shows a set of horizontal lines for handwriting practice. It consists of two pairs of lines. Each pair includes a solid top line, a dashed midline, and a solid bottom line. The pairs are vertically aligned, creating a total of four sets of lines for writing practice.

Page \_\_\_\_\_

## 2. Did Grace like the storm?

Page

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

### 3. Did Jill like the storm?

Page \_\_\_\_\_

4. What did Grace tell Jill to make her feel better?

The image displays five sets of horizontal lines for handwriting practice. Each set consists of a solid black line for the baseline, a dashed teal line for the midline, and a solid black line for the descender line. The sets are evenly spaced vertically across the page.

Page

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

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

13.1

Activity Page

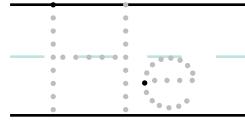
He

She

It

Directions: Have students write the pronouns that would replace the underlined nouns on the lines.

1. Vince is a good catcher.



2. The mouse is on the fence.



3. The prince had goose for dinner.



4. The horse ran in a race.



5. Mom has a red blouse.



6. Gran knits socks for her grandkids.





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

13.2

## Activity Page

## Dark Clouds and Wind

1. What did Mister Spencer see as they finished up lunch?

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

Page \_\_\_\_\_

2. What do the Spencers do when the clouds get darker and the wind picks up?

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

Page

### 3. What is a storm shelter?

The image displays three sets of horizontal lines for handwriting practice. Each set consists of a solid black top line, a dashed green middle line, and a solid black bottom line. The sets are evenly spaced vertically across the page.

Page \_\_\_\_\_

4. What did Grace shout as Mister Spencer started to lock up the shutters?

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

Page

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

13.3

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

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.

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

## The Band

Grace and Jill are in a band. Grace toots on her trumpet. Jill toots on her slide trombone.

When the children started out, they did not sound too good. Jill and her trombone sounded like a sick moose. Grace and her trumpet sounded like a flock of geese.

The two of them made quite a racket.

It was so bad that Mister Spencer would yell, "I can't take it!" Then he would run out of the house and hide in the barn.

But, since then, the children have gotten a lot better, just as Mister Vance said they would. Mister Vance is the band master. He spends a lot of time with the children, helping them get better.



In the spring there is a band concert in the park.

Mister **Vance** gets up on the bandstand and waves his hands. The band starts belting out a jazz song. They sound good. Grace hits the notes on her trumpet. Jill's trombone sounds good, too. The drummer is drumming up a storm. The band is **knocking** it out of the park.

Mister **Vance** has a big smile on his face. He is proud of Grace and Jill.

Mister Spencer smiles, too. He has gotten tired of spending so much time in the barn.



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

14.1

## Activity Page

# In the Storm Shelter

1. Why are the Spencers down in the storm shelter?

Page \_\_\_\_\_

2. What did Mister Spencer see when he peeked out from the storm shelter?

Page \_\_\_\_\_

## Foundational Skills 6

3. Describe what you do when it storms.

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

15.1

Assessment

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

# Spelling Test

1.

Handwriting lines for spelling word 1. The lines consist of a top solid black line, a middle dashed light blue line, and a bottom solid black line.

2.

Handwriting lines for spelling word 2. The lines consist of a top solid black line, a middle dashed light blue line, and a bottom solid black line.

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Handwriting lines for spelling word 8. The lines consist of a top solid black line, a middle dashed light blue line, and a bottom solid black line.



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

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

15.2

Activity Page

Directions: Have students underline the plural marker in each word. Then have students write the plural words that end in /s/ under the /s/ header, the plural words that end in /z/ under the /z/ header, and the plural words that end in /ez/ under the /ez/ header.

<b>eats</b>	<b>dogs</b>	<b>foxes</b>	<b>forks</b>
<b>kids</b>	<b>dishes</b>	<b>porches</b>	<b>hands</b>
<b>crabs</b>			

/s/

.....  
.....  
.....  
.....

/z/

.....  
.....  
.....  
.....

/ez/

.....  
.....  
.....  
.....



# The Visit

1. How do Grace and Jill feel in the car ride to visit their Gran?

Page \_\_\_\_\_

2. What do Grace and Jill do to get set to swim?

Page \_\_\_\_\_

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

3. Name three things Grace and Jill do with Gran.

Page \_\_\_\_\_

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

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

## 16.1

## Activity Page

# The Soccer Game

1. Why is Grace's soccer game this weekend such a big game?

Page \_\_\_\_\_

## 2. Why did Grace sit on the grass and pout?

Page \_\_\_\_\_

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

3. What advice did Grace's dad tell Grace when she got upset?

Page \_\_\_\_\_

## 4. What happens at the end of the game?

The image shows a set of handwriting practice lines. It consists of four horizontal rows. The top and bottom rows are solid black lines, while the two middle rows are dashed teal lines. The dashed lines are positioned to provide a visual guide for letter height and placement on the solid lines.

Page

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

16.2

Take-Home

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

Dear Family Member,

Our class has been learning spelling alternatives for the /n/ sound. The /n/ sound can be written with the spellings 'n', 'nn', and 'kn'. The spelling words this week contain these spellings for /n/. 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.

## Spelling Words

1. knit
2. kneel
3. nose
4. center
5. nugget
6. running
7. winner
8. Tricky Word: why



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

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

17.1

## Activity Page

# Supper

## 1. Why are Kim and Jane Knox at Grace's house?

Page \_\_\_\_\_

2. List the steps Grace takes to make the cake with her mom.

Page \_\_\_\_\_

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

3. If you had a supper at your house, **what** would you serve?

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. The tricky parts in Tricky Words are underlined.

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

## The Visit

The Spencers are on a trip to visit their Gran. It's a long car ride from the farm. Their dad drives in the morning. Then their mom drives after lunch. Grace and Jill feel like the trip will never end.

At last, they get to Gran's place. Grace and Jill run up to their Gran and hug her.

"It's so nice to see you!" says Gran.

"Gran," Jill says, "can we run down and swim?" After the long car ride, the children need some exercise.

Gran smiles. She grabs her **k**napsack and points to the flip-flops on her feet and says, "I'm all set!"



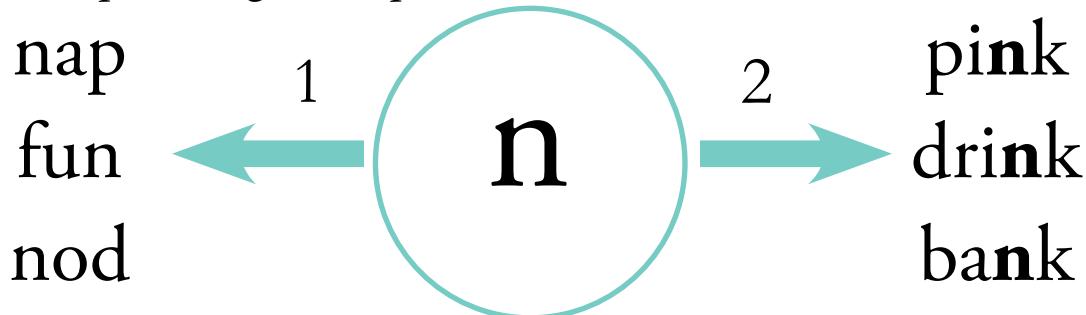
Grace and Jill get dressed for swimming. They rub sunscreen on their arms and legs. Mister Spencer helps them rub the sunscreen on their backs.

Once the sunscreen is on, Grace and Jill run down the path to the cove. When they get there, they wade in, yelping as the cool waves crash past them.

Grace and Jill splash and ride the waves. They dig for crabs and pick up shells. They toss a frisbee back and forth. They munch on snacks and sit in the sun. It's fun to visit with Gran.



Sound out the words with the lines under them. Is the 'n' sounded /n/ as in *nap* or /ng/ as in *pink*?

/n/ as in *nap*/ng/ as in *pink*

1. I'm hot. Can I have something to drink?

drink

2. I can count to ten.

3. I will not sell it to you, but I will lend it to you.

4. When will this end?

5. I need some cash. Let's drive to the bank.

6. At the park we can have lots of fun.

7. It is a nice gift. Thanks!



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

19.2

## Activity Page

# Grace the Performer

## 1. What is the job of a mime?

Page \_\_\_\_\_

2. What tricks did Grace do to make the children smile?

Page \_\_\_\_\_

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

3. Which trick did you like best? Why?

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

19.3

## Take-Home

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

Sort the words by their spellings for /ng/.

pink

long

drink

wing

sang

junk

jumping

bank

thing

finger

sting

singer

/ng/ → 'ng'

/ng/ → 'n'



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

20.1

Assessment

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

# Spelling Test

1.

Handwriting lines for spelling word 1. The lines consist of a top solid black line, a middle dashed light blue line, and a bottom solid black line.

2.

Handwriting lines for spelling word 2. The lines consist of a top solid black line, a middle dashed light blue line, and a bottom solid black line.

3.

Handwriting lines for spelling word 3. The lines consist of a top solid black line, a middle dashed light blue line, and a bottom solid black line.

4.

Handwriting lines for spelling word 4. The lines consist of a top solid black line, a middle dashed light blue line, and a bottom solid black line.

5.

Handwriting lines for spelling word 5. The lines consist of a top solid black line, a middle dashed light blue line, and a bottom solid black line.

6.

Handwriting lines for spelling word 6. The lines consist of a top solid black line, a middle dashed light blue line, and a bottom solid black line.

7.

Handwriting lines for spelling word 7. The lines consist of a top solid black line, a middle dashed light blue line, and a bottom solid black line.

8.

Handwriting lines for spelling word 8. The lines consist of a top solid black line, a middle dashed light blue line, and a bottom solid black line.



# The Frog Jumping Contest

## 1. What are the names of Grace and Ken's frogs?

Page \_\_\_\_\_

2. What happened to Hopper at the start of the race?

Page \_\_\_\_\_

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

### 3. Which frog wins the race?

Page \_\_\_\_\_

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

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

21.1

Activity Page

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

Root Word	<i>-ed</i> Word	<i>-ing</i> Word
stop	stopped	stopping
munch		
sip		
kick		
fish		
slip		
dash		
wrap		

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

<b>Root Word</b>	<b><i>-ed</i> Word</b>	<b><i>-ing</i> Word</b>
beg	begged	begging
tug		
flash		
park		
pat		
pin		

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

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

21.2

## Activity Page

# The Spinning Wheel

## 1. Describe the Spinning Wheel.

Page \_\_\_\_\_

2. What did Grace dare Jill to do while they rode the Spinning Wheel?

Page \_\_\_\_\_

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

### 3. What else do Grace and Jill do at the park?

Page \_\_\_\_\_

4. Why do Grace and Jill not ride the Spinning Wheel two times?

Page \_\_\_\_\_

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

21.3

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

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. The tricky parts in Tricky Words are underlined.

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

## The Frog Jumping Contest

There is a frog jumping contest at the park this week, too.

“Did you get a frog for the contest?” Ken asks. Grace nods. She sticks her hand in her bag and grabs her frog. The frog sits on her fingers.

“Cool!” Ken says. “What’s his name?”

“It’s a she!” says Grace. “Her name is Hopper.”

“I got one, too,” says Ken. “His name is Legs.” Legs has longer legs than Hopper.

Grace and Ken take their frogs to the starting line. They set the frogs down. The starter shouts, “On your mark! Get set! Hop!”

“Jump!” Ken yells. “Jump!” Legs hops off.



Hopper jumps, too, but she jumps off to the side.

“No, Hopper!” Grace yells. She runs and grabs her frog. Then she sets her down with her face pointing at the finish line.

Hopper hops off. This time she is lined up and on target.

Ken and Grace chase their frogs down the track. The frogs are fast. It is a close race.

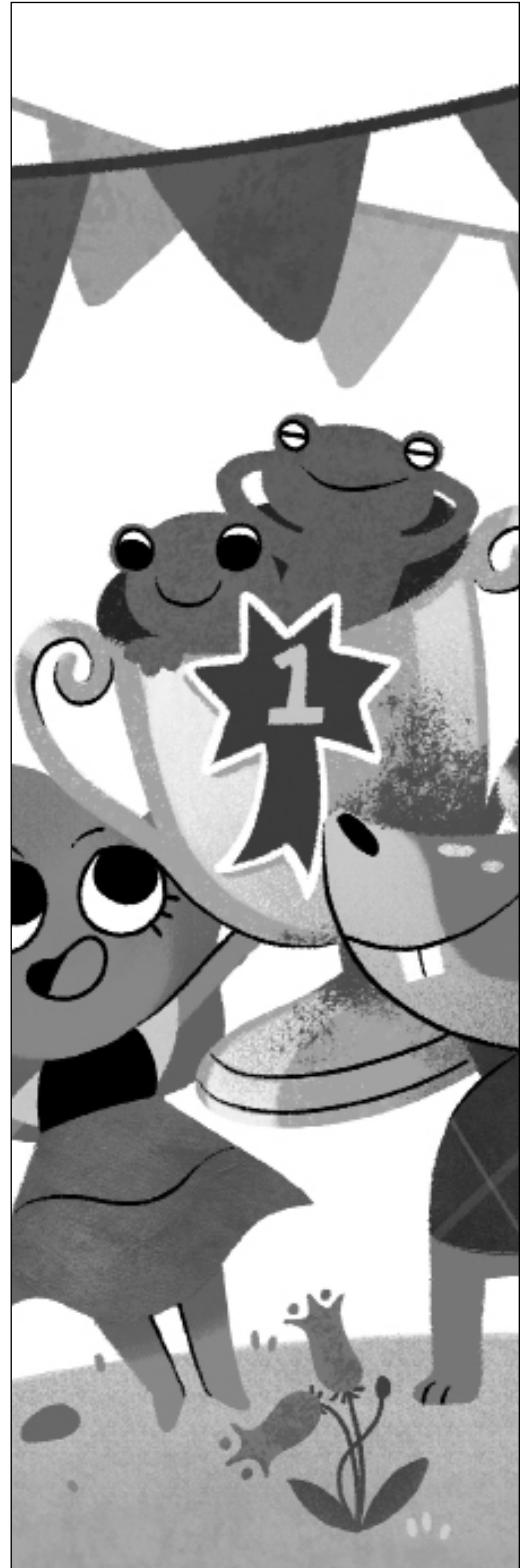
The two frogs cross the finish line at the same time.

“Did Legs win?” Ken asks.

“Did Hopper win?” Grace asks.

“We have two winners!” says the man at the finish line. “Hopper and Legs crossed the line at the same time. They will share the prize!”

The man hands Grace and Ken a cup for their prize. Grace plops Hopper in the cup. Ken adds Legs. Then they hoist the cup up and shout, “Here’s to the champs!”



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

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

22.1

## Activity Page

# Buster the Pig

## 1. What is a livestock contest?

Page \_\_\_\_\_

## 2. Why is Rod brushing Buster?



Handwriting practice lines consisting of two horizontal black lines and two horizontal dashed green lines, spaced evenly apart.

Page \_\_\_\_\_

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

### 3. Who inspects the pigs? What is his job?

Page \_\_\_\_\_

## 4. Which pig wins the prize?

Page

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

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

23.1

Activity Page

Write the word under the correct picture.

1. **prince**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. **mouse**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. **dancer**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. **rinse**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. **knot**

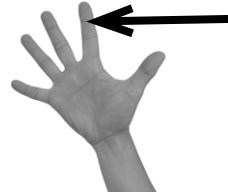


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. finger



7. knit



8. whale



9. cent



10. bounce



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

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

23.2

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. **knob**

—  
—  
—

2. **whiskers**

—  
—  
—

3. **choice**

—  
—  
—

4. **blink**

—  
—  
—

5. **cent**

—  
—  
—

6. **glance**

—  
—  
—

7. **grouse**

—  
—  
—

8. **hitch**

—  
—  
—

9. **hunger**



\_\_\_\_\_

— — — — — — — — —

\_\_\_\_\_

10. **think**

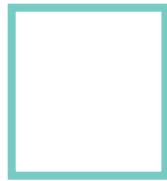


\_\_\_\_\_

— — — — — — — — —

\_\_\_\_\_

11. **house**

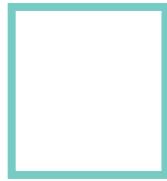


\_\_\_\_\_

— — — — — — — — —

\_\_\_\_\_

12. **whale**

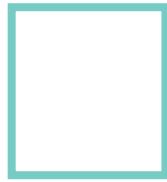


\_\_\_\_\_

— — — — — — — — —

\_\_\_\_\_

13. **whisper**



\_\_\_\_\_

— — — — — — — — —

\_\_\_\_\_

14. **knocking**



\_\_\_\_\_

— — — — — — — — —

\_\_\_\_\_

15. **cells**

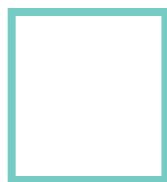


\_\_\_\_\_

— — — — — — — — —

\_\_\_\_\_

16. **magic**



\_\_\_\_\_

— — — — — — — — —

\_\_\_\_\_

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

23.3

## Activity Page

# Whisper

## 1. What can wool be used for?

Page \_\_\_\_\_

## 2. Why did Grace ask to bring a chick home?

Page \_\_\_\_\_

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

3. What are some of the name choices Grace gets from her mom, dad, and Jill?

The image shows four sets of horizontal lines for handwriting practice. Each set consists of a solid black top line, a dashed teal middle line, and a solid black bottom line. The sets are evenly spaced vertically across the page.

Page \_\_\_\_\_

4. What did Grace name her chick? Why do you think she picks that name?

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

Page

Dear Family Member,

Please have your student read the sentence and circle the correct pronoun for the underlined noun or noun phrase.

1. Sam and Pat ran a race.  
a. We      b. She      c. They
  
2. Jim is knitting a scarf for me.  
a. We      b. He      c. It
  
3. Mom and Dad went dancing.  
a. She      b. They      c. We
  
4. The mouse ran and hid.  
a. It      b. He      c. We
  
5. Kate dressed up like a princess.  
a. They      b. She      c. We
  
6. Jake and I solved the math problem.  
a. We      b. He      c. They



Mark the words that are said.

1.	<b>blouse</b>	<b>bound</b>	<b>bounce</b>	<b>pounce</b>
2.	<b>moose</b>	<b>mouse</b>	<b>nice</b>	<b>mice</b>
3.	<b>long</b>	<b>link</b>	<b>like</b>	<b>lick</b>
4.	<b>wipe</b>	<b>wilt</b>	<b>wind</b>	<b>whip</b>
5.	<b>tense</b>	<b>fence</b>	<b>ten</b>	<b>twice</b>
6.	<b>plaster</b>	<b>perch</b>	<b>percent</b>	<b>partner</b>
7.	<b>note</b>	<b>knot</b>	<b>cot</b>	<b>knock</b>
8.	<b>wage</b>	<b>wake</b>	<b>waste</b>	<b>whack</b>
9.	<b>nine</b>	<b>wife</b>	<b>knave</b>	<b>knife</b>
10.	<b>sing</b>	<b>sink</b>	<b>simmer</b>	<b>since</b>



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

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

24.2

## Activity Page

# The Harvest

1. Who helps Mister Spencer bring in the harvest?

The image displays four sets of horizontal lines for handwriting practice. Each set consists of a solid black line at the bottom, a dashed teal line in the middle, and a solid black line at the top. The dashed lines are spaced evenly apart to provide a guide for letter height and placement.

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

Page \_\_\_\_\_

## 2. What do combines do?

A set of five horizontal lines. From top to bottom: a solid black line, a dashed teal line, a solid black line, a dashed teal line, and a solid black line. The lines are evenly spaced and extend across the width of the page.

### Directions:

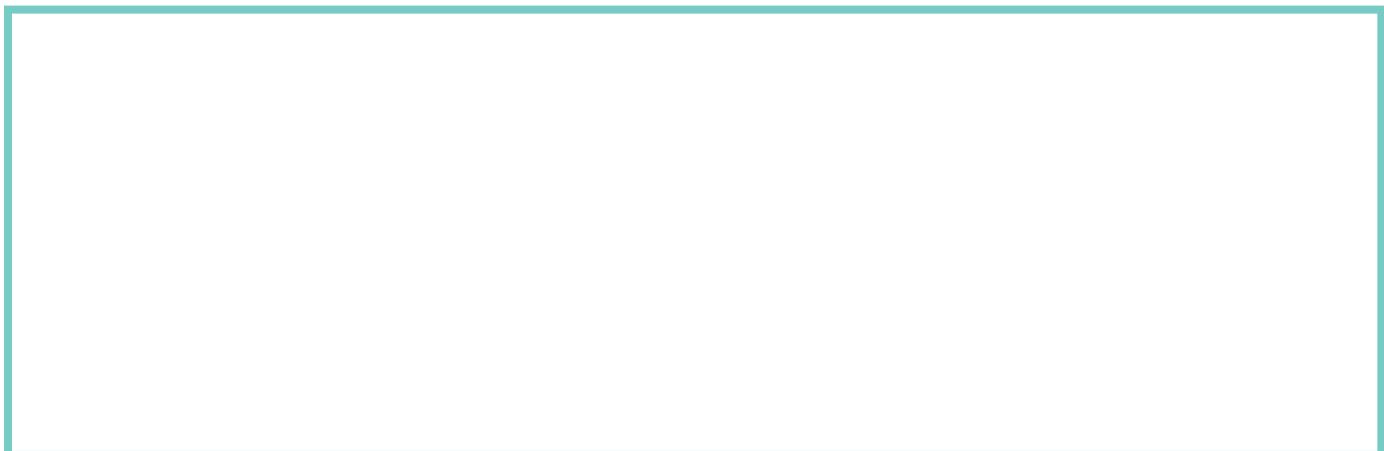
Page \_\_\_\_\_

### 3. What did Hank spot on the ground?

A decorative horizontal bar at the top of the page. It features a thick black line at the top, a thin black line just below it, and a thin teal line at the bottom. Above the thick black line is a dashed teal line, which is slightly longer than the other lines.

Page \_\_\_\_\_

4. Where do you think the relic is from? Draw a picture to help you describe the tale of the relic.



## The Prince Gets a Pet

Once there was a **prince** named **Francis**. **Prince** **Francis** was nice, but he sometimes did things without thinking.

One morning **Prince** **Francis** felt sad. He went to see his sister, **Princess** Rose.

“I’m sad,” he said. “**What** can I do to make myself feel better?”

“You should get a pet,” said his sister. “**When** I feel sad, I visit with my cat. Then I feel better.”

“A pet!” said **Prince** **Francis**. “I like the sound of that.” He shouted to his men, “Bring me my **horse**! I will ride out and look for a pet!”

So **Prince** **Francis** rode out to look for a pet. After a bit, he saw a **skunk**. He had never seen a **skunk**.

“Look at that cat!” he said. “I have never seen a cat like that! He’s black with a nice **white** stripe on his back. He will be the perfect pet for me!”

The **prince** jumped off his **horse** and ran up to grab the **skunk**. His men shouted at him to stop, but it was too late.

The **skunk** made a big **stink**.

The **prince** ran back to his **horse**. “Yuck!” he shouted, “I **stink**!” His men nodded. He did **stink**.

The **prince** rode home. **When** he got back, the **princess** helped him **rinse** off the **stink**. She said, “Francis, that was not a cat. That was a **skunk**. **Skunks** do not make good pets. Let me pick a pet for you. I have one that will be perfect.”

The **princess** went and got a **goose**. “This is a **nice** **goose**,” she said. “She is soft, she will not bite, and she smells much better than a **skunk**.”

The **prince** liked the **goose**, and the **goose** liked him. It was the perfect pet.

## The Prince Gets a Pet

1. Francis is \_\_\_\_\_.

- a princess
- a prince
- a cat
- a horse

2. Rose is \_\_\_\_\_.

- a princess
- a prince
- a skunk
- a horse

3. What did Rose tell Francis he should get?

- She said he should get a pig.
- She said he should get a skunk.
- She said he should get a horse.
- She said he should get a pet.

4. **Francis** saw something that was black with a white stripe. **What** was it?

- It was a cat.
- It was a horse.
- It was a skunk.
- It was a chipmunk.

5. **Why** did **Francis** need to be rinsed off **when** he got back?

- He was hot.
- A skunk made him stink.
- He fell off his horse and skinned his knee.
- He fell in the mud.

6. **What** pet did Rose pick for **Francis** in the end?

- She picked a cat.
- She picked a skunk.
- She picked a goose.
- She picked a dog.

7. It says, “Prince Francis was nice, but he sometimes did things without thinking . . .”

What was the *biggest* thing Prince Francis did without thinking in this tale?

- He asked his sister for advice.
- He grabbed a skunk and got covered in stink.
- He and his men rode out to look for a pet.
- He let his sister help him get a pet.

8. Why did Princess Rose think the goose was a perfect pet?

- He can pet the soft goose and it does not smell bad.
- He could tell the goose why he feels sad.
- The goose can make eggs.
- The goose looks better than a skunk.



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

25.3

## Activity Page

# The Harvest Marvel

## 1. When do the Spencers have a Harvest Fest?

Page \_\_\_\_\_

2. Who did Mister Spencer tell the kids to look out for?

Page

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

### 3. What did the Harvest Marvel look like?

A set of five horizontal lines. From top to bottom: a solid black line, a dashed teal line, a solid black line, a dashed teal line, and a solid black line. The lines are evenly spaced and extend across the width of the page.

Page \_\_\_\_\_

4. Why did Grace think the Harvest Marvel was Hank?

The diagram features two distinct horizontal line groups. Each group contains two pairs of parallel lines. The top group's lines are a darker shade of teal than the bottom group's. The lines are rendered with a dashed pattern, except for the outermost lines in each pair which are solid black. The entire diagram is set against a white background.

Page \_\_\_\_\_

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

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

PP.1

Activity Page

Cut out the word cards and stick them on PP.2.

cell

center



voice

prince

twice

else

dense

chance

house

horse

percent

dancing



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

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

PP.2

Activity Page

Sort the word cards from PP.1 by their spellings for /s/ and stick them in the boxes.

$/s/ \rightarrow 'se'$					
$/s/ \rightarrow 'ce'$					
$/s/ \rightarrow 'c'$					



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

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

PP.3

Activity Page

Cut out the word cards and stick them on PP.4.

**knife**

**napkin**



**number**

**knobs**

**knees**

**nice**

**notch**

**knocked**

**muffin**

**kneeling**

**knitting**

**nest**



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

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

PP.4

Activity Page

Sort the word cards from PP.3 by their spellings for /n/ and stick them in the boxes.

/n/ → 'kn'

/n/ → 'n'



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

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

PP.5

Activity Page

Cut out the word cards and stick them on PP.6.

think

feeling



string

drink

hopping

wrong

finger

fling

stink

pink

singer

hunger



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

PP.6

## Activity Page

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

Sort the word cards from PP.5 by their spellings for /ng/ and stick them in the boxes.

/ng/ → 'ng'

/ng/ → 'n'



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

PP.7

Activity Page

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

Cut out the word cards and stick them on PP.8.

**why**

**were**



**waves**

**whimper**

**whisk**

**where**

**winter**

**twelve**

**wake**

**whale**

**white**

**weeks**



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

PP.8

## Activity Page

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

Sort the word cards from PP.7 by their spellings for /w/ and stick them in the boxes.

/w/ → 'wh'

/w/ → 'w'



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

PP.9

Activity Page

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

Cut out the word cards and stick them on PP.10.

buzz

fuzz



zoom

buzzing

farmers

prize

jazz

cars

things

freezer

homes

zipper



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

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

PP.10

Activity Page

Sort the word cards from PP.9 by their spellings for /z/ and stick them in the boxes.

$/z/ \rightarrow 'z'$						
$/z/ \rightarrow 'zz'$						
$/z/ \rightarrow 's'$						



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

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

PP.11

Activity Page

Sort the words by their spellings for /s/.

**dance      bounce      blouse      prince      fence**

**rinse      voice      geese      dense      force**

**/s/ → 'ce'**

**/s/ → 'se'**

Handwriting practice lines for sorting words by their spellings for /s/. The lines are arranged in two columns, each with ten rows of handwriting lines (solid top and bottom lines with a dashed midline).



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

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

PP.12

Activity Page

Directions: Have students color the boxes that contain words that have 'n' > /n/ as in nap in one color and the boxes that contain words that have 'n' > /ng/ as in pink in another color

stink	trunk	wren
nest	plank	fence
pen	drink	green
chunks	snatch	notch



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

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

PP.13

Activity Page

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

1. **fence**      fetch

---

---

---

2. **moose**      mouse

---

---

3. **drink**      drank

---

---

---

4. **whisker**      wither

---

---

5. **cent**      center

---

---

---

6. **dancer**      dander

---

---

7. **knock**      not

---

---

---

8. **knee**      need

---

---

9. **bank**      blank

---

---

---

10. **tense**      dense

---

---



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

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

PP.14

Activity Page

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

1. Is a **knife** sharp?

---

---

---

---

2. Is ten **cents** less than a  
dime?

3. Can a **mouse** write with a  
pen?

4. Can you feel your **pulse**?

5. Is an **iceberg** made of ice?

6. Is pepper a **spice**?

7. Do you have a loud **voice**?

8. Do you like to **dance**?

9. Do you have a **bunk** bed?

---

---

---

10. Do snakes have **whiskers**?

---

---

---

11. Is a quilt like a **blanket**?

---

---

---

12. Is **rice** a food?

---

---

---

13. Do **skunks** smell good?

---

---

---

14. Can a **horse** run fast?

---

---

---

15. Do cars have six **wheels**?

---

---

---

16. Can a **whale** jump rope?

---

---

---

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

PP.15

Activity Page

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

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

**knitting**

**knot**

**nap**

**dinner**

**knee**

**nine**



**q**





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

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

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

**whiskers**

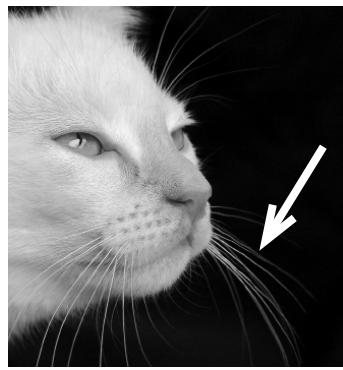
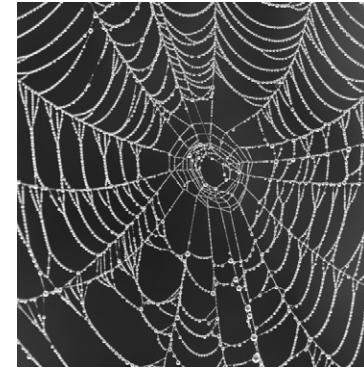
**wave**

**web**

**whale**

**wheel**

**weep**



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

**finger**

**sing**

**sink**

**drink**

**ring**

**skunk**



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

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

PP.17

Activity Page

Write the words on the correct lines.



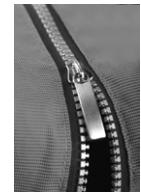
1. **knife**



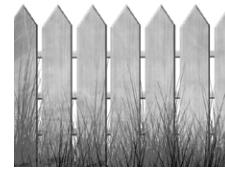
2. **blanket**



3. **house**



4. **cent**



5. **fence**

6. **goose**



7. **kneel**



8. **links**



9. **whisper**



10. **wheel**



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

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

*Directions: Have students write the missing word from the sentence that is said.*

1. I baked muffins \_\_\_\_\_ you were sleeping.

2. \_\_\_\_\_ your mouth well after brushing your teeth.

3. Who is \_\_\_\_\_ their horn like that?

4. I made that mistake \_\_\_\_\_ !

5. This is a short \_\_\_\_\_.

6. Do you like to \_\_\_\_\_?

7. I have a soft \_\_\_\_\_ on my bed.

8. This tree has a thick \_\_\_\_\_.



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

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

PP.19

Activity Page

## Plan

Directions: Have students pick an object to describe. Then have students think about how they would describe the object, using as many senses as possible. Then have students write down words and/or phrases for each applicable sense.





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

PP.20

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

Activity Page

## Draft

Directions: Have students complete the individual parts of the draft based on Activity Page PP.19. Have students write complete sentences.

I will describe



Ending  
Sentence



*Directions: Have students write the nouns that the underlined pronouns replace on the lines.*

1. Jim went to France. He has a pal there.

Jim

2. Francis said, “I saw a goose outside.”

I

3. Jen has a knit hat. It itches.

It

4. Gran said, “Kate, can you hand me the coin?”

you

5. Deb has a dress. She likes it.

She

6. Dan and Sam said, “We plunged into the pool.”

We

7. Marge and Jim got a dog. They are glad.

They



Add 's' or 'es' to the gaps based on the word.

\_\_\_\_\_

1. Ants make anthill \_\_\_\_\_.

\_\_\_\_\_

2. My pal Tom has three bike \_\_\_\_\_.

\_\_\_\_\_

3. I have fifteen classmate \_\_\_\_\_.

\_\_\_\_\_

4. Our cat had two litter \_\_\_\_\_.

\_\_\_\_\_

5. A tree has lots of branch \_\_\_\_\_.

\_\_\_\_\_

6. I do not like to take pill \_\_\_\_\_.

\_\_\_\_\_

7. In the park are a lot of bench \_\_\_\_\_ to sit on.

\_\_\_\_\_

8. My mom has five summer dress \_\_\_\_\_.



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. The tricky parts in Tricky Words are underlined.

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

## The Spinning Wheel

There are lots of fun rides and games at the park this week. Grace and Jill like to ride the Spinning **W**heel. The Spinning **W**heel is a ride with six arms. The arms spin round and round and lift up. It is fun to ride.

“Jill!” Grace yells as the **w**heel starts to spin, “I dare you to keep your hands up **wh**ile you ride, like this!”

Soon they are **whwhooshing** and shouting and yelling. Grace keeps her hands up till the ride ends. Jill keeps her hands up for a **wh**ile, but not all the time.

“**Whoo-hoo!**” shouts Grace.

“Look at me!” shouts Jill. Her cheeks are **pink** with **excitement**.



When they get off the Spinning Wheel, they run and check out the games. Grace shoots hoops while Jill tosses darts at a target. Jill wins a prize!

“Let’s have a snack!” says Grace. The sisters get a big tub of buttered popcorn. They share a corn dog and a drink, too. The food is good.

When they are finished, Jill asks, “Should we ride the Spinning Wheel one last time?”

“No,” Grace says. “After all that food, it would not be safe. I think I would get sick!”



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## Buster the Pig

There are also contests at the park besides games and rides. Grace is at a livestock contest with her dad. **When** a livestock contest is held, farmers bring their best sheep and pigs and hope to win a prize.

“Look at the size of that **pink** pig!” Grace says.

“His name is Buster,” says a teen in a **white tank** standing next to the pig. He is rubbing the pig’s **flank** with a rag. “And my name is Rod.”

“**What** are you doing to him?” Grace asks.

“I’m brushing him,” says Rod. “Buster needs to look his best so he can win the top prize. Would you like to help?”



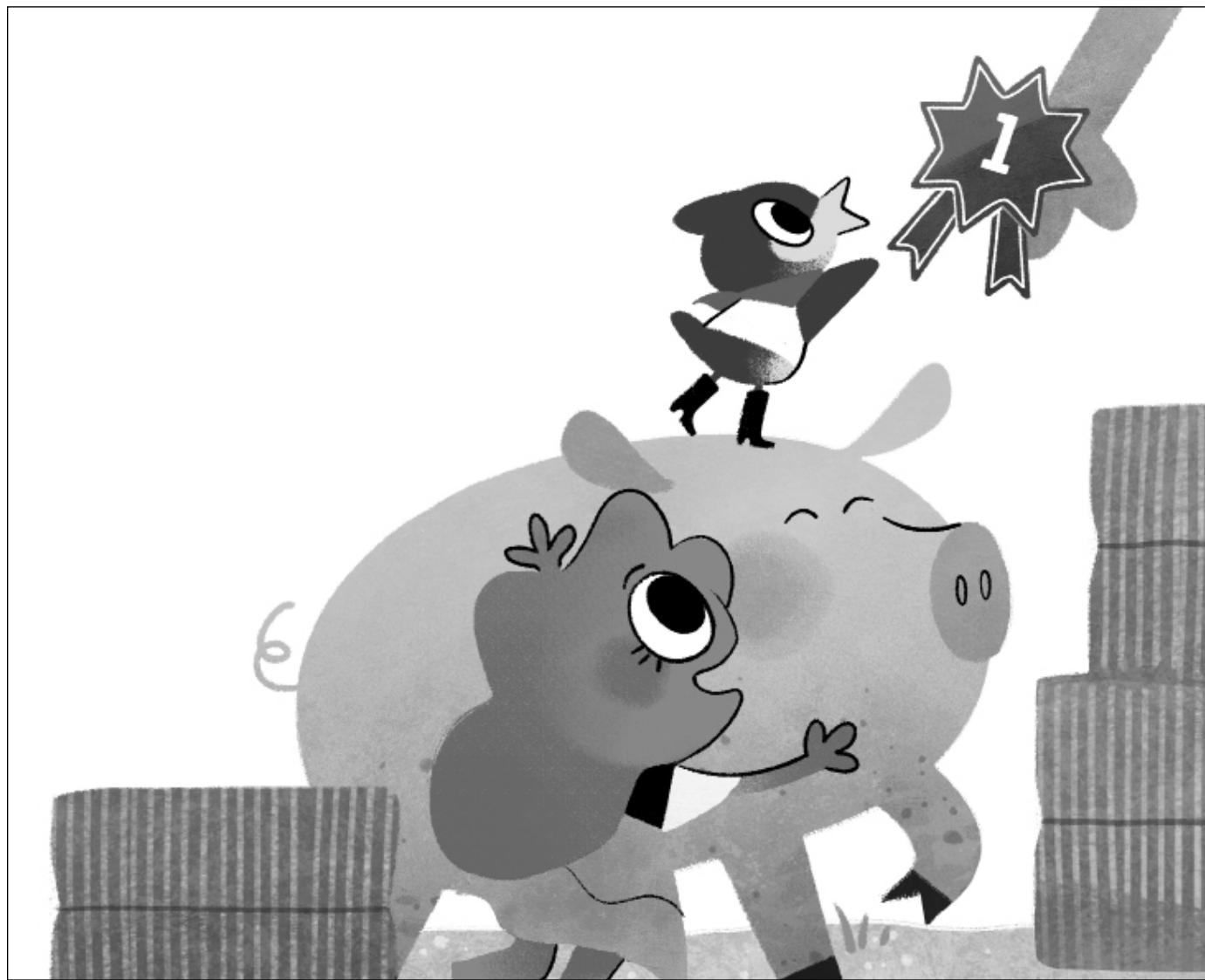
When it's time to take Buster out into the ring, Grace rubs him under his chin. Buster likes this so much he oinks and whimpers.

There are lots of pigs in the ring, and they all look good. A man in a black hat inspects the pigs. His job is to pick which pig he thinks is best. That pig will be the winner.

"I hope Buster wins!" Grace says.

The man looks at the pigs one last time. Then he points a finger at Buster and hands the top prize to Rod.

"Yippee!" says Grace. "Buster is number one!"



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## Whisper

Grace and Jill like to visit the livestock contest. There are lots of fun things to do there.

In one barn, they see a man cutting wool off a sheep. They feel the wool the man has cut from the sheep. It is soft. The man tells them that the wool can be used to **knit** hats and scarves and mittens.

Jill gets to milk a cow. She likes to see the milk shoot out of the udder and splash in the bucket.

Grace picks up a rabbit. The rabbit is cute with lots of fuzz.

Then Grace sees chicks that have just hatched out of their eggs! She picks one up and pets it. She **thinks** the chick is the softest thing she has ever petted.



“Are the chicks for sale?” she asks.

“Yep,” says the man.

“Can I bring this one home?” Grace asks. She looks at her mom and dad.

“It’s fine with me,” says her dad. “But you have to take good care of her.”

“I will, I will!” says Grace.

Mister Spencer hands the man some cash. The man plops the chick in a box and hands Grace the box.

In the car, Grace asks, “What should I name her?”

“Snickers!” says Jill.

“Whizbang!” says Mom.

“Gem!” says Dad.

“No,” says Grace. “I will name her **Whisper!**”



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## The Harvest

Mister Spencer must harvest his corn **when** it is ripe. He can't let it spoil. It's a big job. Sometimes he has to hire helpers to help him bring in the harvest.

Grace likes two of the helpers her dad hires. Their names are **Hank** and **Cedric**. **When** they finish twelfth grade, they plan to be farmers like Mister Spencer.

Mister Spencer gets out his big combine and fills the tank with gas. Then he starts it up. It sends up a puff of black smoke. The combine is loud. But it is good at cutting down corn.



Mister Spencer drives the combine in the morning. After lunch, he lets **Hank** and **Cedric** drive. They drive the combine back and forth until all of the corn is cut down. **Grace** rides with them part of the time.

When they are finished with the harvest, **Hank** spots **what** looks like a rock sticking up out of the ground. He bends down and grabs it.

“**What** is it?” **Cedric** asks.

“I think it’s a chunk of a pot,” says **Hank**. He dusts it off with his fingers and says, “It could be a relic from a long time back in the past!”

Back at the house, **Hank** hands the pot shard to **Grace**. “Here,” he says. “This is for you. We can’t tell, but we think it could be a relic.”

“Thanks!” says **Grace**, with a smile. Then she runs to get **Hank** and **Cedric** some corn muffins. They sit on the steps and munch on the muffins.



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## The Harvest Marvel

After the harvest, the Spencers had a Harvest Fest on their farm. A bunch of children came.

“Have fun!” Mister Spencer said to the children. “And look out for the Harvest Marvel!”

“What’s the Harvest Marvel?” one of the children asked.

“There is a legend that farmers have passed down for a long time. At the Harvest Fest, someone dresses as the Harvest Marvel to celebrate all of the crops and good food we harvest in the fall. It’s a tribute to thank the Harvest Marvel for the harvest. But who or what the Harvest Marvel is can be the best game at the Harvest Fest!” said Mister Spencer.

The children pondered this for a bit and then skipped off to get snacks and drinks. Time passed, and they had forgotten to look out for the Harvest Marvel—until something



or someone stepped out of the darkness next to the barn. It was hard to tell what it was. Its arms and legs were wrapped in corn husks. It had a pumpkin on its face as a mask.

“Greetings!” shouted the Harvest Marvel, jumping up and down. The children did not recognize the voice of the Harvest Marvel, and could not tell who or what the Harvest Marvel was.

They were spooked and started to run.

Grace started to run from the Harvest Marvel, too. But then she spotted a jacket on the Harvest Marvel, under the corn husks. She recognized that jacket.

Grace ran up to the Harvest Marvel and tagged it. By accident, she knocked the pumpkin mask off of the Harvest Marvel.

“See!” Grace yelled. “It’s just Hank!”

When the children saw that the Harvest Marvel was just Hank, they ran up and jumped on top of him. Hank and the children were all smiles.



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

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

PP.28

## Activity Page

# The Jumping Fish

## 1. Where are Grace and Jill?

Page \_\_\_\_\_

2. Describe what the big green fish did.

Page \_\_\_\_\_

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

3. Why did Grace's mom think the fish was jumping next to them?

A set of horizontal lines for handwriting practice. It consists of two pairs of lines: a top pair of dashed lines and a bottom pair of solid black lines, spaced evenly apart.

Page \_\_\_\_\_

4. Why did Jill think the fish was jumping next to them?

A set of five horizontal lines. From top to bottom: a solid black line, a dashed teal line, a solid black line, a dashed teal line, and a solid black line. The lines are evenly spaced and extend across the width of the page.

Page \_\_\_\_\_

# Snakes

## 1. How did Grace start her speech?

Page \_\_\_\_\_

2. What happens when snakes get too big for their outside skin?

A diagram consisting of four horizontal lines. The top and bottom lines are solid black. The two lines in the middle are dashed teal. The dashed lines are evenly spaced between the solid lines.

Page \_\_\_\_\_

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

### 3. What happens when a snake catches a mouse?

The image displays four rows of horizontal lines for handwriting practice. Each row consists of two parallel lines: the top line is a solid black line and the bottom line is a dashed teal line. The rows are evenly spaced vertically across the page.

Page \_\_\_\_\_

#### 4. Why is it not safe to grab a snake?

Page \_\_\_\_\_

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