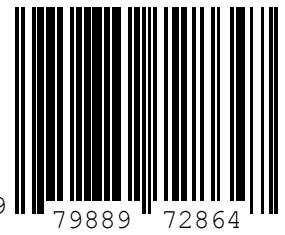


ENGLISH



GRADE 1 FOUNDATIONAL SKILLS UNIT 6  
**Digital Components**

EDITION 1



Grade 1

# **Foundational Skills 6**

**Digital Components**

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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**PLAN**



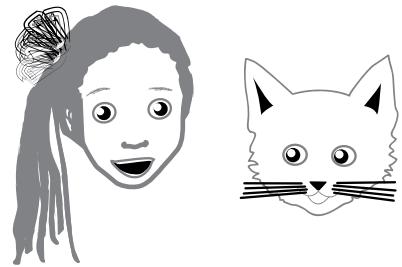
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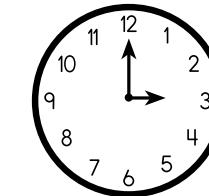
**EDIT**

# The Name of the Tale:

Who?



Where? When?



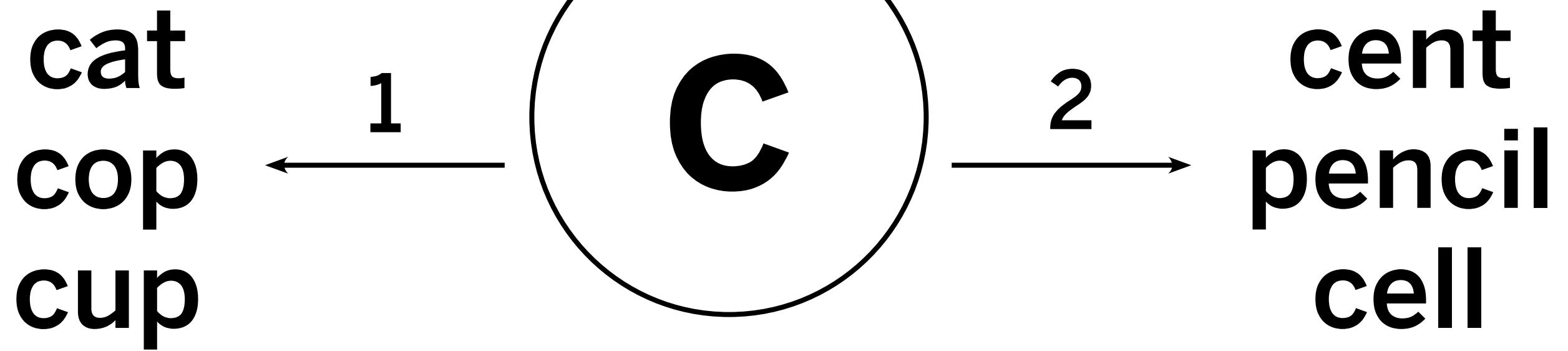
The tale starts with . . .

What?

Next in the tale . . .

At the end of the tale . . .

## Diagram



<h1>Tell a Tale That Happened to You</h1>	
 <b>Who?</b>	<b>Who was in the tale? Describe them.</b>
 <b>Where?</b>	<b>Where did the tale take place? Describe the setting.</b>
 <b>When?</b>	<b>When did the tale take place? Describe the setting.</b>
 <b>What?</b>	<b>What happened at the start? What happened next? What happened after that? What happened last? Describe all parts of the tale.</b>
 <b>Why?</b>	<b>Why did this happen? Why was this important?</b>

## Tricky Words

1. a	11. were	21. says	31. he	41. because
2. I	12. have	22. was	32. we	42. could
3. no	13. one	23. when	33. be	43. would
4. of	14. once	24. where	34. me	44. should
5. so	15. to	25. why	35. they	45. down
6. all	16. do	26. what	36. their	46. today
7. some	17. who	27. which	37. my	47. tomorrow
8. from	18. two	28. here	38. by	48. yesterday
9. word	19. the	29. there	39. you	49. how
10. are	20. said	30. she	40. your	50. picture

## 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.

<b>/s/ &gt; 'c'</b>	<b>/s/ &gt; 'ce'</b>	<b>/s/ &gt; 'se'</b>	<b>/ar/ &gt; 'ar'</b>	<b>Two-Syllable Words</b>
Grace	fence	farmhouse	farm	eggplants
Spencer	force	else	garden	problems
nice			harvest	hornet
raced				

1. Kate went on a trip. She was sad at the start of the trip.
2. Kate met Sani in the coin shop. He was an expert on coins.
3. Kate had found a coin. It was made of silver.

<b>/s/ &gt; 'c'</b>	<b>/s/ &gt; 'ce'</b>	<b>/s/ &gt; 'se'</b>	<b>/t/ &gt; 'ed'</b>	<b>Two-Syllable Words</b>
Grace	voice	rinsed	picked	picnic
Spencer	glanced		stuffed	basket
raced			asked	summer
center			brushed	river
			slipped	chicken
				cupcake

1. Gus runs.
2. Kate found a coin.
3. Dashone visits the bookshop.
4. Jace hops on one foot.
5. Roger slips on the ice.
6. Ming slides into home base.

## Diagram

gum  
glad  
dog

1



g

2

gem  
germ

<b>/s/ &gt; 'c'</b>	<b>/s/ &gt; 'se'</b>	<b>Other Two-Syllable Words</b>	<b>Three-Syllable Words</b>
Grace	glimpse	kitchen	excitement
Francis	else	plastic	
raced		insects	
center		termites	

<b>/n/ &gt; 'kn'</b>	<b>/s/ &gt; 'c'</b>	<b>/s/ &gt; 'ce'</b>	<b>/s/ &gt; 'se'</b>	<b>Two-Syllable Words</b>
knocking	Grace	Vance	moose	trumpet
	Spencer	since	geese	trombone
	concert		house	mister
				master
				racket

<b>/n/ &gt; 'kn'</b>	<b>/s/ &gt; 'ce'</b>	<b>/ae/ &gt; 'a_e'</b>
knapsack	price	sale
knives	choice	games

<b>/n/ &gt; 'kn'</b>	<b>/s/ &gt; 'c'</b>	<b>/s/ &gt; 'ce'</b>	<b>/s/ &gt; 'se'</b>	<b>/k/ &gt; 'ck'</b>	<b>Two-Syllable Words</b>
knees	winces	voices	house	ducks	thunder
knock	place			blocked	darkness
kneeling				knock	scamper
					shelter

1. The princess scratches her leg.
2. Our town is large.
3. The prince has a loud voice.
4. Francis asked his dad, “Can \_\_\_\_\_ ride the horse?”
5. Dad said, “Yes, Francis, \_\_\_\_\_ can ride the horse.”

<b>/s/ &gt; 'c'</b>	<b>/s/ &gt; 'ce'</b>	<b>/s/ &gt; 'se'</b>	<b>Double Spellings</b>	<b>Two-Syllable Words</b>
Spencer	chances	house	Jill	morning
face			matter	finis
glances			stuff	
place			Pepper	
			shutters	

<b>/n/ &gt; 'kn'</b>	<b>/er/ &gt; 'er'</b>	<b>/or/ &gt; 'or'</b>	<b>/ar/ &gt; 'ar'</b>	<b>Two-Syllable Words</b>
knocked	shelter	or	start	expect
	Spencer	storm	arm	finis
	thunder	porch	barn	picnic

<b>cats</b>	<b>dogs</b>	<b>foxes</b>
<b>'s' &gt; /s/</b>	<b>'s' &gt; /z/</b>	<b>'es' &gt; /ez/</b>

<b>/n/ &gt; 'kn'</b>	<b>/s/ &gt; 'c'</b>	<b>Other Two-Syllable Words</b>	<b>Three-Syllable Words</b>
knapsack	nice	Frisbee	exercise
	place	sunscreen	
	exercise	flip-flops	

<b>/w/ &gt; 'wh'</b>	<b>/n/ &gt; 'kn'</b>	<b>/s/ &gt; 'c'</b>	<b>Double Consonants</b>
whimpers	Knox	center	soccer
while	knocked	nice	quitter
	knee		winner

<b>/w/ &gt; 'wh'</b>	<b>/n/ &gt; 'kn'</b>	<b>/s/ &gt; 'se'</b>	<b>Two-Syllable Words</b>
whip	Knox	house	invites
when	knife		chickens
wheel			muffin
			frosting

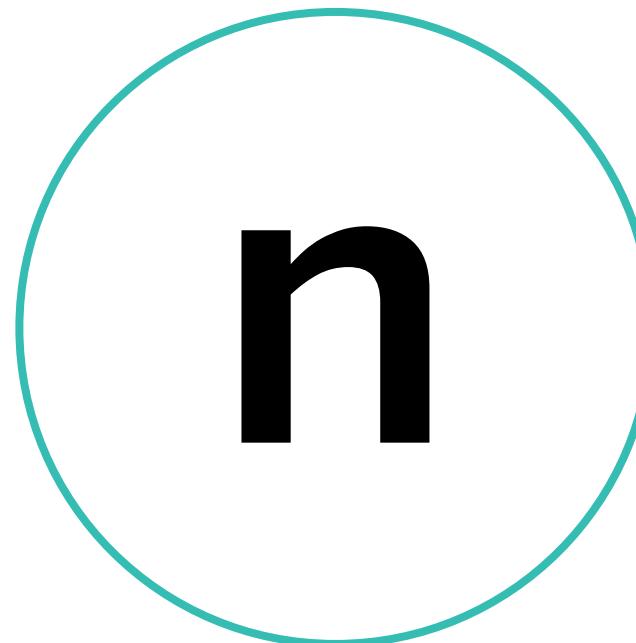
<b>/ng/ &gt; 'n'</b>	<b>/w/ &gt; 'wh'</b>	<b>/n/ &gt; 'kn'</b>	<b>Multi-Syllable Words</b>
honks	white	knee	perform
clunks	whoops		performer
thinks			

<b>Adjectives</b>	<b>Prepositions</b>
short	to
dark	with
glad	by

## Diagram

nap  
fun  
nod

1



2

pink  
drink  
bank

1. Roger and Jack went to the zoo.
2. Kate ran home.
3. Mom and Dad went to dinner.
4. The snake slithered by.
5. Tom jumped up and down.
6. Sam and I had milk with lunch.
7. The rabbit ate a carrot.
8. Dad and I went to a game.

1. Reese asked her mom, “May \_\_\_\_\_ have a snack?”
2. Mom said, “Yes, \_\_\_\_\_ may have a snack.”
3. Bill asked Fred, “Do \_\_\_\_\_ have a pen?”
4. Fred said, “Yes, \_\_\_\_\_ have a pen.”

---

5. Cesar said, “Will \_\_\_\_\_ play football with me?”
6. His friend said, “No, \_\_\_\_\_ have homework.”
7. Cesar said, “Ok, \_\_\_\_\_ will play by myself.”
8. His friend said “I will play with \_\_\_\_\_ tomorrow.”

<b>/ng/ &gt; 'ng'</b>	<b>/s/ &gt; 'c'</b>	<b>Double Consonants</b>	<b>/oi/ &gt; 'oi'</b>	<b>Two-Syllable Words</b>
ingers	ace	Hopper	oint	contest
longer	ace	winner	hoist	target

<b>/w/ &gt; 'wh'</b>	<b>/ng/ &gt; 'n'</b>	<b>/s/ &gt; 'c'</b>	<b>/oo/ &gt; 'oo'</b>
wheel	think	excitement	shoots
whizzing	pink		hoops
whooshing			food
while			
when			

<b>/ng/ &gt; 'n'</b>	<b>/w/ &gt; 'wh'</b>	<b>Other Two-Syllable Words</b>
oinks	when	livestock
pink	white	Buster
tank	what	inspects
flank	whimpers	
thinks	which	

<b>/ng/ &gt; 'n'</b>	<b>/w/ &gt; 'wh'</b>	<b>/n/ &gt; 'kn'</b>	<b>Two-Syllable Words</b>
thinks	whisper	knit	udder
	whizbang		bucket

<b>/ng/ &gt; 'n'</b>	<b>/w/ &gt; 'wh'</b>	<b>Other Two-Syllable Words</b>
Hank	when	harvest
chunk	what	combine
ingers		
think		relic
thanks		muffins

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