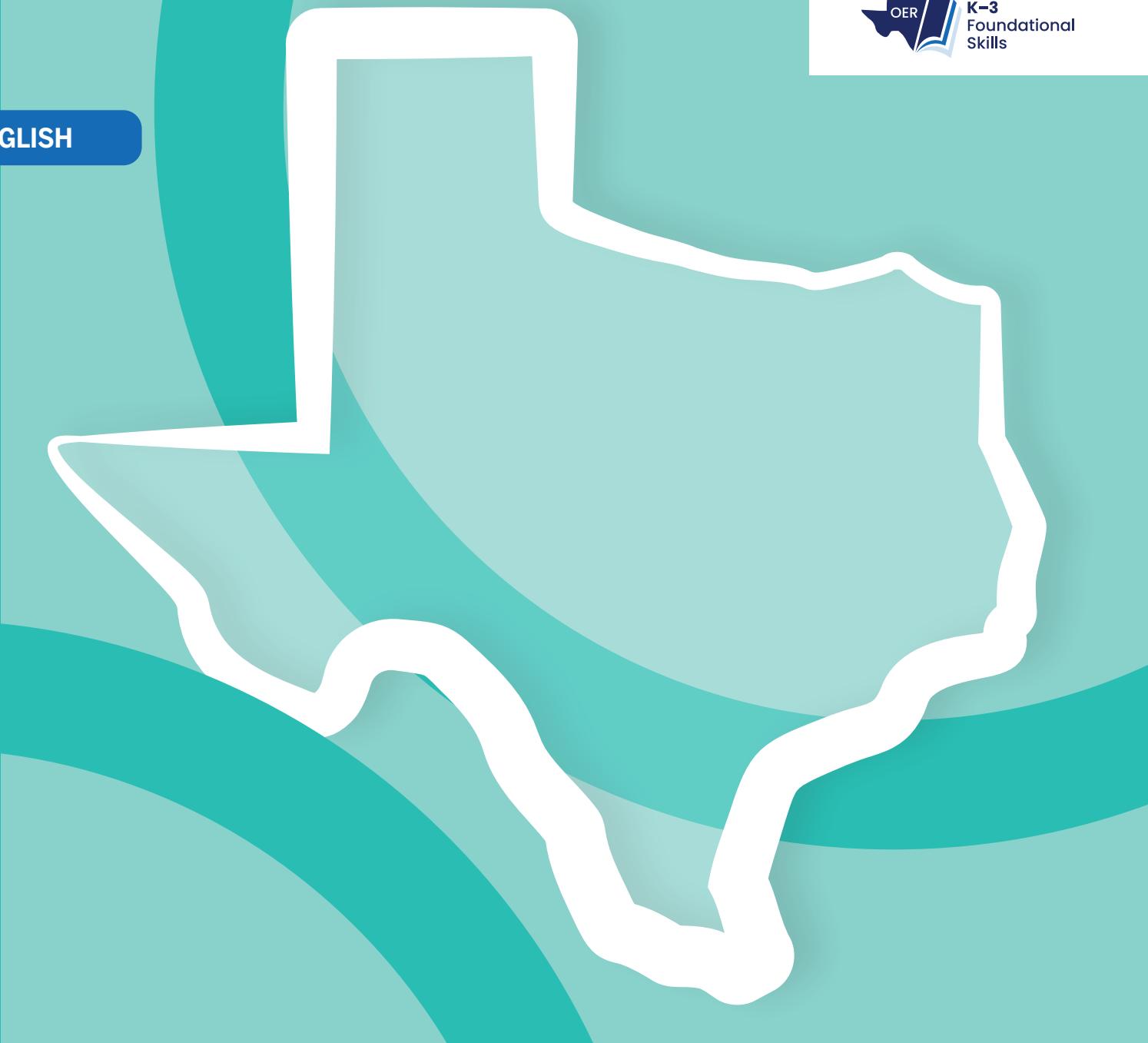




ENGLISH

An abstract graphic design in the background, consisting of overlapping teal and white curved and wavy lines of varying shades, creating a sense of depth and motion.

GRADE 1 FOUNDATIONAL SKILLS UNIT 7

Activity Book

EDITION 1

Grade 1

Foundational Skills 7

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 **openereducationresources@tea.texas.gov**.

Foundational Skills 7

Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 7. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The activity pages in this book do not always include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these activity pages to the students orally, using the instructions in the Teacher Guide. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

DATE: _____

1.1

Activity Page

Words with the /ae/ sound spelled 'ai':

main	rain	train
brain	braid	aid
tail	mail	nail
explain	exclaim	airplane

Words with the /ae/ sound spelled 'ay':

hay	way	day
say	stay	spray
play	playing	player
Sunday	weekday	someday

Directions: Have students read the words and use some of them in sentences.

Match the words to the sentences and write them on the lines.

rainstorm

days

tails

play

1. Dogs and cats have _____.

2. We need three more children to _____
the game.

3. Yesterday we had a bad _____.

4. There are seven _____ in a week.

NAME: _____

DATE: _____

1.2

Take-Home

Spelling Words

1. fade
2. knocked
3. knitting
4. drinking
5. pitch
6. wrapper
7. hands
8. Tricky Word: by

NAME: _____

DATE: _____

2.1

Activity Page

Sort the words by their spellings for /ae/.

wait

haystack

explain

play

say

aim

paint

hair

brain

day

/ae/ → 'ai'

/ae/ → 'ay'

NAME: _____

DATE: _____

2.2

Take-Home

Match the words to the pictures and write them on the lines.

airplane

mailbox

pay

driveway



Match the words to the pictures and write them on the lines.

crayon

tray

paint

railing



NAME: _____

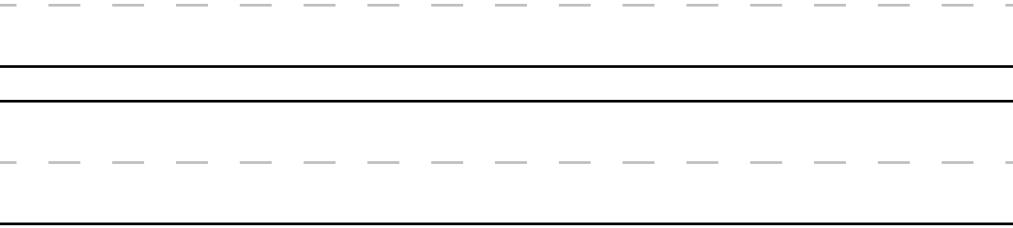
DATE: _____

3.1

Activity Page

Martez, Martez, Martez

1. What is something that Kay's dad says a lot? Why?



Handwriting practice lines consisting of three horizontal lines: a solid top line, a dashed midline, and a solid bottom line, repeated five times vertically.

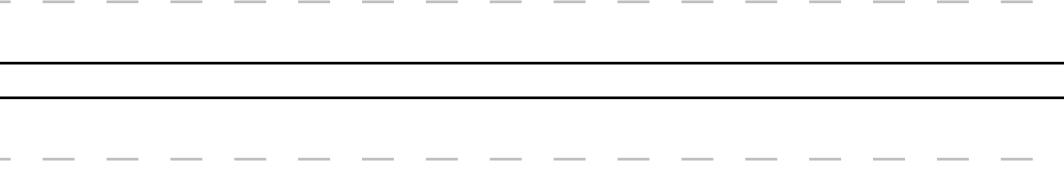
Page _____

2. Who is Martez?

Page _____

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

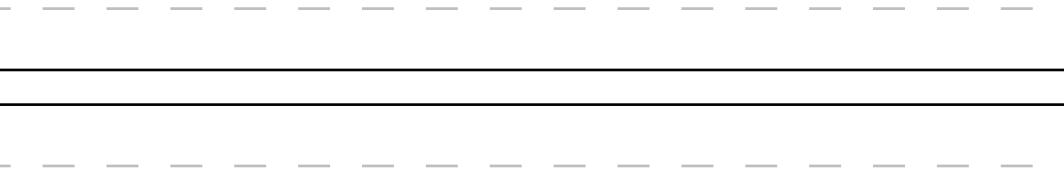
3. Write about what Martez likes to play.



Handwriting practice lines consisting of three horizontal lines (solid top and bottom lines, dashed middle line) repeated five times vertically.

Page _____

4. Do you think Kay and Martez are friends? How do you know?



Handwriting practice lines consisting of three horizontal lines: a solid top line, a dashed midline, and a solid bottom line, repeated four times vertically.

Page _____

NAME: _____

DATE: _____

4.1

Activity Page

Dinner with Kay

1. Kay's mom serves . . .

- corn on the cob.
- cake.
- chips.

Page _____

2. Where do Kay and Martez play?

- Kay and Martez play in the pool.
- Kay and Martez play in the basement.
- Kay and Martez play in the attic.

Page _____

3. Mark the sentence that tells why Kay's mom likes Martez.

- Martez is smart.
- Martez is a good swimmer.
- Martez is nice.

Page _____

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

4. Write one thing that Martez says because he is nice.

Page _____

NAME: _____

DATE: _____

5.1

Assessment

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

NAME: _____

DATE: _____

5.2

Activity Page

Mark the sentences that match the pictures.

1.



- She is on ice skates.
- She is sledding.

2.



- The dog is in the yard.
- The dog is in the pool.

3.



- This is an airplane.
- This is an airport.

4.



- This is a barge.
- This is a car.

5.



- This is a rain jacket.
- This is for swimming.

6.



- This is a thunderstorm.
- This is a stork.

7.



- She is brushing her **hair**.
- She is standing on a **chair**.

8.



- Jim made a **clay** pot.
- Jim made a silver **chain**.

9.



- Dave **plays** in the **rain**.
- Dave **plays** with a **train**.

10.



- This is a handshake.
- This is called clapping hands.

NAME: _____

DATE: _____

5.3

Activity Page

Match the words to the pictures and write them on the lines.

1. rain



2. hair



3. fern



4. mailbox



5. crayon



6. jar



7. forest



8. airplane



9. barn



10. snail



NAME: _____

DATE: _____

5.4

Take-Home

Dear Family Member,

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

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.

Martez, Martez, Martez

Kay's dad checks **Kay**'s plate.

“**Kay**,” he says, “have some of your coleslaw! Food is not free!”

Kay smiles. “Food is not free” is something her dad says a lot. He is a man who likes to save as much cash as he can. He hates **paying** for food that ends up in the trash.

Kay cuts her pork chop and lifts a bite of it into the **air**.

“Martez likes pork chops,” **Kay** says. “But he hates coleslaw.”

Kay pops the bite of pork chop in her mouth. Then she says, “Martez likes to play hopscotch and draw pictures with crayons.”



After a bit, she adds, “Martez can run the fastest on the playground.”

“Martez, Martez, Martez!” says **Kay**’s dad. “Who is this Martez?”

“He’s my pal.”

“Is Martez in your class?” asks **Kay**’s mom.

Kay nods.

“Is he nice?”

“He is the best!”

“So should we invite Martez to visit us for dinner?”

“Yes!” says **Kay** with a shout. “Can we invite him tomorrow?”



NAME: _____

DATE: _____

6.1

Activity Page

The Red Dish

1. Which dish has the hot peppers?

- The red dish has the hot peppers.
- The green dish has the hot peppers.
- The gray dish has the hot peppers.

Page _____

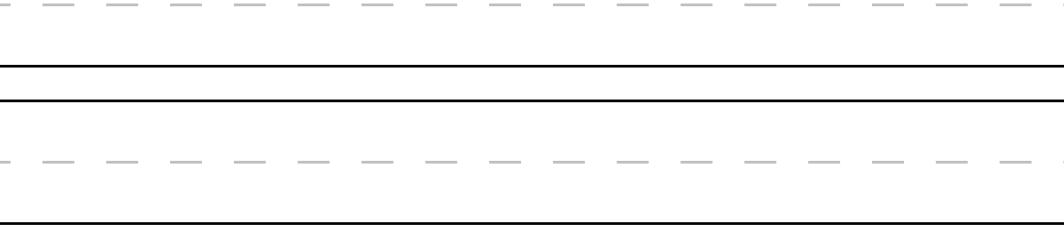
2. What has **Kay** never had?

- She has never had hot peppers.
- She has never had sweet corn.
- She has never had cooked rice.

Page _____

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

3. What happens after **Kay** takes a bite of the food in the red dish?



Handwriting practice lines consisting of three horizontal lines (top solid, middle dashed, bottom solid) repeated five times vertically.

Page _____

4. Would you take a bite of the food in the red dish?
Why or why not?



Handwriting practice lines consisting of three horizontal lines: a solid top line, a dashed midline, and a solid bottom line, spaced evenly apart.

Page _____

NAME: _____

DATE: _____

6.2

Take-Home

Spelling Words

1. escape
2. rain
3. hair
4. explain
5. stay
6. stray
7. display
8. Tricky Word: your

NAME: _____

DATE: _____

7.1

Activity Page

1. The nose lips and cheeks are parts of the face.
2. My best pal is smart and fun.
3. It **rained** **hailed** and stormed yesterday!
4. We can sit on a bench a **chair** or a stool.
5. Eggs grits and milk are good in the morning.
6. Dave Jim and Martez are in my class.
7. It's fun to skate glide and **play** on ice in winter.
8. Ben and Bob are **waiting** for me.

Directions: Have students read the sentences and add the missing commas, where needed.

NAME: _____

DATE: _____

7.2

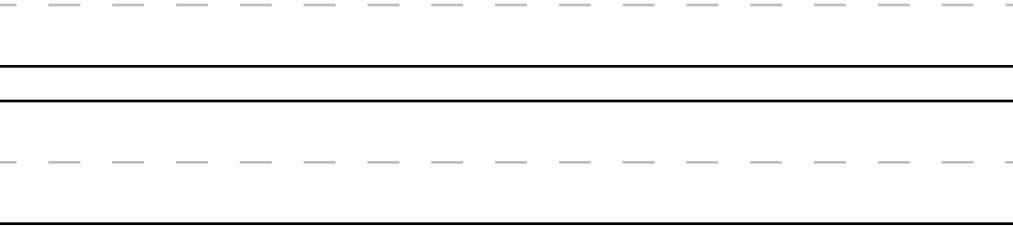
Activity Page

In the Mail

1. What is in the mail for Kay?

Page _____

2. Do you think Martez misses Kay? How can you tell?



Handwriting practice lines consisting of three horizontal lines (top solid, middle dashed, bottom solid) repeated five times vertically.

Page _____

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

3. Is **Kay** happy when she gets the card in the **mail**?
How can you tell?

Page _____

NAME: _____

DATE: _____

8.1

Activity Page

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

	Root Word	<i>-ed</i>	<i>-ing</i>
1.	step	stepped	stepping
2.	fish		
3.	dip		
4.	hatch		
5.	flip		
6.	hunt		

Choose two *-ed* words from the chart and write a sentence.

1. _____

2. _____

Choose two *-ing* words from the chart and write a sentence.

1.

2.

NAME: _____

DATE: _____

8.2

Activity Page

The Holiday

1. The Mexican flag is . . .

- black and white.
- white and pink.
- green, red, and white.

Page _____

2. Which **day** is a big **holiday** for Mexicans?

- September 16 is a big **holiday** for Mexicans.
- December 16 is a big **holiday** for Mexicans.
- March 16 is a big **holiday** for Mexicans.

Page _____

3. Who broke free from the Spanish?

- Spain broke free from the Spanish.
- Mexico broke free from the Spanish.
- The U.S. broke free from the Spanish.

Page _____

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

4. Who was Hidalgo?

Page _____

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 in gray.

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 Red Dish

The next day, **Kay** has dinner with Martez and his mom and dad. Martez's mom and dad are from Mexico.

They have a Mexican dish with peppers, corn, and rice all mixed up. There are two dishes of it sitting side by side. One dish is red. One is green.

“Are the two dishes the same?” **Kay** asks.

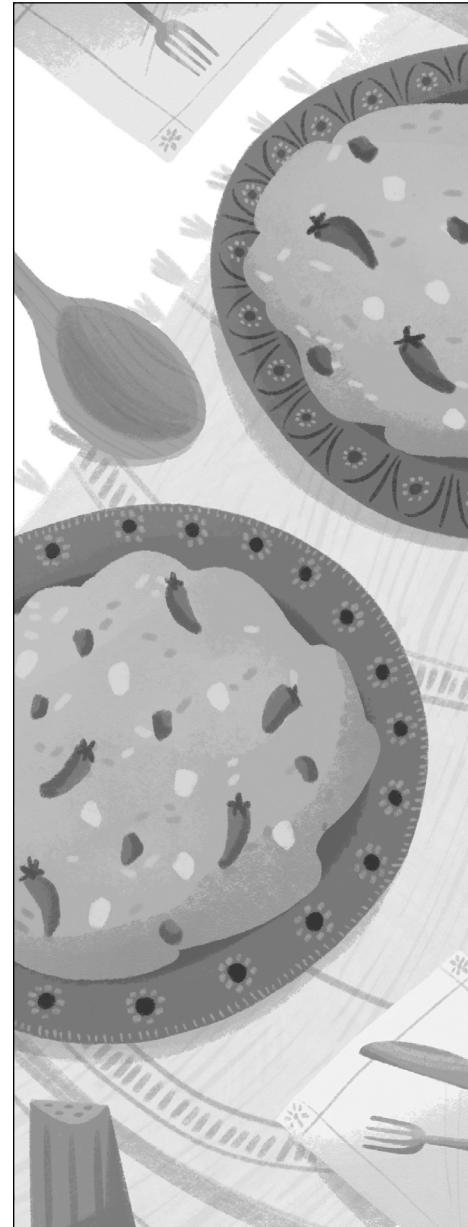
“Nope,” says Martez with a smile. “The stuff in the red dish has lots of hot peppers. The stuff in the green dish has just green peppers, which are not as hot.”

Martez points at his dad and says, “My dad likes hot peppers.”

His dad smiles and nods.

Martez asks **Kay**, “Do you like hot peppers?”

Kay shrugs. She has never had hot peppers.



Kay has some food from the green dish. She likes it a lot. She says, “Could I have some from the red dish?”

“You can, but it’s hot, hot, hot!” says Martez. “We have a **saying** in our house: *He is a brave man who has food from Dad’s red dish!*”

“Brave or perhaps foolish!” says his mom.

Kay is brave—or perhaps foolish. She takes a bite of the peppers from the red dish. Martez looks at her. His mom and dad look, too.

“Do you like it?” asks Martez.

Kay’s face starts to get red. She yells, “Hot!”

Her face gets redder and redder.

Martez sees that **Kay** is in **pain**. He brings her ice cubes. **Kay** stuffs some in her mouth and lets them melt. The ice cubes help cool down her mouth.

“Ug!” **Kay** says, sitting back from her plate. “Those peppers in the red dish are too hot for me! I need to stick to the green dish.”



“Still,” Martez says, “**today** you joined the club.”

“What club?”

“The I-ate-from-Dad’s-red-dish-and-am-still-living-to-tell-the-tale club!” says Martez.

Martez and his mom and dad all smile. They like **Kay**.

NAME: _____

DATE: _____

9.1

Activity Page

Better than the Best

1. What Spanish word can Kay say?

Page _____

2. Where will **Kay** take a trip with her mom and dad?

Page _____

Foundational Skills 7

3. Who will Kay invite to go with her on the trip?

Page _____

NAME: _____

DATE: _____

9.2

Take-Home

Fix the sentences by adding ? . ! ,

1. The flag's stripes are green white and red
2. Kay has coleslaw pork chops corn and greens on her plate
3. Do you like to play draw or run
4. The Mexican dish has peppers corn and rice all mixed up
5. Are the red and green dishes the same
6. The food in the red dish is hot hot hot

NAME: _____

DATE: _____

10.1

Assessment

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Fix the sentences by adding ? . ! ,

1. Martez likes to run play hopscotch swim and draw pictures
2. Kay had coleslaw pork chops and corn for dinner
3. Would you like one or two scoops
4. I like winter spring and summer best
5. It's hot hot hot
6. Could you explain how to get to the playground
7. Mark Ben and Jim saw a black and white skunk
8. Would you like to dance with me

NAME: _____

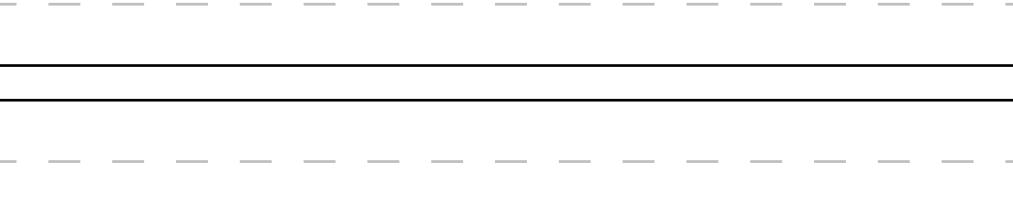
DATE: _____

11.1

Activity Page

The Long Cab Ride

1. What are Kay, Martez, and Kay's mom and dad looking for at the **airport**?



Handwriting practice lines consisting of three horizontal lines: a solid top line, a dashed midline, and a solid bottom line, repeated five times vertically.

Page _____

2. What is the name of the man who drives the cab?

Handwriting practice lines consisting of a solid top line, a dashed midline, and a solid bottom line.

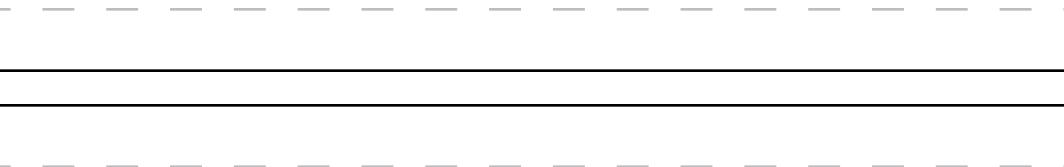
Page _____

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

3. Why does it take so long to get to the inn where they are staying?

Page _____

4. Why is Kay's dad upset at the end of the cab ride?



Handwriting practice lines consisting of three horizontal lines (solid top and bottom lines, dashed middle line) repeated four times vertically.

Page _____

NAME: _____
DATE: _____

11.2

Take-Home

Spelling Words

1. classmate
2. airplane
3. gain
4. brainstorm
5. railway
6. layer
7. playground
8. Tricky Word: who

NAME: _____

DATE: _____

12.1

Activity Page

Match the words to the sentences and write them on the lines.

goal

mail

stairs

coat

nails

toast

1. I sent my pal a letter in the _____.

2. To make a chair, we need wood, a hammer,

and _____.

3. We went up the _____ as fast as we could.

4. Pam wore a _____ outside.

5. I ate _____ this morning.

6. Dave played well and made a _____!

Match the words to the sentences and write them on the lines.

crayon

bait

boat

oak

chair

gray

1. You can use a _____ to draw the sun.

2. When you mix black and white paint, you get

3. You need _____ to catch fish.

4. We took a _____ out on the lake.

5. There are _____ trees outside.

6. We need to fix the _____ because one of its legs broke.

NAME: _____

DATE: _____

12.2

Activity Page

Match the words to the pictures and write them on the lines.

chair

moon

hay

nail

goal

goat



Match the words to the pictures and write them on the lines.

coat

hook

train

playground

soap

spoon



NAME: _____

DATE: _____

12.3

Activity Page

The Vote

1. Why is Kay's dad upset the next morning?



Handwriting practice lines consisting of two solid black lines and two dashed grey lines, spaced evenly apart.

Page _____

2. How do Kay's mom, Kay, and Martez like the cab ride from the **airport**?



Handwriting practice lines consisting of three horizontal lines: a solid top line, a dashed midline, and a solid bottom line, repeated five times vertically.

Page _____

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

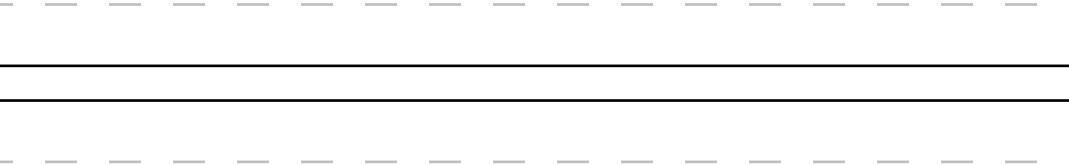
3. What do they vote on?



Handwriting practice lines consisting of three solid black lines and two dashed grey lines, spaced evenly apart.

Page _____

4. Which would you like better, the book or Mister Gomez? Why?



Handwriting practice lines consisting of three horizontal lines: a solid top line, a dashed midline, and a solid bottom line, spaced evenly apart.

Page _____

NAME: _____

DATE: _____

13.1

Activity Page

Mister Gomez

1. What did the Aztecs do with the stones?

Page _____

2. What did the Aztec king give Cortez and his men?

Page _____

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

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

3. What does Kay think of the stones?



Handwriting practice lines consisting of three solid black lines and three dashed grey lines, spaced evenly apart.

Page _____

4. Draw a picture of the story and write about it.

NAME: _____

DATE: _____

14.1

Activity Page

Cut out the boxes on Page 14.2 and paste them on this page in the proper order.

Planting Seeds

The steps tell you how to plant seeds.

1.

picture

sentence

2.

picture

sentence

3.

picture

sentence

4.

picture

sentence

5.

picture

sentence

Result: If you do all of the steps, you will soon have seedlings and then plants.

NAME: _____

DATE: _____

14.2

Activity Page

Cut out the boxes from this page and paste them on Page 14.1 in the proper order.



Keep the soil moist.



Place soil in a pot.



Make holes in the soil.



Close holes and wet the soil.



Place the seeds in the holes, one seed per hole.



NAME: _____

DATE: _____

14.3

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 in gray.

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.

Better than the Best

Kay has started to spend a lot of time with Martez.

She has started to use some Spanish words, too.

When her dad spoons rice onto her plate one **day**, **Kay** says “**Gracias**.” Then she **explains** that *gracias* is Spanish for *thank you*.

Kay’s mom says, “**Kay**, would you like to have a chance to use those Spanish words of yours in **Mexico**?”

“Are you kidding?” **Kay** exclaims. “That would be the best!”

“Well, your dad and I have planned a trip to **Mexico**.”

Kay shouts, “Yippee!”



Kay's mom has a big smile on her face. She says, “How would you like to bring Martez with you on the trip?”

Kay's jaw drops. “If Martez is on the trip, that would be better than the best!” she says.

Her mom adds, “Martez just needs to ask his mom and dad.”

Kay jumps up and shouts, “I can’t wait to tell Martez!”



NAME: _____

DATE: _____

15.1

Assessment

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

A House in the Clouds

1. What does Mister Gomez give Kay and Martez?

- He gives them a paleta.
- He gives them a stone.
- He gives them a pyramid.

Page _____

2. The pyramids were an important place for . . .

- Kay and Martez
- The Aztecs
- Mister Gomez

Page _____

3. What does Kay say the top of the pyramid could touch?

- The clouds
- The moon
- The sun

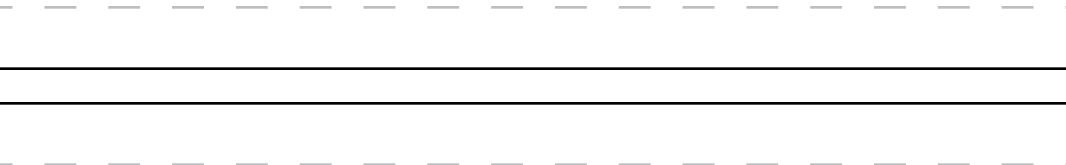
Page _____

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

4. Why can't people go to the top of the pyramids anymore?

Page _____

5. Would you like to go up to the top of a pyramid?
Why or why not?



Handwriting practice lines consisting of three horizontal lines: a solid top line, a dashed midline, and a solid bottom line, repeated four times vertically.

NAME: _____

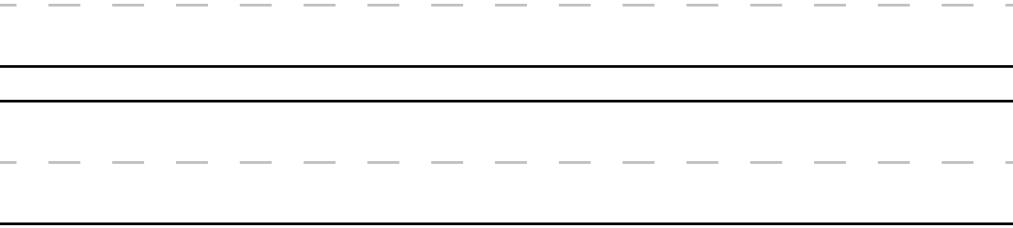
DATE: _____

16.1

Activity Page

The Market

1. What are some things that are on sale at the market?



Handwriting practice lines consisting of three horizontal lines: a solid top line, a dashed midline, and a solid bottom line, repeated five times vertically.

Page _____

2. Kay's mom spots something that she likes at the market. What is it?

- Kay's mom spots a basket.
- Kay's mom spots a green hat.
- Kay's mom spots a red mask with glitter.

Page _____

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

3. Why does Kay's mom pay the full price for the mask?



Handwriting practice lines consisting of three horizontal lines: a solid top line, a dashed midline, and a solid bottom line, repeated three times vertically.

Page _____

4. Why does Kay's dad feel sad when Kay's mom pays the man?



Handwriting practice lines consisting of three horizontal lines: a solid top line, a dashed midline, and a solid bottom line, repeated four times vertically.

Page _____

NAME: _____

DATE: _____

16.2

Activity Page

Planning Template

The steps tell you how to:

1.

2.

3.

4.

5.

Result:

NAME: _____

DATE: _____

16.3

Activity Page

Directions: Have students draft instructions on how to draw the sun or how to feed a pet. Have students write complete sentences.

1.

2.

3.

4.

5.

If you do all of the steps,
then

NAME: _____

DATE: _____

17.1

Activity Page

Check the Draft

1. Check that you named your steps with a title.

2. Check that you wrote a starting sentence.

3. Check that you wrote what to do for step one.

4. Check that you wrote what to do next.

5. Check that you wrote what to do last.

6. Check that you finished with the result.

7. Check for Aa, Bb, Cc and ? . !

8. Check that the words are spelled well.

Fix the sentences by adding ? . ! ,

1. The rainforest is hot wet and has a thick layer of trees
2. Martez yells makes noises and slides down the zip line
3. Can Kay's dad rent the masks fins and tanks
4. Kay sees fish crabs and a starfish on her dive
5. Are there trinkets knickknacks and baskets at the market

NAME: _____

DATE: _____

18.2

Activity Page

A Rainforest Ride

1. What is the rainforest like?



Handwriting practice lines consisting of three horizontal lines: a solid top line, a dashed midline, and a solid bottom line, spaced evenly apart.

Page _____

2. Where is the zip line?



Handwriting practice lines consisting of four horizontal lines: a solid top line, a dashed midline, a solid bottom line, and a dashed baseline.

Page _____

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

3. What things make Kay's mom think the zip line looks safe?

Page _____

4. Do Kay and Martez like the zip line? How can you tell?

Page _____

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 in gray.

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.

A House in the Clouds

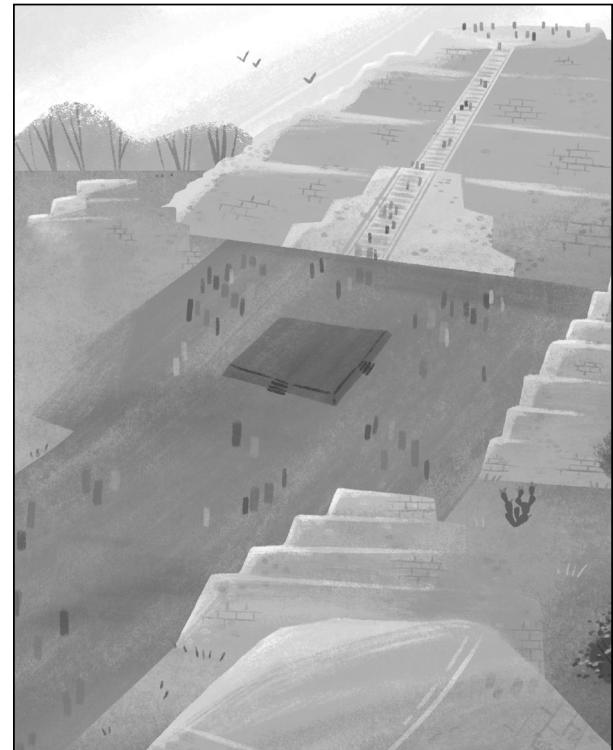
Mister Gomez drives all of them to the next place. In the car, Mister Gomez says, “Can I offer you a snack? This is a paleta.”

Kay and Martez like the paletas. Kay says, “This is good! I love the taste!”

Martez says, “This tastes like an ice pop.”

Mister Gomez explains that a paleta is a Mexican snack that can be made fresh with different foods like mango and banana. It can also have sweet milk in it. He tells them that paleta means “little stick.” Mister Gomez says that kids in Mexico have liked the snack for a long time.

In the car, they pass trees, hills, and streets on their trip. Mister Gomez says, “You will like this next place. The stones there have stood for much, much longer than the last stones.”



When they get to the site, they see three vast piles of stone, all of which rise to a point and seem to scrape the clouds. One of them is so big that **Kay** and Martez have to tilt their necks all the **way** back to see the top of it. “Goodness!” **Kay**’s mom **says**.

“Cool!” **says** Martez.

“Was this an important place for the Aztecs?” **Kay**’s mom asks.

“Yes,” **says** Mister Gomez. “The pyramids were made **way** back in the past. They were important to the Aztecs. They used the pyramids for different things.”

“Can we go to the top of one of them?” **Kay** asks.

“No, you can’t go up there anymore,” Mister Gomez **says**. “They want to keep this place safe so that it can last for a long time.”

Kay and Martez look all the way up to the top. **Kay** **says**, “The pyramid is so tall it could touch the clouds.”

Martez says, “Maybe a long time ago they called it a house in the clouds!”



Shark and Wee Fish

Shark swam by the reef. Sharp teeth glittered in his mouth. He shouted to the fish, “I will have a hundred of you for my lunch!”

The fish were scared. They went and hid in a cave. “Shark will not get us in here!” one of the fish said. “He is too big to swim in.”

After a while, one of the fish went out to check and see if Shark had left. His name was Wee Fish.

Wee Fish swam out of the cave. He soon found himself face to face with Shark.

Shark snarled, “Here’s a nice fish for my lunch!”

Wee Fish had to think fast.

“Stop!” he shouted in his loudest voice. “I am the king of this reef! All of the fish here are scared of me, and you should be, too!”

Shark smiled. Wee Fish was just three inches long. Shark was ten feet long. He had teeth in his mouth that were bigger than Wee Fish.

“Is this some sort of joke?” Shark said. “Why
would fish be scared of you?” 176
182

“Swim next to me and you will see,” Wee Fish said. 193

Shark swam with Wee Fish. They came upon some
spotted fish. When the spotted fish saw Shark, they 202
211
got scared and swam off. 216

Shark and Wee Fish swam up to some striped fish. 226
When the striped fish saw Shark, they got scared and 236
swam off. 238

“Well, well,” said Shark to himself. “It’s odd, but it 248
looks like the fish are scared of Wee Fish, just as he 260
said.” (Shark did not see that the fish were scared of 271
him.) 272

Shark and Wee Fish swam up to some silver fish. 282
When the silver fish saw Shark, they got scared and 292
swam off. 294

Then Shark started to think. “All of the fish are 304
scared of Wee Fish,” he said to himself. “Perhaps I 314
should be scared of him, too.” 320

All of a sudden, Shark felt scared. He swam off. 330
And from then on, he never went back to that reef. 341

1. Why did the fish hide in a cave?
 - A. They were scared of Wee Fish.
 - B. They were scared of Shark.
 - C. There was fish food in the cave.

2. What did Wee Fish tell Shark?
 - A. He said that it was not nice for Shark to munch on fish.
 - B. He said that all of the fish were scared of him and Shark should be, too.
 - C. He said that Shark was nice.

3. Who is bigger, Wee Fish or Shark?
 - A. Wee Fish is bigger.
 - B. Shark is bigger.
 - C. They are the same size.

4. What did the spotted fish do when they saw Wee Fish and Shark?

- A. They smiled at them.
- B. They got scared and swam off.
- C. They shouted at Wee Fish.

5. What were the striped fish scared of?

- A. They were scared of Wee Fish.
- B. They were scared of Shark.
- C. They were scared of the spotted fish.

6. Why did Shark swim off at the end?

- A. He was scared of Wee Fish.
- B. He was tired of hunting for fish.
- C. There were no fish left for him to catch.

7. Which statement best tells what happened?

- A. Shark tricked Wee Fish.
- B. Shark ate Wee Fish.
- C. Wee Fish tricked Shark.

NAME: _____

DATE: _____

19.3

Assessment

Grade 1 End-of-Year Summary

Teacher Name _____ Student Name _____

Benchmarks

Silent Reading Comprehension Assessment:

Students who answer **4 or fewer out of 7** correctly appear to have **poor preparation** for Grade 2.

Students who answer **5 out of 7** questions correctly appear to have **adequate preparation** for Grade 2.

Students who answer **6 or 7 out of 7** questions correctly have **good-outstanding preparation** for Grade 2.

Oral Reading Comprehension Assessment (during Fluency Assessment)

Students who answer **3 or fewer out of 6** correctly appear to have **poor preparation** for Grade 2.

Students who answer **4 out of 6** questions correctly appear to have **adequate preparation** for Grade 2.

Students who answer **5 or 6 out of 6** questions correctly have **good-outstanding preparation** for Grade 2.

Fluency Assessment:

Students who score in the **25th or lower percentile** are **below grade level**.

Students who score in the **50th percentile** are **on grade level**.

Students who score in the **75th–90th** or above percentile are **above grade level**.

Word Reading in Isolation Assessment:

Students who read **40 or fewer words out of 60** correctly have **poor preparation** for Grade 2.

Students who read **41–49 out of 60** correctly have **adequate preparation** for Grade 2.

Students who read **50 or more out of 60** correctly have **good-outstanding preparation** for Grade 2.

Test Scores	
Silent Reading Comprehension Score	_____ /7 and _____ % Accuracy
Oral Comprehension Score (on Repeated Reading) W.C.P.M. Fluency	_____ /6 and _____ Percentile
Word Reading in Isolation	_____ /60 and _____ % Accuracy

Recommended Placement for Next Year

Needs intensive remediation

Below level

On level

Above level

Missed Letter-Sound Correspondences

List missed letter-sound correspondences (from Activity Page 21.2):

Other Notes (missing literal, inferential, or evaluative questions, confidence level, etc.):

NAME: _____

DATE: _____

19.4

Activity Page

The Dive

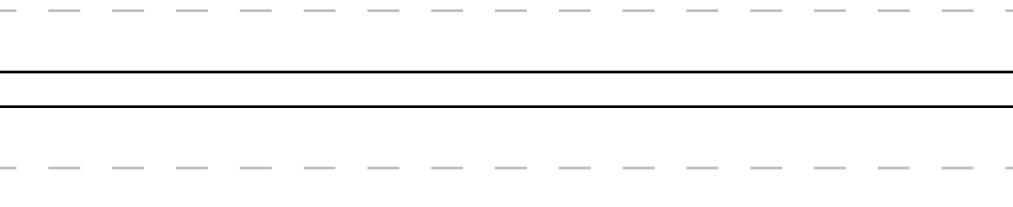
1. Where do Kay, Martez, and Kay's mom and dad drive?



Handwriting practice lines consisting of four horizontal lines: a solid top line, a dashed midline, a solid bottom line, and a dashed baseline.

Page _____

2. Name some things that Kay and Martez do at the Gulf of Mexico.



Handwriting practice lines consisting of three horizontal lines (solid top and bottom lines, dashed middle line) repeated five times vertically.

Page _____

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

3. What do they see when they dive and look at the reef?



Handwriting practice lines consisting of three horizontal lines: a dashed midline, a solid top line, and a solid bottom line, spaced evenly apart.

Page _____

4. Would you like to swim in the Gulf of Mexico? Why or why not?



Handwriting practice lines consisting of two solid black lines and two dashed grey lines, spaced evenly apart.

Page _____

Shark and Wee Fish

4

Shark swam by the reef. Sharp teeth glittered in
his mouth. He shouted to the fish, “I will have a
hundred of you for my lunch!”

13

24

30

The fish were scared. They went and hid in a cave.

41

“Shark will not get us in here!” one of the fish said.
“He is too big to swim in.”

53

60

After a while, one of the fish went out to check and
see if Shark had left. His name was Wee Fish.

71

82

Wee Fish swam out of the cave. He soon found
himself face to face with Shark.

92

98

Shark snarled, “Here’s a nice fish for my lunch!”

107

Wee Fish had to think fast.

113

“Stop!” he shouted in his loudest voice. “I am the
king of this reef! All of the fish here are scared of me,
and you should be, too!”

123

136

141

Shark smiled. Wee Fish was just three inches long.
Shark was ten feet long. He had teeth in his mouth
that were bigger than Wee Fish.

150

161

167

“Is this some sort of joke?” Shark said. “Why
would fish be scared of you?” 176
182

“Swim next to me and you will see,” Wee Fish said. 193

Shark swam with Wee Fish. They came upon some
spotted fish. When the spotted fish saw Shark, they 202
211
got scared and swam off. 216

Shark and Wee Fish swam up to some striped fish. 226
When the striped fish saw Shark, they got scared and 236
swam off. 238

“Well, well,” said Shark to himself. “It’s odd, but it 248
looks like the fish are scared of Wee Fish, just as he 260
said.” (Shark did not see that the fish were scared of 271
him.) 272

Shark and Wee Fish swam up to some silver fish. 282
When the silver fish saw Shark, they got scared and 292
swam off. 294

Then Shark started to think. “All of the fish are 304
scared of Wee Fish,” he said to himself. “Perhaps I 314
should be scared of him, too.” 320

All of a sudden, Shark felt scared. He swam off. 330
And from then on, he never went back to that reef. 341

NAME: _____

DATE: _____

20.2

Assessment

W.C.P.M. Calculation Activity Page

Story: *Shark and Wee Fish*

Total words in story (including title): 341

<p>Words</p> <p>— <input type="text"/> Words Read</p> <p>— <input type="text"/> Uncorrected Mistakes</p> <p>— <input type="text"/> Words Correct</p>	<p>Time</p> <p>Minutes <input type="text"/> — Seconds <input type="text"/> Finish Time</p> <p>Start Time <input type="text"/> — <input type="text"/> Elapsed Time</p> <p>$(\text{ } \times 60) + \text{ } = \text{ }$ Time in Seconds</p>
<p>WCPM</p> <p><input type="text"/> \div <input type="text"/> $\times 60 =$ <input type="text"/></p> <p>Words Correct Time in Seconds WCPM</p>	

Compare the student's W.C.P.M. score to national norms for Spring of Grade 1 (Hasbrouck and Tindal, 2006):

Reading Time for this story	W.C.P.M	National Percentiles for Spring, Grade 1
3:05	111	90th
4:10	82	75th
6:45 (or 265 words at 5:00)	53	50th
8:30 (or 200 words at 5:00)	40	
12:10 (or 140 words at 5:00)	28	25th
22:30 (or 75 words at 5:00)	15	10th

Oral Reading Comprehension Score _____ /6

NAME: _____

DATE: _____

20.3

Activity Page

At the Airport

1. Do you think Kay's dad has much cash left at the end of the trip? How can you tell?



Handwriting practice lines consisting of three horizontal lines: a solid top line, a dashed midline, and a solid bottom line, spaced evenly apart.

Page _____

2. Name one way Kay's dad takes charge at the airport.

Handwriting practice lines consisting of three solid black lines and two dashed grey lines, spaced evenly apart.

Page _____

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

3. Kay's dad finds his passport in . . .

- his pants pocket.
- a bag.
- his jacket pocket.

Page _____

4. Write about what Kay tells her dad at the end.

Page _____

NAME: _____

DATE: _____

21.1

Assessment

Word Reading in Isolation Assessment

	a	b	c	d	e
1	throne	weekday	large	rinse	blanket
2	mermaid	brushed	etch	frigid	spark
3	fanned	bouncing	ginger	sleeve	write
4	oak	topsoil	absence	coached	fence
5	choice	knotted	wheel	smooth	tribute
6	landscape	whisper	squawk	cancel	arch
7	honk	object	involve	trace	ordered
8	excuse	zone	bedside	woolen	pitchfork
9	saying	gather	knock	shimmer	waist
10	wrist	horse	gained	loaded	iceberg
11	suspense	air	concept	yawn	shrank
12	short	outlook	sprout	transform	challenge

NAME: _____

DATE: _____

21.2

Assessment

Word Reading in Isolation Scoring Sheet

	a	b	c	d	e
1	throne	weekday	large	rinse	blanket
	/θ/ /r/ /oe/ /n/	/w/ /ee/ /k/ • /d/ /ae/	/l/ /ar/ /j/	/b/ /l/ /a/ /ng/ • /k/ /e/ /t/	
2	mermaid	brushed	etch	frigid	spark
	/m/ /er/ • /m/ /ae/ /d/	/b/ /r/ /u/ /sh/ /t/	/e/ /ch/	/f/ /r/ /i/ /j/ • /i/ /d/	/s/ /p/ /ar/ /k/
3	fanned	bouncing	ginger	sleeve	write
	/f/ /a/ /n/ /d/	/b/ /ou/ /n/ /s/ • /i/ /ng/	/j/ /i/ /n/ • /j/ /er/	/s/ /l/ /ee/ /n/	/r/ /ie/ /t/
4	oak	topsoil	absence	coached	fence
	/oe/ /k/	/t/ /o/ /p/ • /s/ /oi/ /l/	/a/ /b/ • /s/ /e/ /n/ /s/	/k/ /oe/ /ch/ /t/	/f/ /e/ /n/ /s/
5	choice	knotted	wheel	smooth	tribute
	/ch/ /oi/ /s/	/n/ /o/ /t/ • /e/ /d/	/w/ /ee/ /l/	/s/ /m/ /oo/ /th/	/t/ /r/ /i/ /b/ • /ue/ /t/
6	landscape	whisper	squawk	cancel	arch
	/l/ /a/ /n/ /d/ • /s/ /k/ /ae/ /p/	/w/ /i/ /s/ • /p/ /er/	/s/ /qu/ /aw/ /k/	/k/ /a/ /n/ • /s/ /e/ /l/	/ar/ /ch/
7	honk	object	involve	trace	ordered
	/h/ /o/ /ng/ /k/	/o/ /b/ • /j/ /e/ /k/ /t/	/i/ /n/ • /v/ /o/ /l/ /v/	/t/ /r/ /ae/ /s/	/or/ • /d/ /er/ /d/
8	excuse	zone	bedside	woolen	pitchfork
	/e/ /x/ • /k/ /ue/ /s/	/z/ /oe/ /n/	/b/ /e/ /d/ • /s/ /ie/ /d/	/w/ /oo/ /l/ • /e/ /n/	/p/ /i/ /ch/ • /f/ /or/ /k/
9	saying	gather	knock	shimmer	waist
	/s/ /ae/ • /i/ /ng/	/g/ /a/ /th/ • /er/	/n/ /o/ /k/	/sh/ /i/ /m/ • /er/	/w/ /ae/ /s/ /t/
10	wrist	horse	gained	loaded	iceberg
	/r/ /i/ /s/ /t/	/h/ /or/ /s/	/g/ /ae/ /n/ /d/	/l/ /oe/ /d/ • /e/ /d/	/ie/ /s/ • /b/ /er/ /g/
11	suspense	air	concept	yawn	shrank
	/s/ /u/ /s/ • /p/ /e/ /n/ /s/	/ae/ /r/	/k/ /o/ /n/ • /s/ /e/ /p/ /t/	/y/ /aw/ /n/	/sh/ /r/ /a/ /ng/ /k/
12	short	outlook	sprout	transform	challenge
	/sh/ /or/ /t/	/ou/ /t/ • /l/ /oo/ /k/	/s/ /p/ /r/ /ou/ /t/	/t/ /r/ /a/ /n/ /s/ • /f/ /or/ /m/	/ch/ /a/ /l/ • /e/ /n/ /j/

NAME: _____

DATE: _____

PP.1

Activity Page

Directions: Have students sort the words according to the spellings that stand for the /ae/ sound.

Dave	Gail	planes	plain	saying
wait	same	game	play	gray
		days	train	

/ae/ → 'a_e' /ae/ → 'ai' /ae/ → 'ay'

NAME: _____

PP.2

DATE: _____

Activity Page

road

toad

home

stone

bone

coat

boat

tone

/oe/ → 'o_e'

/oe/ → 'oa'

Directions: Have students sort the words according to the spellings for the /oe/ sound.

NAME: _____

DATE: _____

PP.3

Activity Page

Cut out the word cards and paste them on Page PP.4.

Monday

weekday

pails

raisins

wait

raining

haystack

nails

trains

daytime

NAME: _____

DATE: _____

PP.4

Activity Page

Sort the word cards from Page PP.3 by their spellings for /ae/ and paste them in the boxes.

/ae/ → ‘ai’

/ae/ → 'ay'

NAME: _____

DATE: _____

PP.5

Activity Page

Cut out the word cards and paste them on Page PP.6.

road

explode

smoke

rode

toad

stove

bathrobe

jokes

oak

wrote

float

NAME: _____

DATE: _____

PP.6

Activity Page

Sort the word cards from Page PP.5 by their spellings for /oe/ and paste them in the boxes.

/oe/ → 'oue'

/oe/ → ‘oa’

NAME: _____

DATE: _____

PP.7

Activity Page

Sort the words by their spellings for /ae/.

airplane

tray

drained

paying

spray

driveway

playground

armchair

mailbox

grains

/ae/ → 'ai'

/ae/ → 'ay'

Handwriting practice lines for sorting words by spelling. The first column of words (airplane, tray, drained, paying, spray) are grouped under the /ae/ → 'ai' heading. The second column of words (driveway, playground, armchair, mailbox, grains) are grouped under the /ae/ → 'ay' heading. There are 10 rows of handwriting lines for each group.

NAME: _____

DATE: _____

PP.8

Activity Page

Sort the words by their spellings for /oe/.

roads

charcoal

poke

soaked

joke

float

/oe/ → 'o_e'

/oe/ → ‘oa’

Sort the words by their spellings for /oe/.

throat

home

toast

groaning

dome

throne

/oe/ → 'o_e'

/oe/ → 'oa'

The page features a large teal-bordered box at the top containing the words. Below this, there are two rows of handwriting lines for each word. Each row consists of a solid top line, a dashed midline, and a solid bottom line. The first row is for words with the spelling pattern 'o_e' (throat, home, toast, groaning, dome). The second row is for words with the spelling pattern 'oa' (throne). There are 12 lines in total for the words.

NAME: _____

DATE: _____

PP.9

Activity Page

Directions: Have students color the boxes that contain words with the /a/ sound as in hat in one color and the boxes that contain words with the /ae/ sound as in cake in another color.

rate

match

dancer

glance

late

backpack

pace

Shane

lame

make

camped

fame

Directions: Have students color the boxes that contain words with the /o/ sound as in hot in one color and the boxes that contain words with the /oe/ sound as in home in another color.

throne

comic

frosting

knock

poked

doghouse

holes

close

spoke

wrote

pocket

contest

NAME: _____

DATE: _____

PP.11

Activity Page

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

1. got **goat**

2. change **chain**

3. plain **path**

4. tone **toned**

5. bare **pair**

6. **play** plain

7. **coat** boat

8. **rain** road

9. **say** stay

NAME: _____

DATE: _____

PP.12

Activity Page

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

1. Do plants have **brains**?

2. Can you doze in a **chair**?

3. Can you think with your **nose**?

4. Can a stone **float**?

5. Is the word *Jane* a name?

6. Can you **stay** at a home?

7. Can **toads** play soccer?

8. Is **toast** green?

9. Can you **sail** in a **boat**?

10. Do whales have **nails**?

11. Is summer hotter than
winter?

12. Is the word *cat* a noun?

13. Are **coals** hot?

14. Can you make an **airplane**?

NAME: _____

PP.13

DATE: _____

Activity Page

Match the words to the pictures and write them on the lines.

chair

goat

stairs

coat

goal

hay



Match the words to the pictures and write them on the lines.

rain

rope

airplane

playground

soap

toad



NAME: _____

DATE: _____

PP.14

Activity Page

Match the words to the pictures and write them on the lines.

1. **goat**



2. **mailbox**



3. **toaster**



4. snail



5. coat



6. train



1. Dave **Kay** and **Gail** are my pals.
2. In the winter you need a hat mittens and a thick **coat**.
3. Panthers snakes and moles can be all black.
4. I'd like to have a cat a **goat** or a **toad** for a pet.
5. I had to write stamp and **mail** a letter yesterday.
6. Shirts can be green red or pink.
7. I like **toast** with jam cheese and chips for a snack.

Directions: Have the student read the sentences and insert the missing commas.

ISBN 979-8-89072-769-5

© 2024. Texas Education Agency. Portions of this work are adapted, with permission, from originals created by Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org).

This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike

4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of the Texas Education Agency, as well as prior works by Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) and is made available under a Creative Commons Attribution- NonCommercial- ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—if you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

This work is based on prior works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution- NonCommercial- ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Printed in the USA