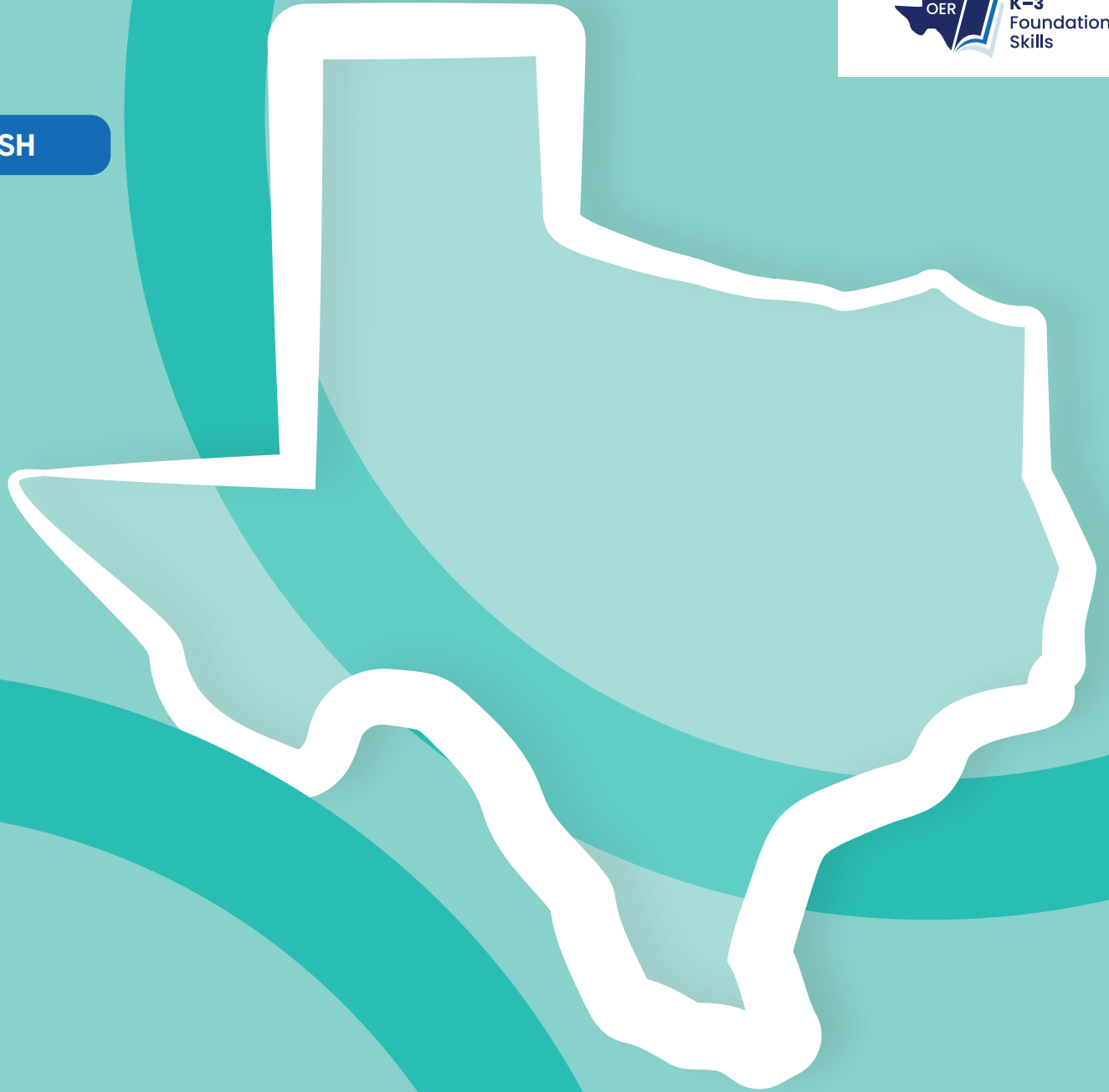


ENGLISH



GRADE 1 FOUNDATIONAL SKILLS UNIT 6

Activity Book

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.

If you have further product questions or to report an error, please email
openeducationresources@tea.texas.gov.

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.

NAME: _____

DATE: _____

1.1

Activity Page

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: _____

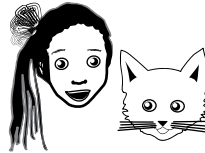
DATE: _____

1.2

Activity Page

The Name of the Tale:

Who?



Where? When?



What?

The tale starts with . . .

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: _____

DATE: _____

1.3

Take-Home

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

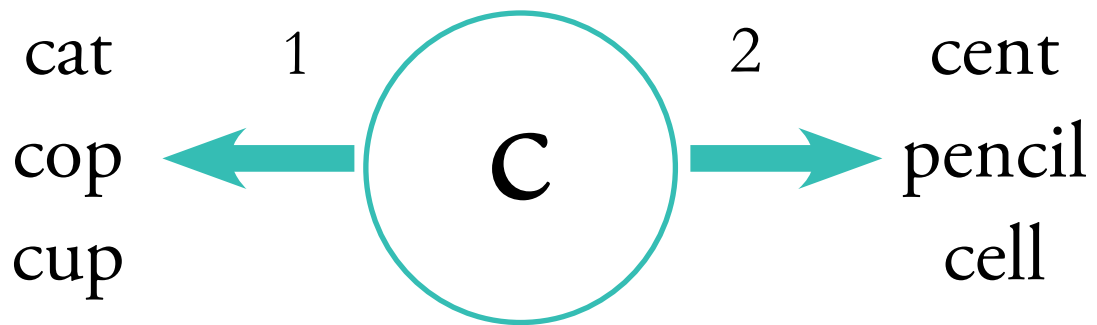
NAME: _____

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: _____

DATE: _____

2.2

Take-Home

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?

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?

Where did the
tale take place?

When did the
tale take place?

What happened
at the start?

Handwriting practice lines for the first question, consisting of a solid top line, a dashed middle line, and a solid bottom line.

What happened
next?

Handwriting practice lines for the second question, consisting of a solid top line, a dashed middle line, and a solid bottom line.

What happened
after that?

Handwriting practice lines for the third question, consisting of a solid top line, a dashed middle line, and a solid bottom line.

What happened
last?

Handwriting practice lines for the fourth question, consisting of a solid top line, a dashed middle line, and a solid bottom line.

Why did this
happen?

Handwriting practice lines for the fifth question, consisting of a solid top line, a dashed middle line, and a solid bottom line.

NAME: _____

DATE: _____

4.3

Take-Home

Sort the words by their spellings for /s/.

prince

horse

since

rinse

choice

fence

dance

house

mouse

goose

/s/ → 'ce'

/s/ → 'se'

NAME: _____

DATE: _____

5.1

Assessment

Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

NAME: _____

DATE: _____

5.2

Activity Page

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/ ?

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.

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

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/ → 'se'						
/s/ → 'ce'						
/s/ → '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?

Page _____

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: _____

DATE: _____

6.4

Take-Home

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

NAME: _____

DATE: _____

7.1

Activity Page

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.

She

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. She 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.

NAME: _____

DATE: _____

7.2

Take-Home

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you and then talk about it together. 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?

Page _____

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

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

Page _____

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

Page _____

NAME: _____

DATE: _____

9.1

Activity Page

he

she

it

I

you

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**?"



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.

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

[illegible]

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

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

NAME: _____

DATE: _____

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.

2.

3.

4.

5.

6.

7.

8.

NAME: _____

DATE: _____

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?

Page _____

4. Describe the band concert.

Page _____

NAME: _____

DATE: _____

10.3

Take-Home

Sort the words by their spellings for /s/.

sit

grass

dress

snake

hips

cell

sun

center

cent

kiss

\uparrow s/s'

$$s/s' \rightarrow s/s'$$
$$s/\uparrow c/$$

Foundational Skills 6

NAME: _____

DATE: _____

11.1

Activity Page

Sort the words by their spellings for /n/.

sense	knit	dinner	knee	nerve
running	winner	cent	knot	fence

/n/ → 'n'

/n/ → 'nn'

/n/ → 'kn'

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

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

NAME: _____

DATE: _____

11.2

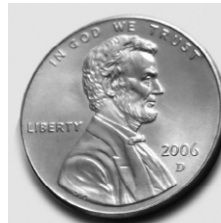
Activity Page

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?

Page _____

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

Page _____

NAME: _____

DATE: _____

11.4

Take-Home

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.

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?

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.

He

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: _____

DATE: _____

13.2

Activity Page

Dark Clouds and Wind

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

Page _____

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

Page _____

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

3. What is a storm shelter?

Page _____

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

Page _____

NAME: _____

DATE: _____

13.3

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: _____

DATE: _____

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 _____

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

3. Describe what you do when it storms.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 sets of these lines for writing practice.

NAME: _____

DATE: _____

15.1

Assessment

Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

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.

cats	dogs	foxes	sharks	forks
kids	dishes	porches	hands	crabs

/s/

cats

/z/

dogs

/ez/

foxes

NAME: _____

DATE: _____

15.3

Activity Page

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.

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?

Page _____

NAME: _____

DATE: _____

16.2

Take-Home

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?

Handwriting practice lines for the response to question 3. The lines are organized into 10 sets, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

NAME: _____

DATE: _____

18.1

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 Visit

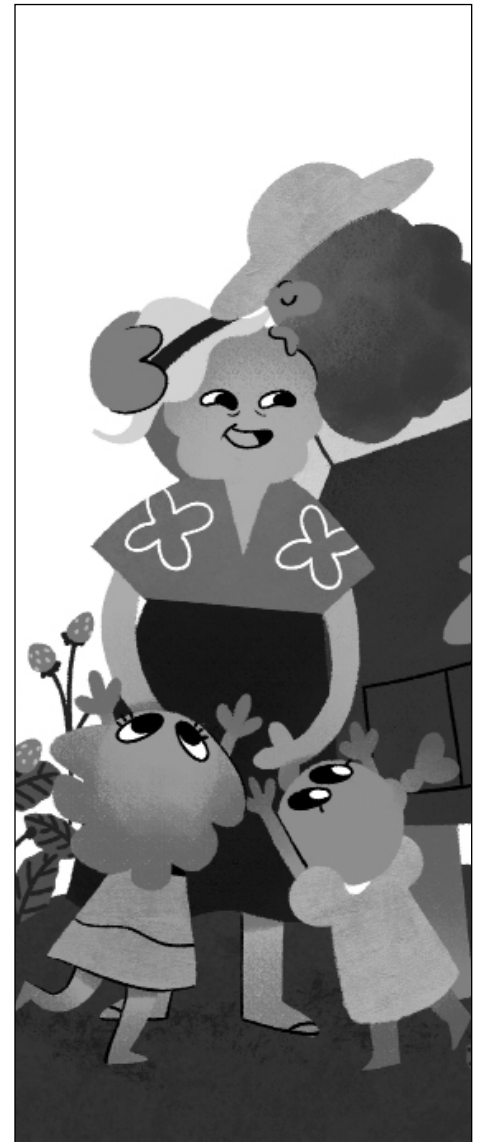
The Spencers are on a trip to visit their Gran. It's a long car ride from the farm. Their dad drives in the morning. Then their mom drives after lunch. Grace and Jill feel like the trip will never end.

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 **kn**apsack 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.



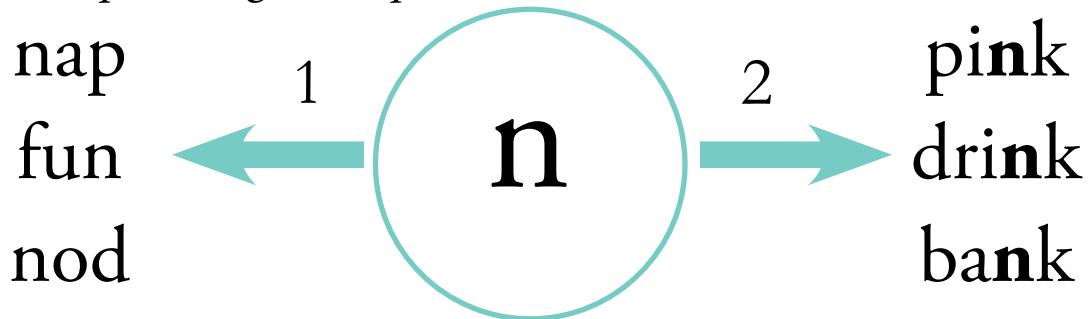
NAME: _____

DATE: _____

19.1

Activity Page

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 <i>nap</i>	/ng/ as in <i>pink</i>
1. I'm hot. Can I have something to <u>dr</u> nk?		drnk
2. I can count to t <u>en</u> .		
3. I will not sell it to you, but I will <u>l</u> nd it to you.		
4. When will this <u>e</u> nd?		
5. I need some cash. Let's drive to the b <u>a</u> nk.		
6. At the park we can have lots of <u>f</u> un.		
7. It is a nice gift. Th <u>a</u> nk <u>s</u> !		

NAME: _____

DATE: _____

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**?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 sets of these lines provided for writing.

NAME: _____

DATE: _____

19.3

Take-Home

Sort the words by their spellings for /ng/.

pink	long	drink	wing
sang	junk	jumping	bank
thing	finger	sting	singer

/ng/ → 'ng'

[illegible]

/ng/ → 'n'

[illegible]

NAME: _____

DATE: _____

20.1

Assessment

Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

NAME: _____

DATE: _____

20.2

Activity Page

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.

[illegible]

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.

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

NAME: _____

DATE: _____

21.2

Activity Page

The Spinning Wheel

1. Describe the Spinning **W**heel.

Page _____

2. **W**hat did Grace dare Jill to do **w**hile they rode the Spinning **W**heel?

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: _____

DATE: _____

21.3

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.

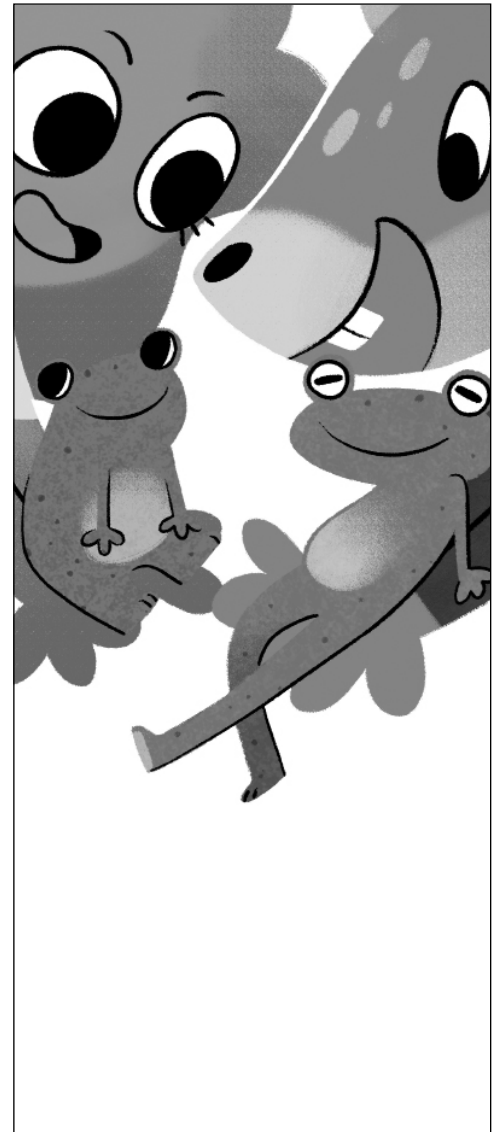
“Cool!” Ken says. “What’s his name?”

“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.

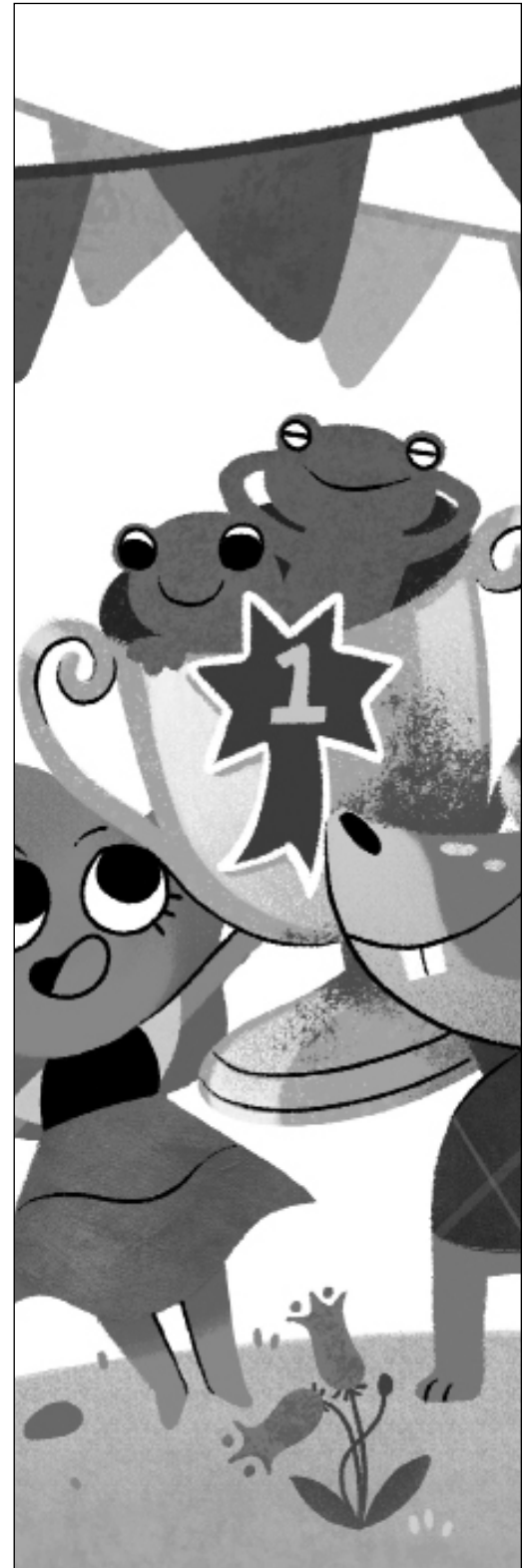
The two frogs cross the finish line at the same time.

“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?

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



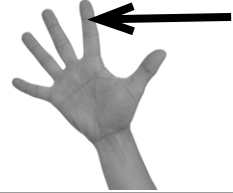


5. knot





6. **finger**



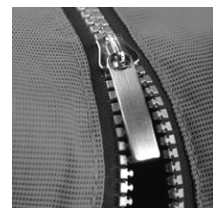
7. **knit**



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: _____

DATE: _____

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?

Page _____

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

Page _____

NAME: _____

DATE: _____

23.4

Take-Home

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

NAME: _____

DATE: _____

24.1

Assessment

Mark the words that are said.

1. blouse bound bounce pounce

2. moose mouse nice mice

3. long link like lick

4. wipe wilt wind whip

5. tense fence ten twice

6. plaster perch percent partner

7. note knot cot knock

8. wage wake waste whack

9. nine wife knave knife

10. sing sink simmer since

NAME: _____

DATE: _____

24.2

Activity Page

The Harvest

1. **Who** helps Mister Spencer bring in the harvest?

Page _____

2. **What** do combines do?

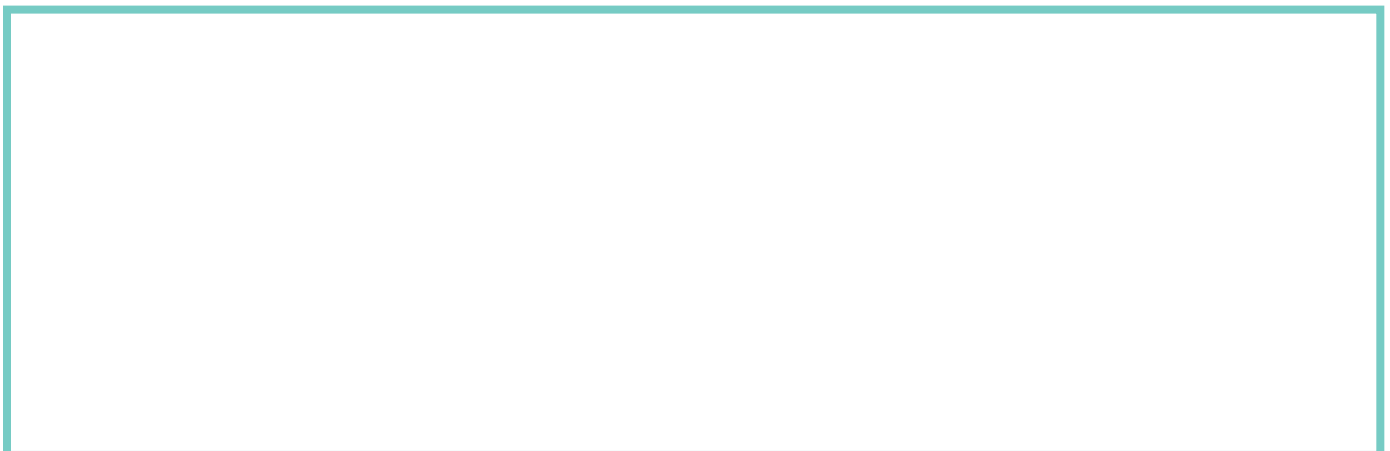
Page _____

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

3. **What** did Han**k** spot on the ground?

Page _____

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



NAME: _____

DATE: _____

25.1

Assessment

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. “**W**hat can I do to make myself feel better?”

“You should get a pet,” said his sister. “**W**hen 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 **w**hite 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.

NAME: _____

DATE: _____

25.2

Assessment

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.

NAME: _____

DATE: _____

25.2
CONTINUED

Assessment

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: _____

DATE: _____

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?

Page _____

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

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/ → 'se'						
/s/ → 'ce'						
/s/ → 'c'						

NAME: _____

DATE: _____

PP.3

Activity Page

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

knife

nap**k**in



number

knobs

knees

nice

notch

knocked

muffin

kneeling

knit**t**ing

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: _____

DATE: _____

PP.6

Activity Page

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

/ng/ → 'ng'	/ng/ → 'n'

NAME: _____

DATE: _____

PP.7

Activity Page

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

why

were



waves

whimper

whisk

where

winter

twelve

wake

whale

white

weeks

NAME: _____

DATE: _____

PP.8

Activity Page

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

/w/ → 'wh'	/w/ → 'w'

NAME: _____

DATE: _____

PP.9

Activity Page

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/ → 's						
/z/ → 'zz						
/z/ → 'z						

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'

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.

st nk	tr nk	wren
nest	pl nk	fence
pen	dr nk	green
ch unks	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 **bun**k bed?

10. Do snakes have **wh**iskers?

11. Is a quilt like a **blank**et?

12. Is **rice** a food?

13. Do **skunk**s smell good?

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

15. Do cars have six **whe**els?

16. Can a **wh**ale jump rope?

NAME: _____

DATE: _____

PP.15

Activity Page

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

knitting

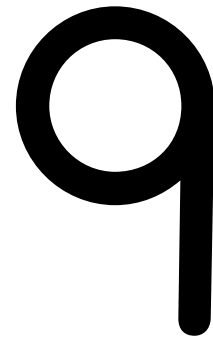
knot

n**a**p

d**i**nn**e**r

knee

n**i**n**e**





NAME: _____

DATE: _____

PP.16

Activity Page

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

whiskers

wave

web

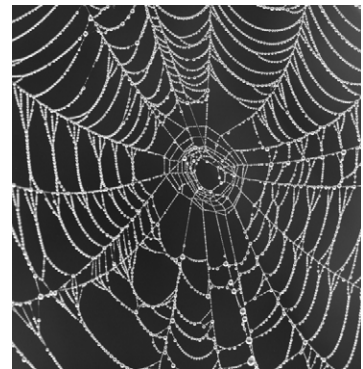
whale

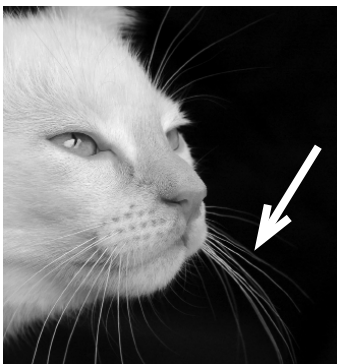
wheel

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.



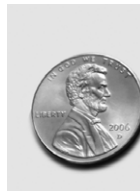
1. **knife**



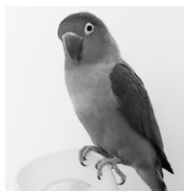
2. **blanket**



3. **house**



4. **cent**



5. **fence**



6. **goose**



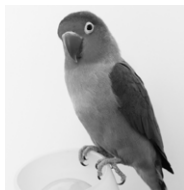
7. **kneel**



8. **links**



9. **whisper**



10. **wheel**

NAME: _____

DATE: _____

PP.18

Activity Page

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

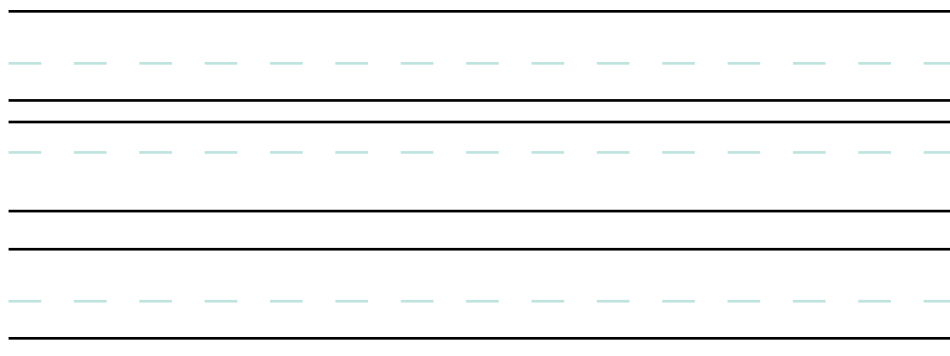


Directions: Have students pick an object to describe. Then have students think about how they would describe the object, using as many senses as possible. Then have students write down words and/or phrases for each applicable sense.

DATE: _____

Activity Page

This image shows a full page of handwriting practice paper. It features ten identical sets of horizontal guidelines arranged vertically. Each set includes three lines: a solid black top line, a dashed light blue middle line, and a solid black bottom line. The sets are evenly spaced across the page, providing ample room for practicing letter formation and alignment. There are no margins, text, or other markings on the paper.



Foundational Skills 6

NAME: _____

DATE: _____

PP.21

Activity Page

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.”

3. Jen has a **knit** hat. It itches.

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

5. Deb has a dress. She likes it.

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

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

NAME: _____

DATE: _____

PP.22

Activity Page

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 _____.

NAME: _____

DATE: _____

PP.23

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 Spinning Wheel

There are lots of fun rides and games at the park this week. Grace and Jill like to ride the Spinning **Wheel**. The Spinning **Wheel** 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 **w**hile you ride, like this!”

Soon they are **w**hizzing and **w**hooshing and shouting and yelling. Grace keeps her hands up till the ride ends. Jill keeps her hands up for a **w**hile, but not all the time.

“**W**hoo-hoo!” shouts Grace.

“Look at me!” shouts Jill. Her cheeks are **p**ink with **e**xcitement.



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!”



NAME: _____

DATE: _____

PP.24

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.

Buster the Pig

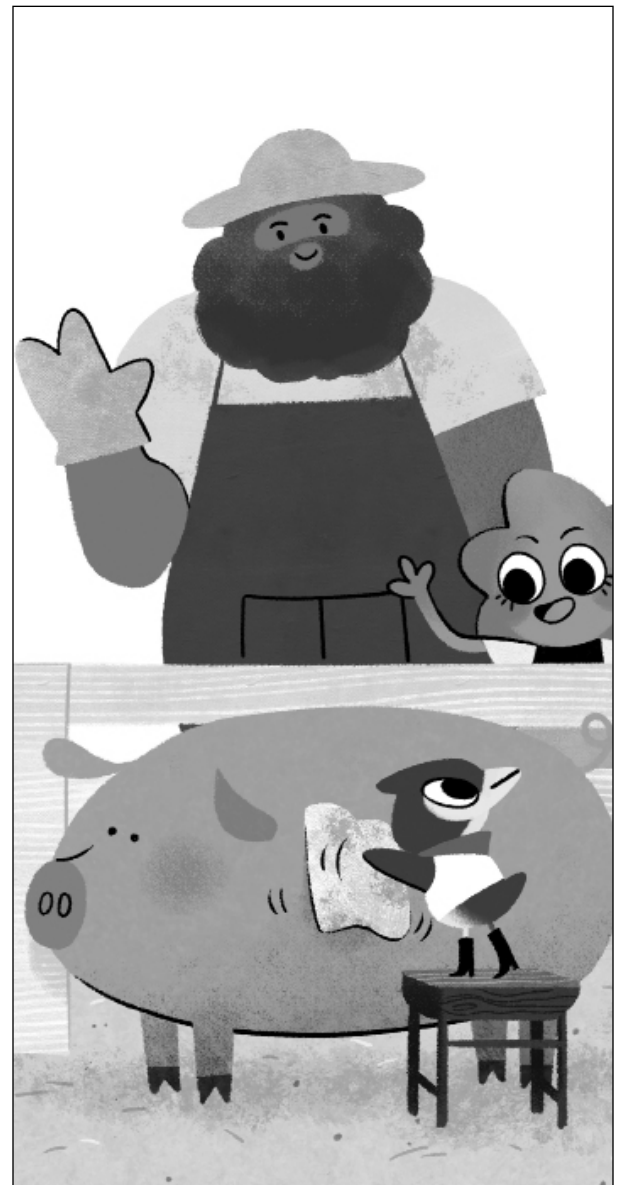
There are also contests at the park besides games and rides. Grace is at a livestock contest with her dad. **When** a livestock contest is held, farmers bring their best sheep and pigs and hope to win a prize.

“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 **w**himpers.

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 **wh**ich pig he **th**inks 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 **f**inger at Buster and hands the top prize to Rod.

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



NAME: _____

DATE: _____

PP.25

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.

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, “**W**hat should I name her?”

“Snickers!” says Jill.

“**W**hizbang!” says Mom.

“Gem!” says Dad.

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



NAME: _____

DATE: _____

PP.26

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 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.



NAME: _____

DATE: _____

PP.27

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 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.

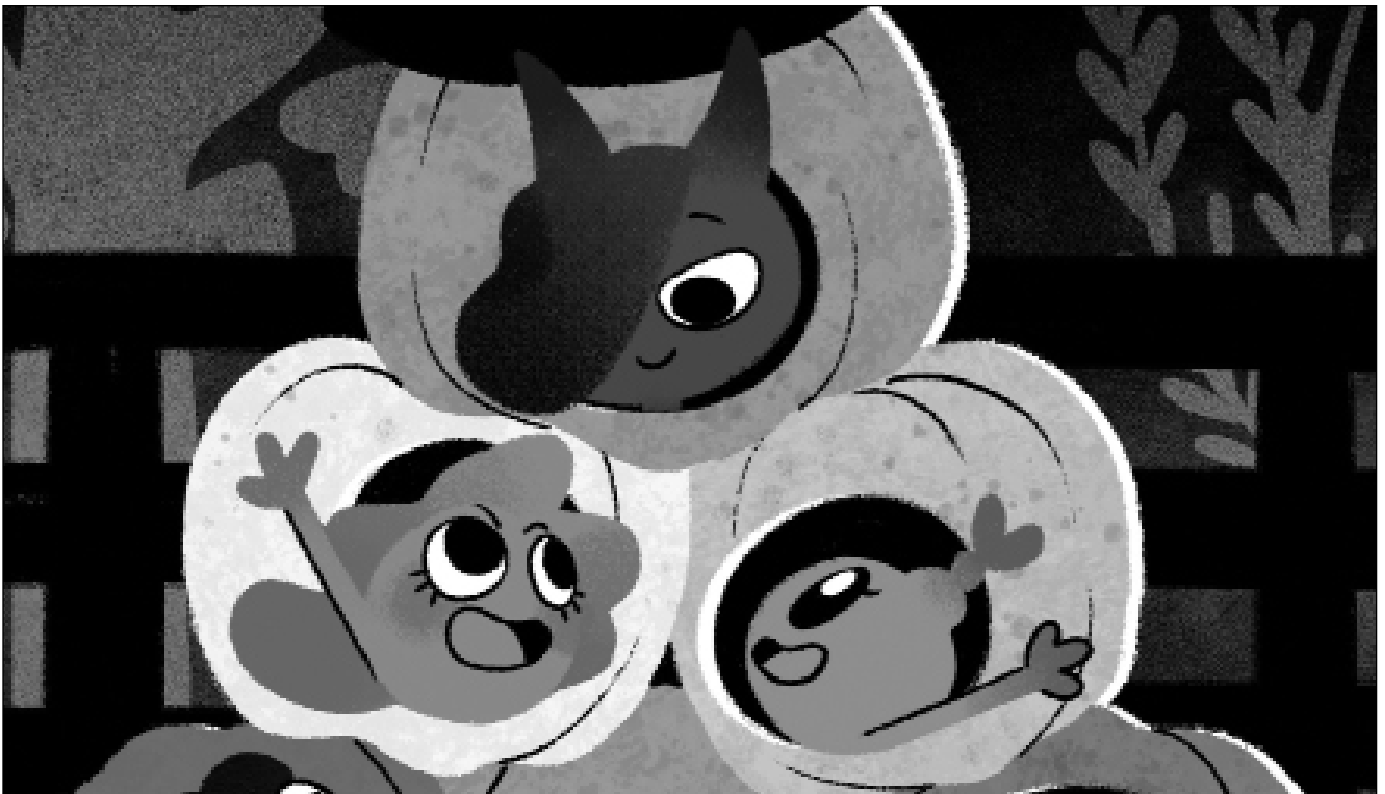
They were spooked and started to run.

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?

Page _____

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

Page _____

NAME: _____

DATE: _____

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Activity Page

Snakes

1. How did Grace start her speech?

Page _____

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

Page _____

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

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

Handwriting practice lines for question 3. The lines are organized into four sets, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Page _____

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

Handwriting practice lines for question 4. The lines are organized into four sets, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Page _____

ISBN 979-8-89072-982-8

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