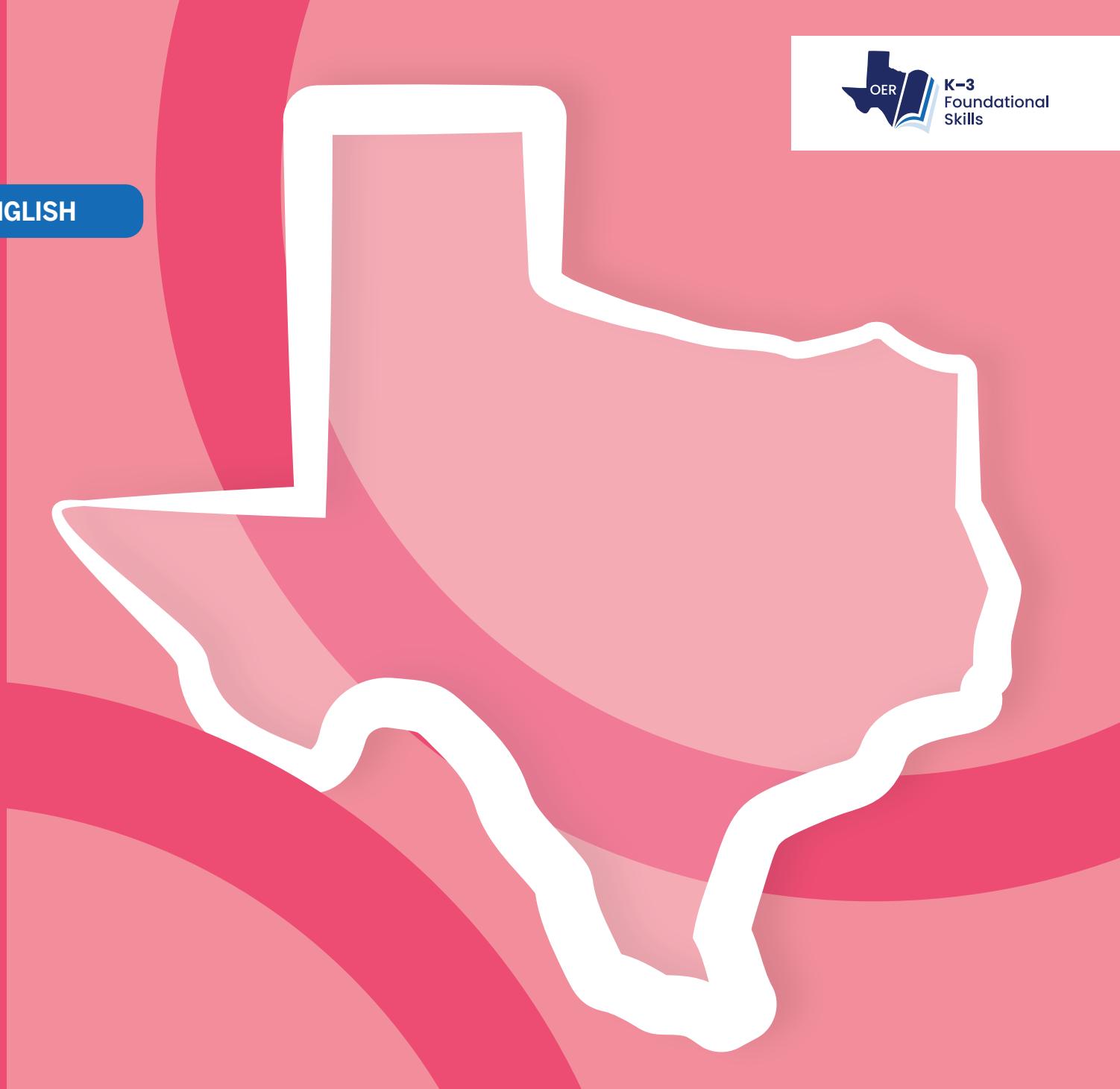




ENGLISH



# KINDERGARTEN FOUNDATIONAL SKILLS UNIT 7

# Activity Book

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EDITION 1

Kindergarten

# **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.

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# **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 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: \_\_\_\_\_

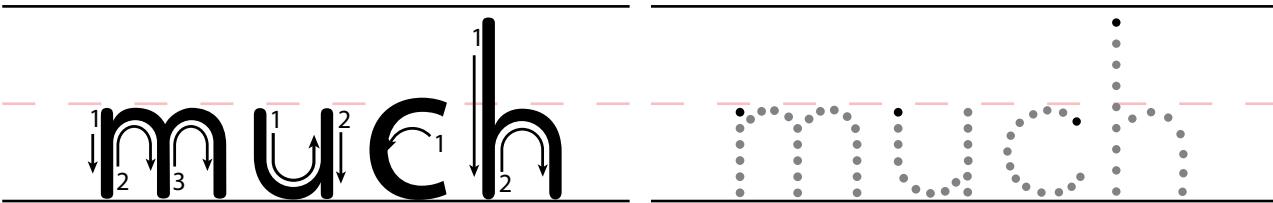
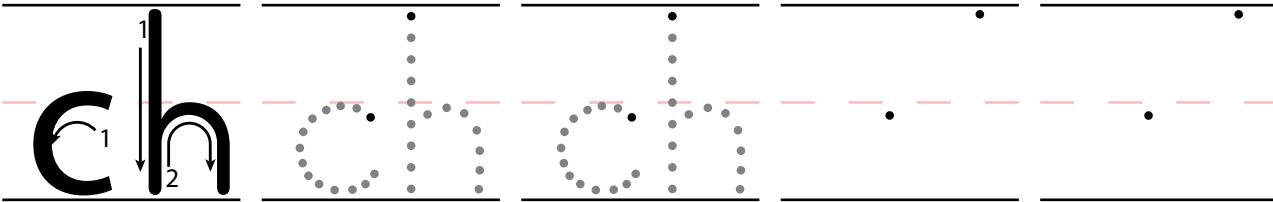
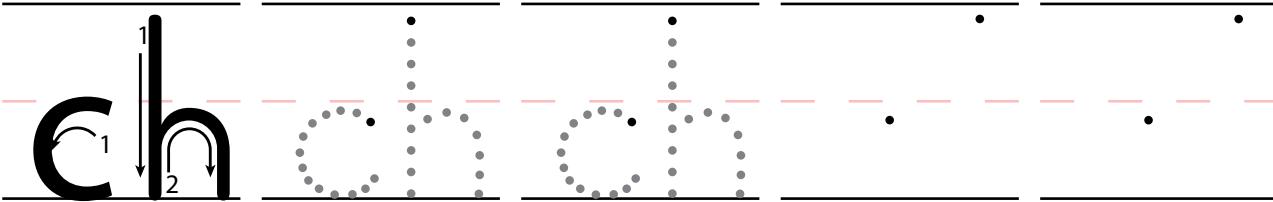
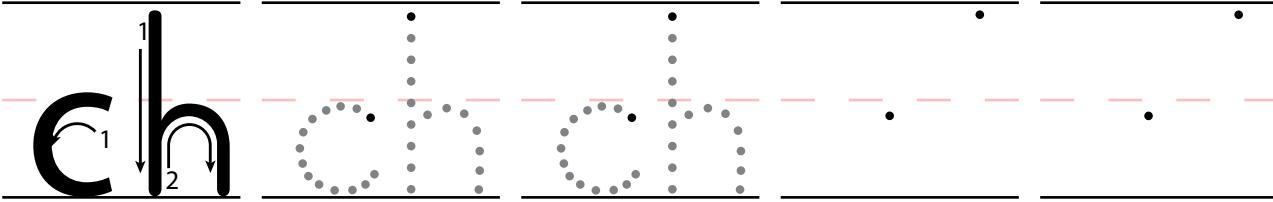
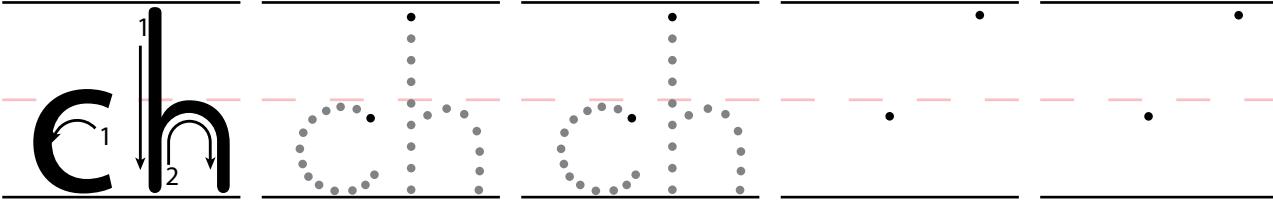
DATE: \_\_\_\_\_

1.1

Activity Page



Directions: Have students trace and copy the digraph and word and say the sounds while printing.



**lunch**

**branch**

**bench**

**chips**



*Directions: Have students write each word under its matching picture.*

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

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

1.2

Activity Page

Directions: For each picture, have students circle the spelling of the depicted item and write the name of the item on the line.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

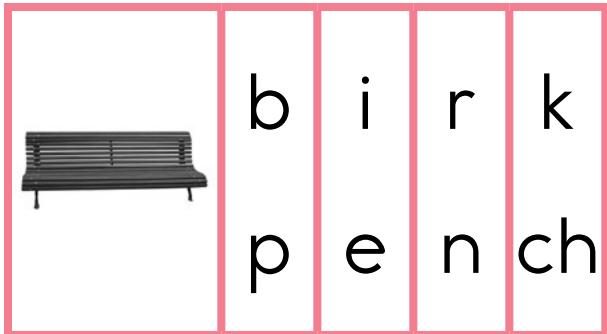
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\_\_\_\_\_

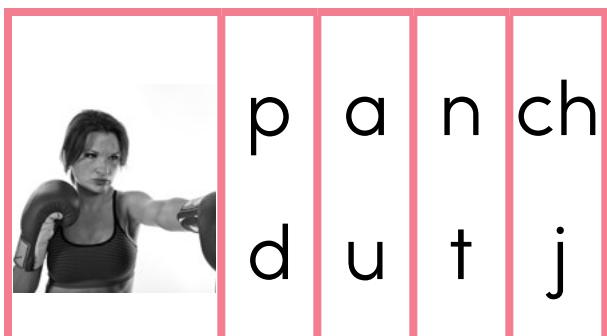
\_\_\_\_\_

\_\_\_\_\_



b i r k  
p e n ch

—  
—  
—



p a n ch  
d u t j

—  
—  
—



g i n sh  
p e m ch

—  
—  
—

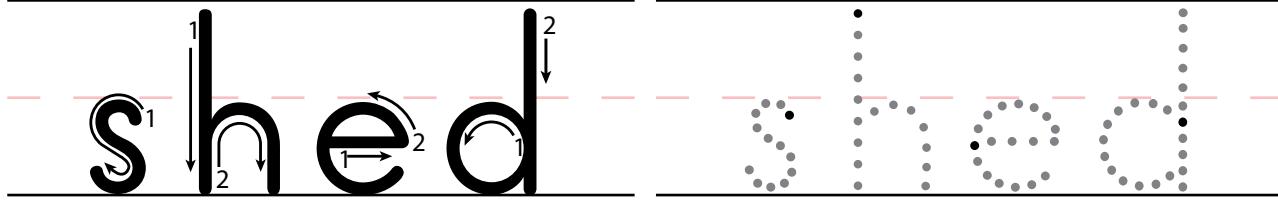
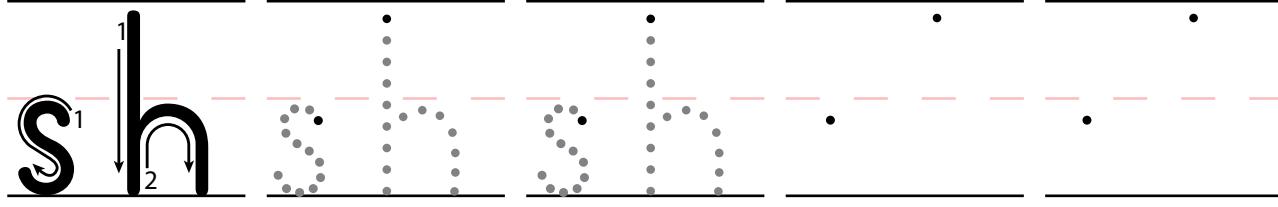
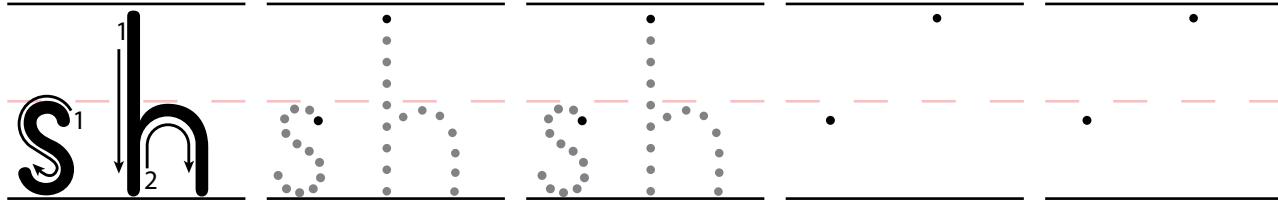
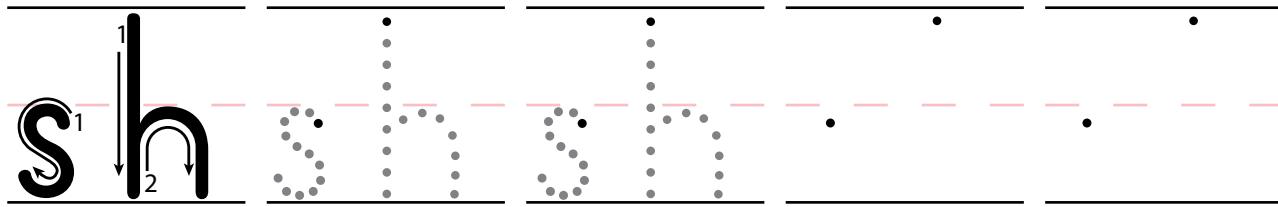
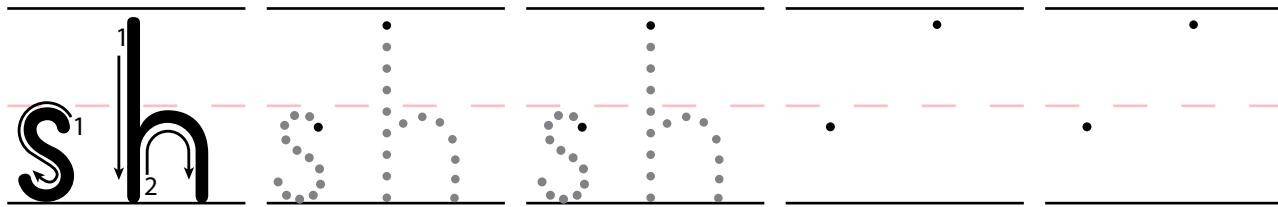
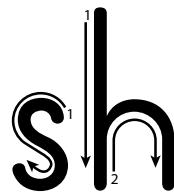
NAME: \_\_\_\_\_

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

2.1

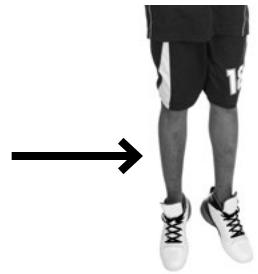
Activity Page

Directions: Have students trace and copy the digraph and word and say the sounds while printing.

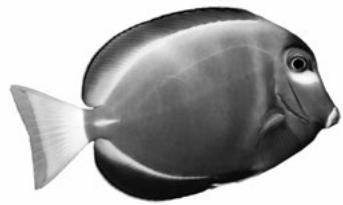


*Directions: Have students write each word under its matching picture.*

**1. shin**



**2. fish**



**3. brush**



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

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

2.2

Take-Home

Dear Family Member,

Your student has been taught to read the digraphs 'sh' and 'ch'. Digraphs are spellings consisting of two letters. Both letters together stand for only one sound as in "chill" and "rash." Words with digraphs are difficult to read at first because the reader has to recognize that two letters combined stand for a single sound. Ask your student to cut out the word cards below. Show the cards to your student and have your student read them. Notice the digraphs are printed in bold letters; if necessary, remind your student these two letters stand for just one sound. You may also read the words aloud and have your student write the sounds down, one at a time. Please keep these cards for future practice.



**bench**

**chest**

**fish**

**chin**

**shrubs**

**shed**

**chips**

**splash**

**crunch**

**trash**

**crush**

**chimps**



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

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

3.1

Activity Page

Directions: Have students write the word from the box to complete each sentence and then read the sentence aloud.



1. The big \_\_\_\_\_ is \_\_\_\_\_.

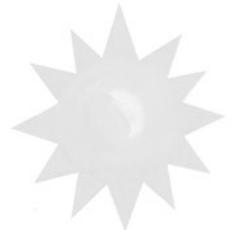


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. The \_\_\_\_\_ is \_\_\_\_\_.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. The \_\_\_\_\_ is \_\_\_\_\_.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

up

4. I look \_\_\_\_\_ at the big \_\_\_\_\_.



5. I look \_\_\_\_\_ at the little \_\_\_\_\_.



6. I look \_\_\_\_\_ at the big \_\_\_\_\_.



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

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

up

7. I look \_\_\_\_\_ at the little \_\_\_\_\_.



8. I look \_\_\_\_\_ at the little \_\_\_\_\_.



in the big \_\_\_\_\_.



down

1. I can



\_\_\_\_\_

— - - - -

\_\_\_\_\_

the



2. I can



\_\_\_\_\_

— - - - -

\_\_\_\_\_

the



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

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

**3.1**  
CONTINUED

Activity Page

# up, down

1. I can



\_\_\_\_\_

— — — — —

and

\_\_\_\_\_

2. I can



\_\_\_\_\_

— — — — —

and

\_\_\_\_\_

— — — — — the



3. I can look at the



and look the .



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

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

3.2

Activity Page

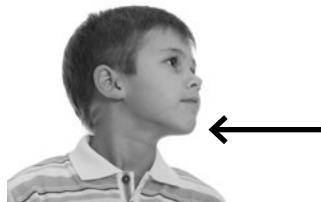
Directions: For each picture, have students read the phrases and put a check mark in the box next to the matching phrase.

1.



big **sh**ip  
 big **sh**op

2.



his **ch**in  
 his **sh**in

3.



trash in **ch**est  
 cash in **ch**est

4.



**ch**op up logs  
 **ch**op up **sh**ips

5.



**fi**sh and **sh**rimp  
 ham and **ch**ips

---

6.



**such** big hands  
 **such** big cats

---

7.



**crush** can  
 **crush** box

---

8.



dog on **bench**  
 cat on **bench**

---

9.



crab can **pinch**  
 kid can **pinch**

---

10.



mom **shops**  
 dad **shops**

---

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

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

3.3

Take-Home

Dear Family Member,

For each row on the front and back, have your student blend and read all three words and circle the word matching the picture. If necessary, identify the pictures for your student.

---

1.



**champ** **chomp** **chimp**

---

2.



**punch** **hunch** **bunch**

---

3.



**shed** **mush** **sash**

---

4.



**chip** **ship** **shin**

---

---

5.  **branch** **ranch** **brand**

---

6.  **lunch** **hunch** **lump**

---

7.  **shelf** **fish** **shrug**

---

8.  **crash** **trap** **trash**

---

9.  **ship** **shin** **chin**

---

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

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

3.4

Take-Home

Dear Family Member,

Have your student cut along dotted lines. Then fold along solid lines to make a mini book to read.

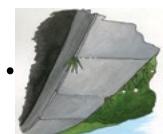


the big

down



I can



the

down



down

up, down

up

I can



up and

down.

The



is up.

The



is up.



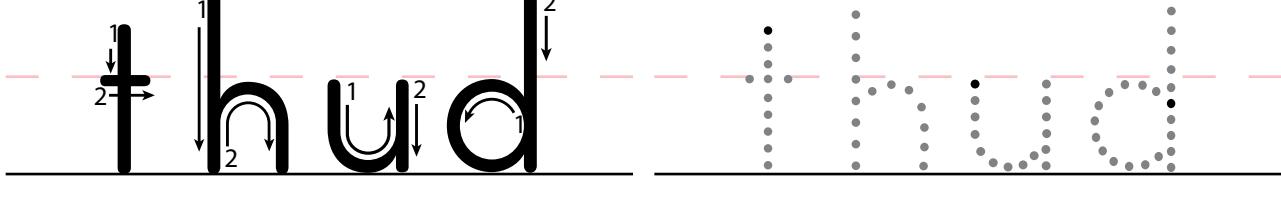
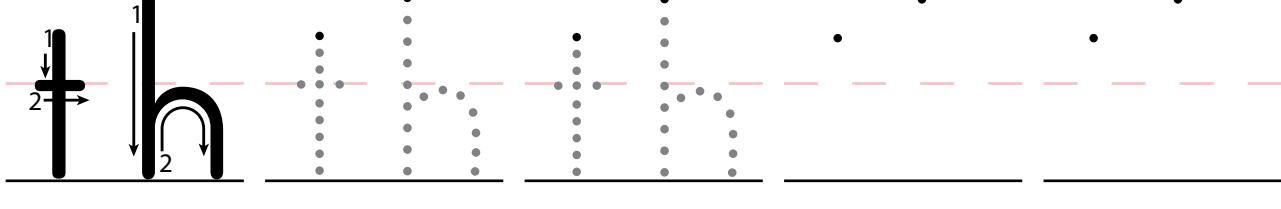
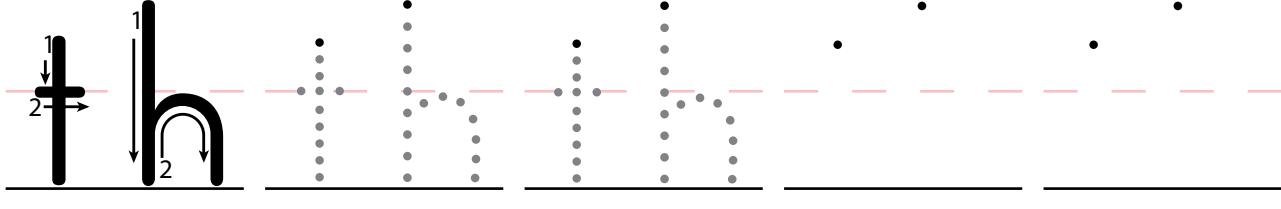
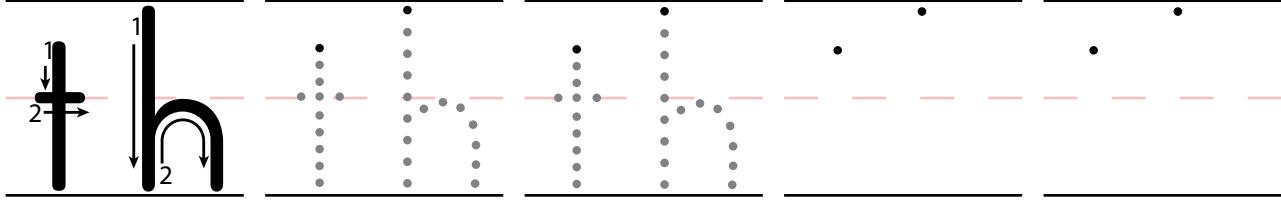
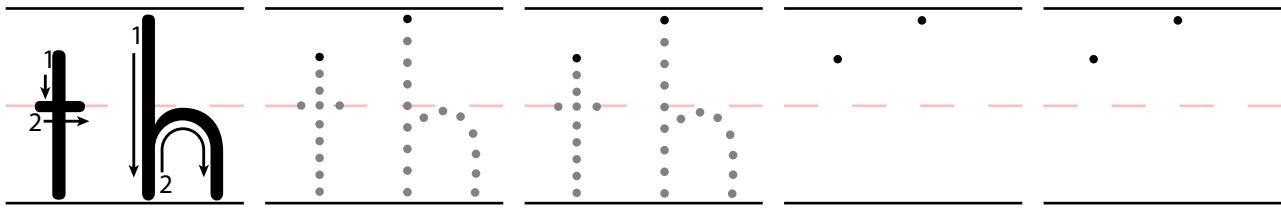
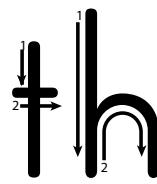
NAME: \_\_\_\_\_

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

4.1

Activity Page

Directions: Have students trace and copy the digraph and word and say the sounds while printing.



*Directions: Have students write each word under its matching picture.*

**1. bath**



**2. moth**



**3. think**



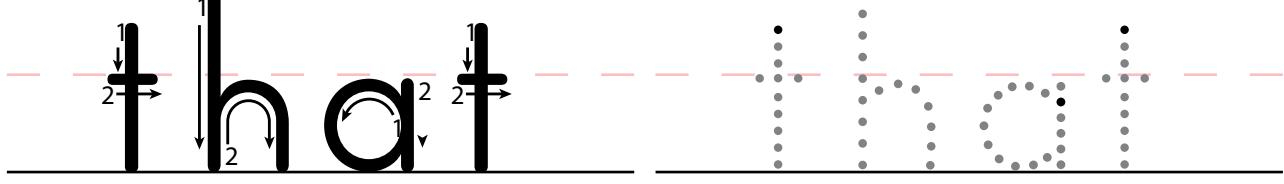
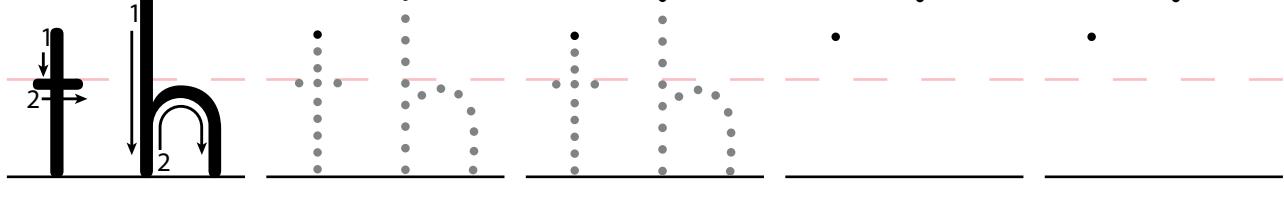
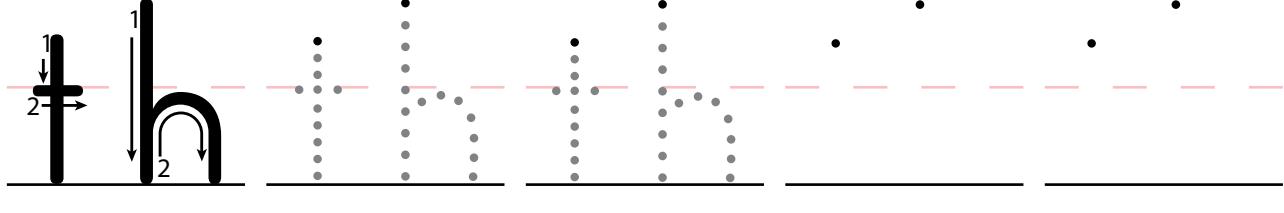
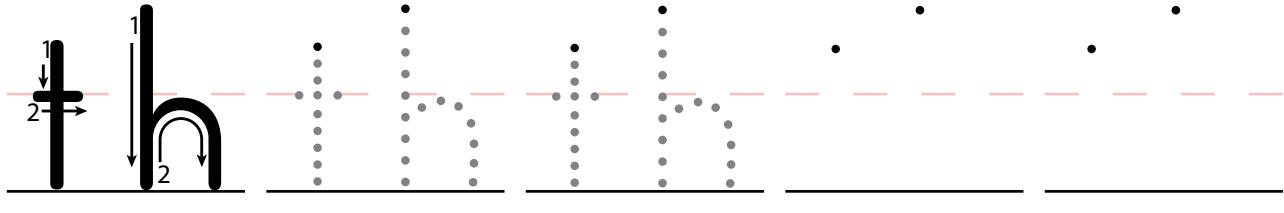
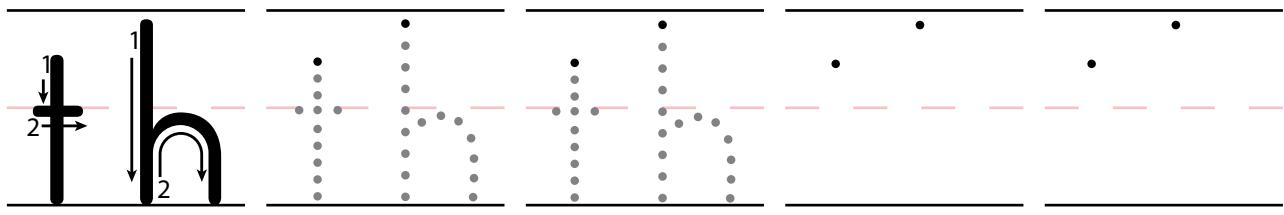
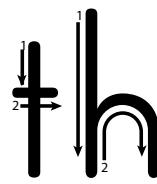
NAME: \_\_\_\_\_

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

5.1

Activity Page

Directions: Have students trace and copy the digraph and word and say the sounds while printing.



Directions: Have students write the words with *buzzy /th/* under the bee saying “*bzzzzz*” and the words with *nonbuzzy /th/* under the crossed-out bee.

math	than	then	theft
that	this	bath	thin



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

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

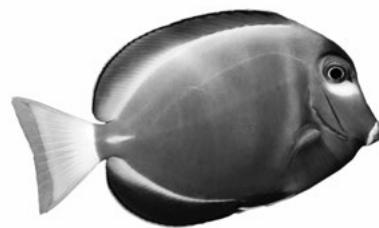
5.2

Take-Home

Dear Family Member,

On the front and back of this sheet, have your student draw a line from each word on the left to the matching picture. If necessary, identify the pictures for your student.

1. **bath**



2. **fish**



3. **think**



4. **branch**



5. moth



6. brush



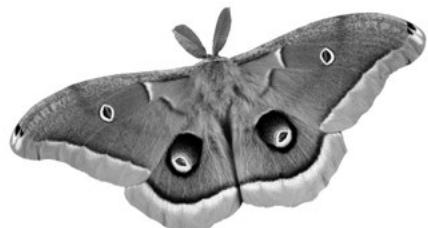
7. chop



8. pinch



9. chest



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

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

6.1

Activity Page

1. **bench**



2. **bath**

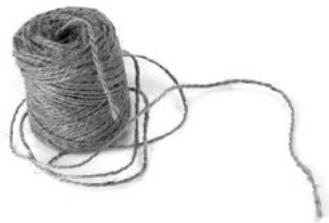


3. **lunch**



*Directions: Have students write each word under its matching picture.*

4. moth



5. cash



6. punch



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

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

7.1

Activity Page

qu

Directions: Have students trace and copy the digraph and word and say the sounds while printing.

qu

qui

qui

Directions: Have students write 'qu' under the pictures of items that begin with /qu/.



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

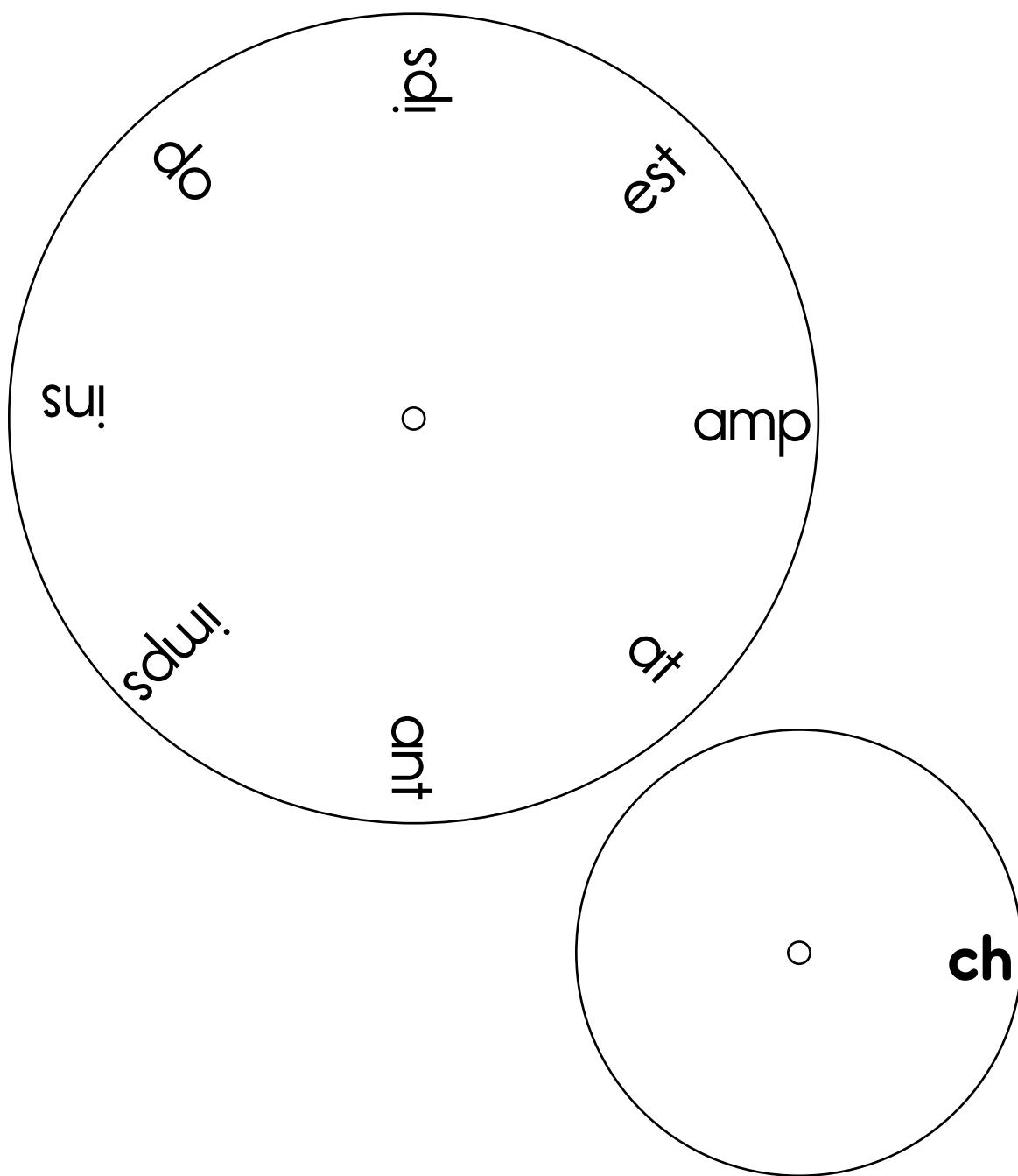
DATE: \_\_\_\_\_

7.2

Take-Home

Dear Family Member,

Ask your student to cut out the two circles. Pin the smaller circle on top of the larger circle with a brass fastener. Ask your student to spin the smaller circle to make words. Have your student read the words they make. You may ask your student to copy the words on a sheet of paper. (If you do not have a brass fastener, write the letters 'ch' in front of each group of letters and ask your student to read the word.)



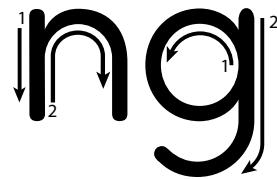


NAME: \_\_\_\_\_

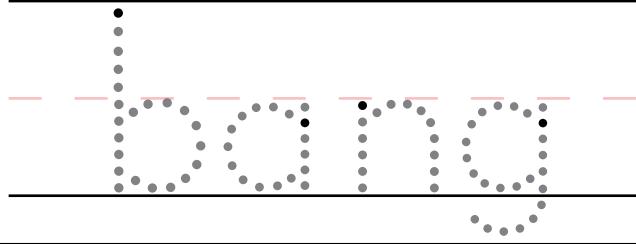
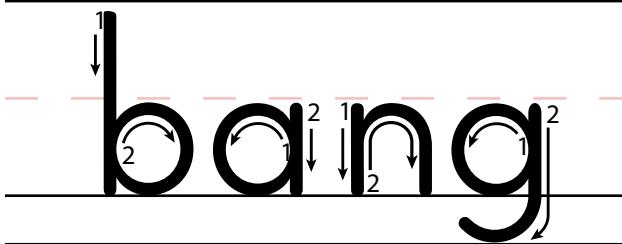
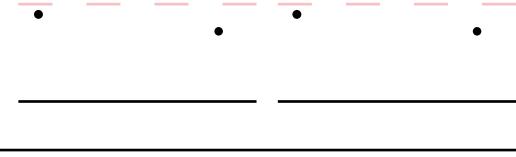
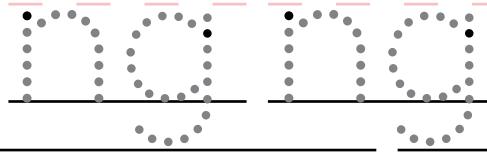
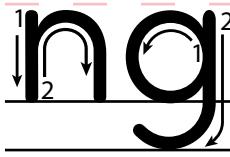
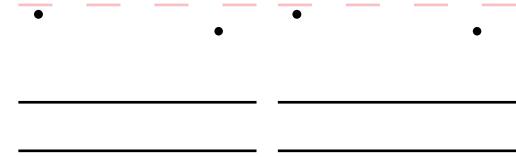
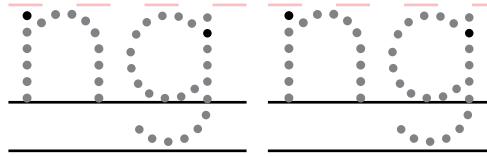
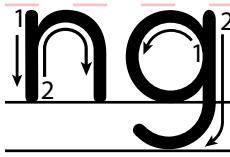
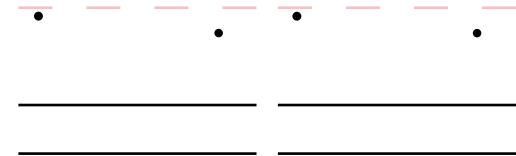
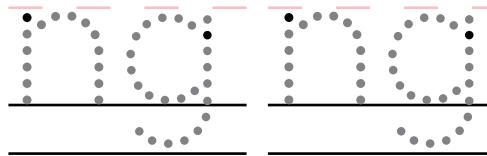
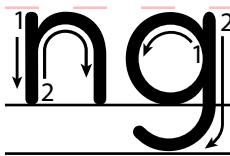
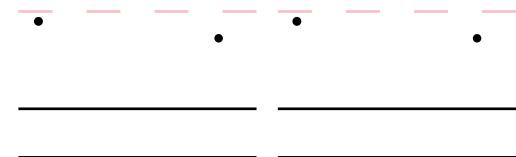
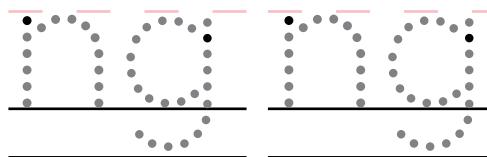
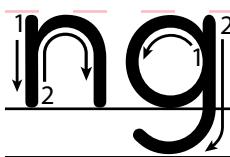
DATE: \_\_\_\_\_

8.1

Activity Page



Directions: Have students trace and copy the digraph and word and say the sounds while printing.



punch

king

ring

swing



*Directions: Have students write each word under its matching picture.*

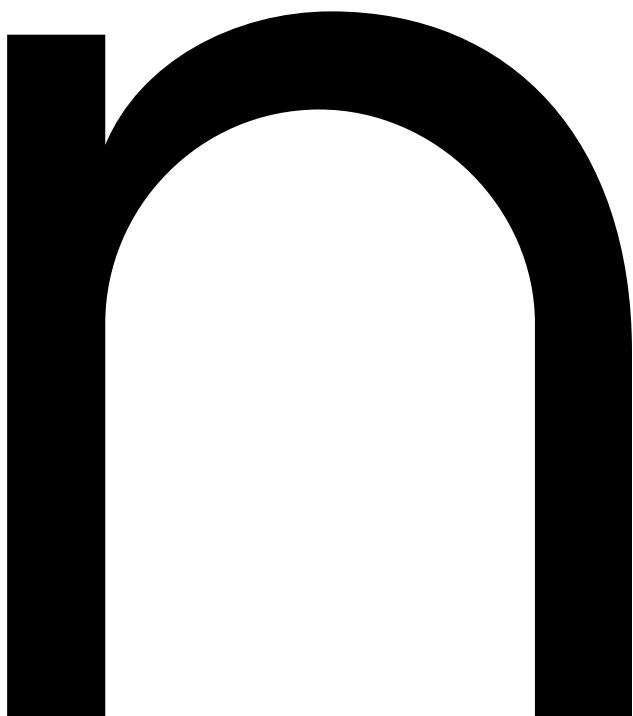
NAME: \_\_\_\_\_

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

8.2

Activity Page

*Directions: Have students hold up this activity page when you say /n/.*



r

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

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

8.3

Activity Page

*Directions: Have students hold up this activity page when you say /ng/.*

ng

no

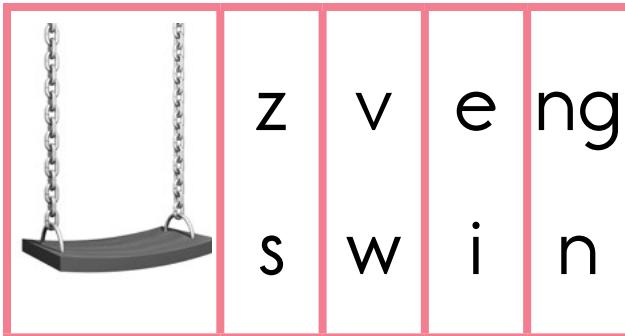
NAME: \_\_\_\_\_

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

8.4

Activity Page

Directions: For each picture, have students circle the spelling of the depicted item and write the name of the item on the line.



\_\_\_\_\_

\_\_\_\_\_

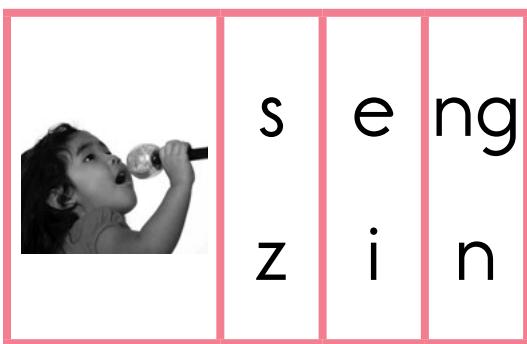
\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



sh i s t  
ch e z d

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



s e p  
sh i d

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



t l o sh  
c r a ch

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

9.1

Activity Page

Directions: Have students write the word from the box to complete each sentence and then read the sentence aloud.



1. The



is \_\_\_\_\_

the



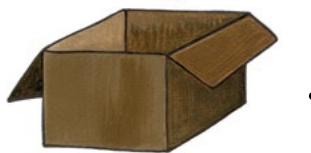
.

2. The



is \_\_\_\_\_

the



.

in, out

1.  The is \_\_\_\_\_.



\_\_\_\_\_

\_\_\_\_\_

2. The is \_\_\_\_\_.



\_\_\_\_\_

\_\_\_\_\_

3. The is \_\_\_\_\_.



\_\_\_\_\_

\_\_\_\_\_

4. The is \_\_\_\_\_.



\_\_\_\_\_

\_\_\_\_\_

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

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

9.1  
CONTINUED

Activity Page

5.



The



is \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

6. The



is \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

7.



The



is \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

8. The



is \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

out

1. I got

---

---

---

the



.

2. I got

---

---

---

the



.

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

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

9.2

Activity Page

Directions: For each word, have students circle and count the sounds. Have students write the number of sounds in the box and copy the word on the line.

1. **ranch**

\_\_\_\_\_

-----

-----

-----

-----

-----

-----

-----

2. **ship**

\_\_\_\_\_

-----

-----

-----

-----

-----

-----

-----

3. **plush**

\_\_\_\_\_

-----

-----

-----

-----

-----

-----

-----

4. **bath**

\_\_\_\_\_

-----

-----

-----

-----

-----

-----

-----

5. **chips**

\_\_\_\_\_

-----

-----

-----

-----

-----

-----

-----

6. **this**

\_\_\_\_\_

-----

-----

-----

-----

-----

-----

-----

7. **song**

\_\_\_\_\_

-----

-----

-----

-----

-----

-----

-----

8. **them**



Handwriting lines for the word 'them': a solid top line, a dashed midline, and a solid bottom line.

9. **moth**



Handwriting lines for the word 'moth': a solid top line, a dashed midline, and a solid bottom line.

10. **sing**



Handwriting lines for the word 'sing': a solid top line, a dashed midline, and a solid bottom line.

11. **bench**



Handwriting lines for the word 'bench': a solid top line, a dashed midline, and a solid bottom line.

12. **brush**



Handwriting lines for the word 'brush': a solid top line, a dashed midline, and a solid bottom line.

13. **chest**



Handwriting lines for the word 'chest': a solid top line, a dashed midline, and a solid bottom line.

14. **thing**



Handwriting lines for the word 'thing': a solid top line, a dashed midline, and a solid bottom line.

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

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

9.3

Take-Home

Dear Family Member,

Your student is learning to read the digraphs 'sh', 'ch', 'qu', 'th', and 'ng'. Digraphs are spellings consisting of two letters. Both letters together stand for only one sound. Ask your student to cut out the word cards. Show the cards to your student and have your student read them. You may ask your student to copy the words onto a sheet of paper. You may also read the words aloud and have your student write the sounds down, one at a time. Please keep these cards and practice reading them each night.



wish

such

this

quilt

ship

bath

string

that

quiz

much

inch

thing

them

then

with



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

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

9.4

Take-Home

Dear Family Member,

Have your student cut along dotted lines. Then fold along solid lines to make a mini book to read.



the

I got out

out



in the



is The

in

I got out

the



The  is

in the .



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

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

10.1

Activity Page

1. **then** **thin**

2. **song** **sang**

3. **gush** **lush**

4. **chat** **chant**

5. **thing** **thin**

6. **quit** **quilt**

*Directions: Have students circle the dictated words and copy them on the lines.*



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

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

10.2

Take-Home

*Directions: Have students write the word from the box to complete each sentence and then read the sentence aloud.*

in, out, up, down

1. I look \_\_\_\_\_ at the \_\_\_\_\_.

\_\_\_\_\_

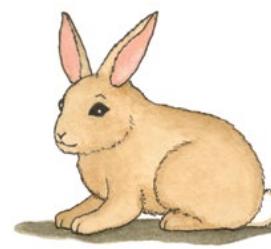
\_\_\_\_\_

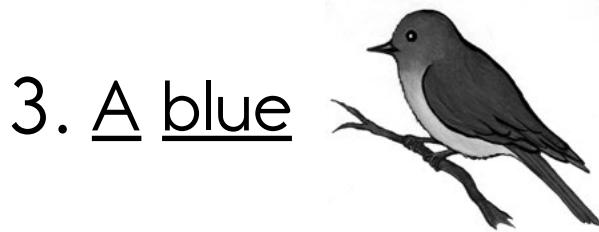


2. I look \_\_\_\_\_ at the \_\_\_\_\_.

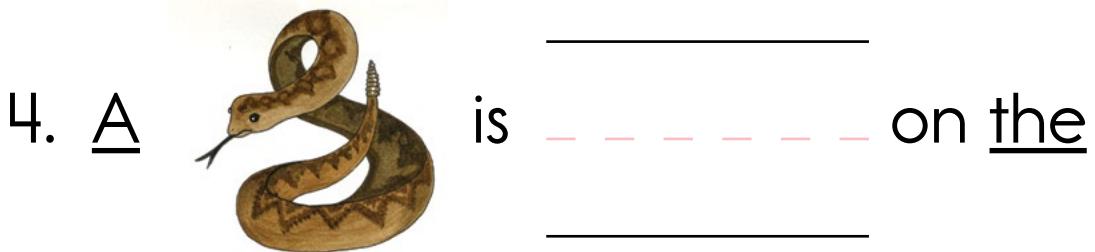
\_\_\_\_\_

\_\_\_\_\_





is \_\_\_\_\_



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

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

10.2  
CONTINUED

Take-Home

5.



The



are

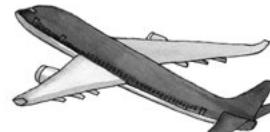
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---

---

6. I look

\_\_\_\_\_ at a



\_\_\_\_\_



\_\_\_\_\_.



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

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

11.1

Assessment

1. **thin**      **then**      **than**      **ten**

2. **math**      **pat**      **path**      **pats**

3. **thin**      **chin**      **shin**      **chip**

4. **lush**      **lunch**      **bunch**      **brunch**

5. **thrash**      **rash**      **trash**      **trap**

6. **quilts**      **quits**      kilts      **quip**

7. **sing**      rang      ring      rung

8. hut      **shut**      **shot**      **shrug**

9. gong      soft      song      **sing**

10. **quit**      **quiz**      **quip**      quits

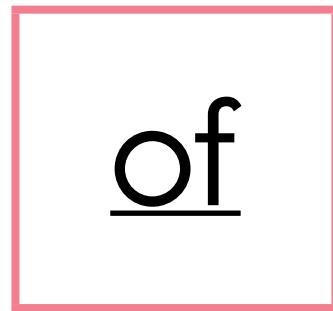
NAME: \_\_\_\_\_

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

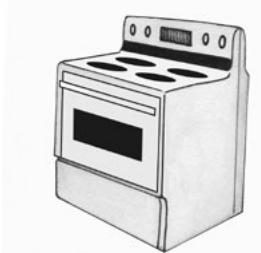
11.2

Activity Page

Directions: Have students write the word from the box to complete each sentence and then read the sentence aloud.



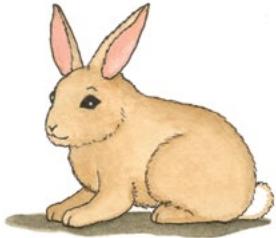
1. The  is out \_\_\_\_\_ the \_\_\_\_\_



2. The  is out \_\_\_\_\_ the \_\_\_\_\_

.

3. The



is out \_\_\_\_\_ the



4. The



is out \_\_\_\_\_ the



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

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

**11.2**  
CONTINUED

Activity Page

5. The  is out \_\_\_\_\_ the \_\_\_\_\_



6. The  is out \_\_\_\_\_ the \_\_\_\_\_





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

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

11.3

Take-Home

Directions: For each picture, have your student read the phrases and put a check mark in the box next to the matching phrase.

1.

 cat in bath dog in bath

2.

 lunch bag lunch box

3.

 cab crash bus crash

4.

 sit on quilt sit on bench

5.

 big ship six ships



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

11.4

Take-Home

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

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. There is an activity on the back.

# Seth

**This is Seth Smith.**

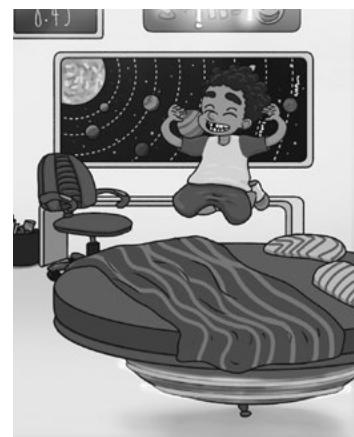
**Seth** is ten.



**Seth** must get in bed at ten.

**Seth** can jump on his bed,  
but not past ten.

**Seth** can stomp and romp and stand on  
his hands, but not past ten.



**Seth**'s dad gets mad if  
**Seth** is not in bed at ten.



Sing “The Alphabet Song” with your student, as they point to each letter. When you finish, randomly call out a letter by name and ask your student to touch it.

a b c d e f g

h i j k l m n

o p q r s t u

v w x y z

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

12.1

Activity Page

**shed**

**string**

**quilt**

**bench**



*Directions: Have students write each word under the matching picture.*



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

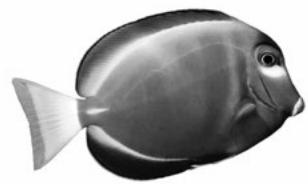
\_\_\_\_\_

**chimp**

**bath**

**fish**

**moth**



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

12.2

Assessment

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

## Student Record Sheet—Reading Assessment (Part 2)

**Note:** The number in parentheses represents the number of points/sounds in each word.

	Word	Phonemes				Total Correct	
1.	then	/th/	/e/	/n/		_____ (3)	
2.	path	/p/	/a/	/th/		_____ (3)	
3.	chin	/ch/	/i/	/n/		_____ (3)	
4.	lunch	/l/	/u/	/n/	/ch/	_____ (4)	
5.	thrash	/th/	/r/	/a/	/sh/	_____ (4)	
6.	quilts	/qu/	/i/	/l/	/t/	/s/	_____ (5)
7.	ring	/r/	/i/	/ng/			_____ (3)
8.	shut	/sh/	/u/	/t/			_____ (3)
9.	song	/s/	/o/	/ng/			_____ (3)
10.	quiz	/qu/	/i/	/z/			_____ (3)

Initial Digraphs

\_\_\_\_\_ /6

Final Digraphs

\_\_\_\_\_ /5

Total Correct

\_\_\_\_\_ /34



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

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

12.3

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. Encourage your student to ask you questions about the story.

## Seth's Mom

This is Pat.

Pat is Seth's mom.



Pat can fix **things**.



Pat can scrub, plan, and **think**.



Pat is **strong**.

Pat can run fast.



Pat can **sing songs**.



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

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

12.4

Take-Home

Directions: Have your student write the word from the box to complete each sentence and then read the sentence aloud to you.

out, of

1. The



are

the



2. The



is

the



in

3. The



is

\_\_\_\_\_

\_\_\_\_\_

the



are

\_\_\_\_\_

\_\_\_\_\_

4. The



the



is

\_\_\_\_\_

\_\_\_\_\_

5. The



the



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

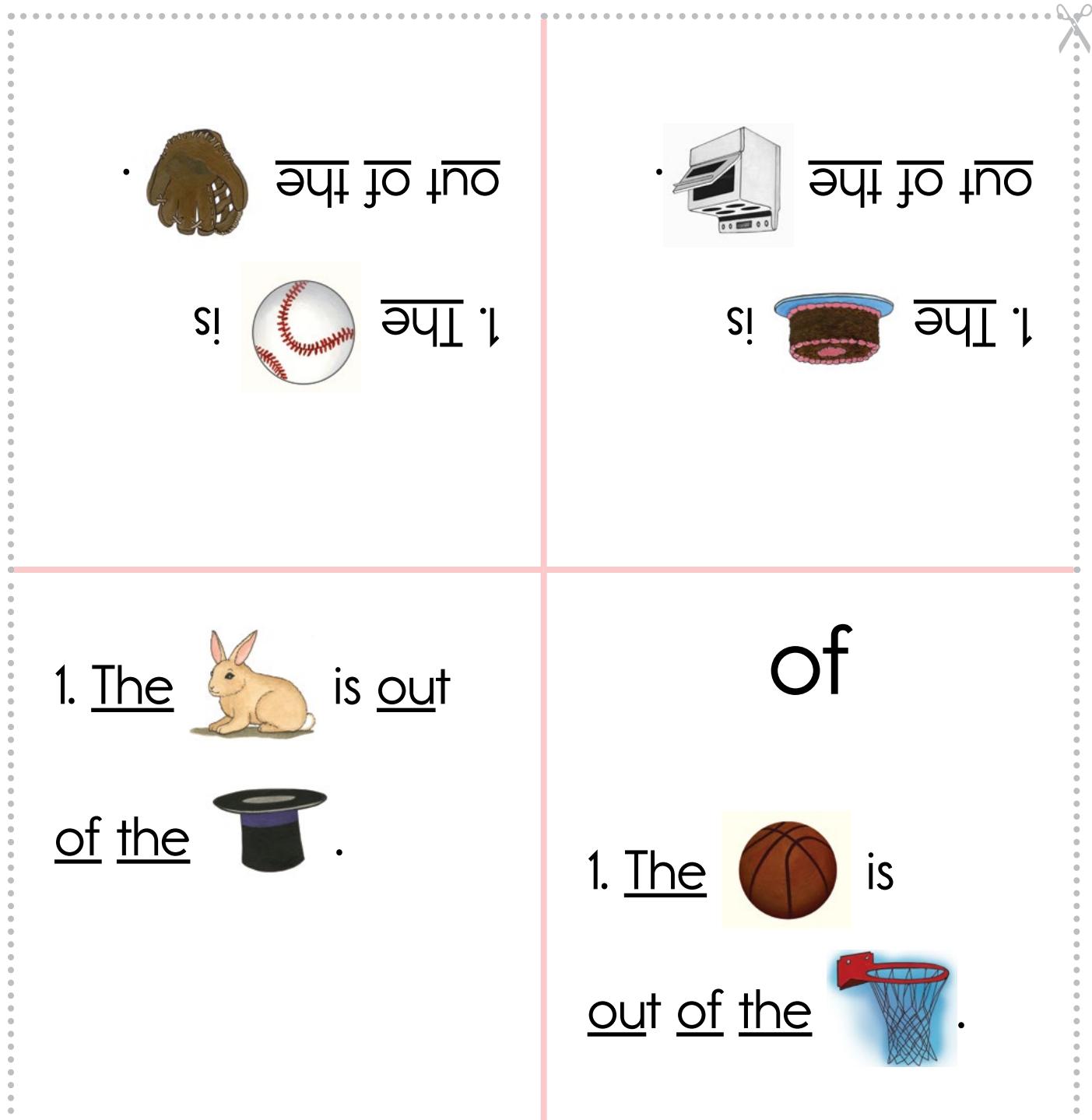
DATE: \_\_\_\_\_

13.1

Take-Home

Dear Family Member,

Have your student cut along dotted lines. Then fold along solid lines to make a mini book to read.





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

14.1

Activity Page

1. ship



2. king



3. cash



*Directions: Have students write each word under the matching picture.*

4. **ring**



5. **chat**



6. **chop**



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

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

14.2

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.

## Seth's Dad

**This is Ted.**

**Ted is Seth's dad.**



**Ted brings his lunch with him.**



Ted **thinks** and plans.

Ted is fast **with** math.



Ted is **strong**.

Ted can crush **tin cans** **with** his hands.



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

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

15.1

Activity Page

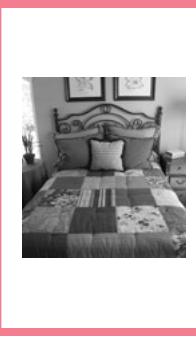
Directions: For each picture, have students circle the spelling of the depicted item and write the name of the item on the line.

	ch	i	p	z	_____
	sh	a	b	s	_____

	p	i	u	sh	_____
	b	r	n	ch	_____

	qu	e	l	t	_____
	ch	i	f	d	_____



m i ch  
n o th

---

---

---

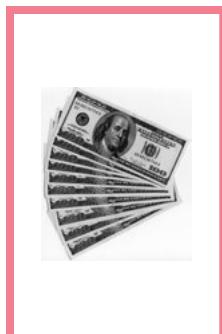


d e sh  
f i ch

---

---

---



c e sh  
g a s

---

---

---

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

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

15.2

Take-Home

Dear Family Member,

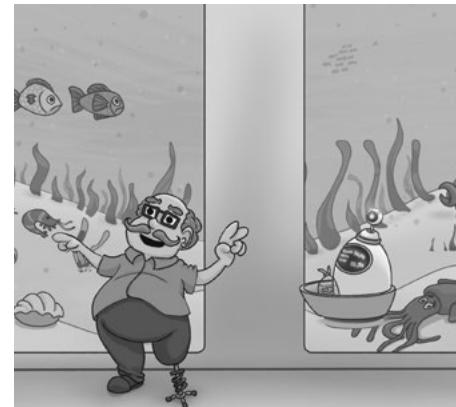
This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together.

## Sal's Fish Shop

Pat and Seth went in Sal's Fish Shop.



Sal had **fresh** fish.



Sal had **fresh** shrimp.

Sal had crabs.

Sal had clams.

Sal had **squid**.

Pat got **fish** and **shrimp**.



Sing “The Alphabet Song” with your student, as they point to each letter. When you finish, randomly call out letters by name and ask your student to touch the letter you named.

a b c d e f g

h i j k l m n

o p q r s t u

v w x y z

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

16.1

Activity Page

1.



bath

bed

bib

2.



desk

disk

dusk

3.



fox

fog

ox

4.



caps

chips

clips

5.



ship

shin

shop

Directions: For each picture, have students circle the matching word.



6.

clam      clap      cap



7.

shelf      shrug      ship



8.

wig      wax      wing



9.

cat      chin      chest



10.

desk      dish      drop

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

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

16.2

Take-Home

Dear Family Member,

On the front and back of this sheet have your student write each word under the matching picture. If necessary, identify the pictures for your student.

1. **sing**



2. **punch**



3. **string**



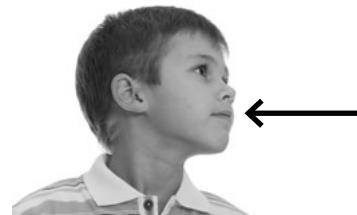
4. king



5. dish



6. quilt



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

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

17.1

Activity Page

*Directions: Have students copy and write each Tricky Word from memory.*

1.

— — — — —

— — — — —

2.

— — — — —

— — — — —

3.

— — — — —

— — — — —

4.

— — — — —

— — — — —



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

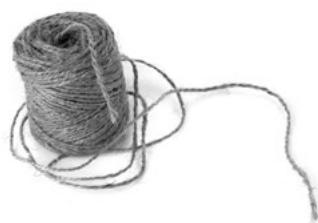
DATE: \_\_\_\_\_

17.2

Take-Home

Directions: For each picture, have your student read the phrases and put a check mark in the box next to the matching phrase.

1.



**long belt**  
 **long string**

2.



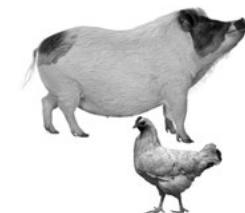
**trash bag**  
 **trash can**

3.



**man on bench**  
 **kid on bench**

4.



**pig with hen**  
 **pig with bug**

5.



**brush on shelf**  
 **brush on bed**

6.



- fin**ch** on branch
- ch**imp on branch

7.



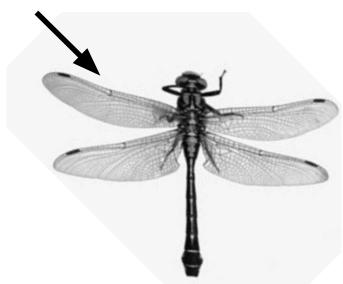
- munch on **ch**ips
- jump on bed

8.



- van crash
- fish crash

9.



- wing** on bug
- wing** on hen

10.



- sh**rimp on dish
- fish on dish

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

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

Take-Home

17.3

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.

## Lunch

**Seth** had **lunch** with his mom and dad.

Pat had **shrimp** and **chips**.

Ted had **shrimp**, **fish**, and **chips**.

**Seth** had ham and **chips**.



**Munch**, **munch**.

**Crunch**, **crunch**.

Yum, yum.



Ask your student to read each of the following words. After your student has read each word, ask your student to provide a rhyming word.

**quit**

**that**

**chip**

**shop**

**sang**

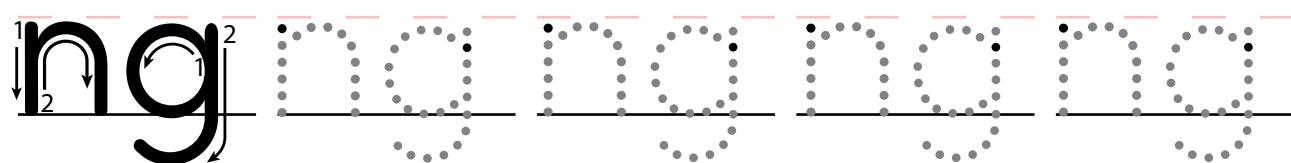
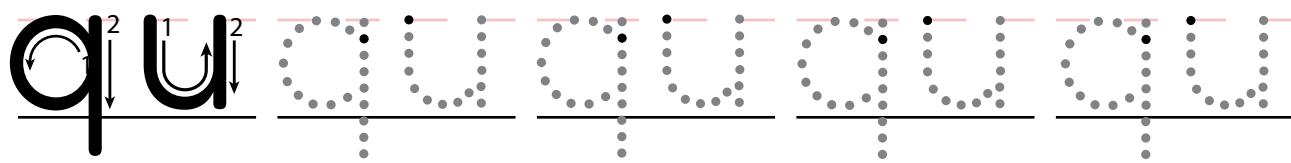
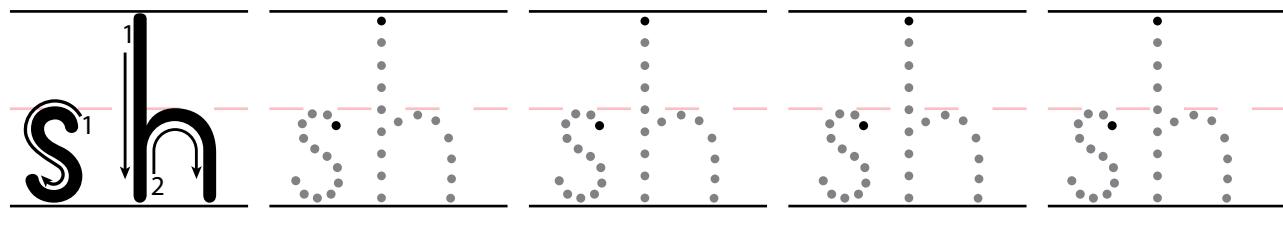
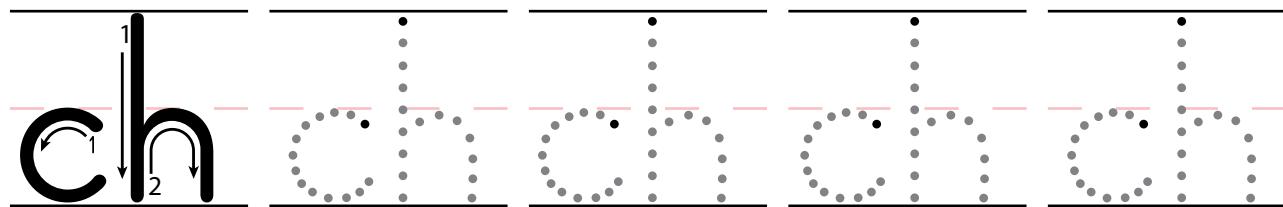
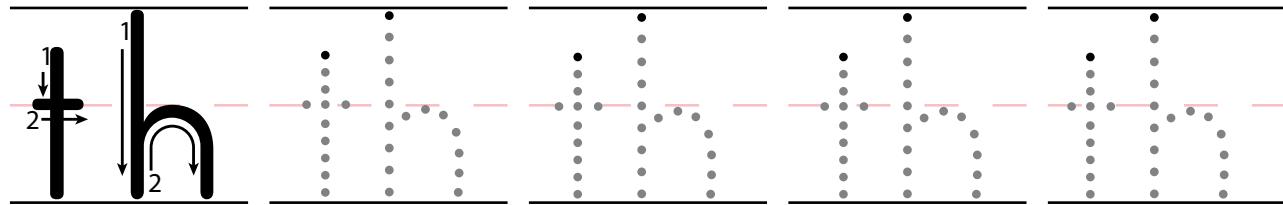
**thing**

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

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

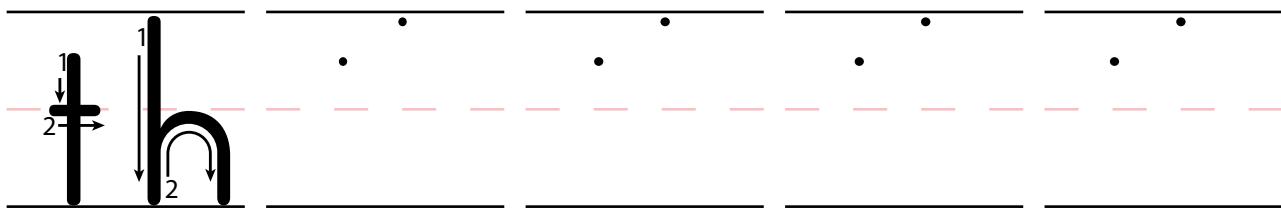
PP.1

Activity Page

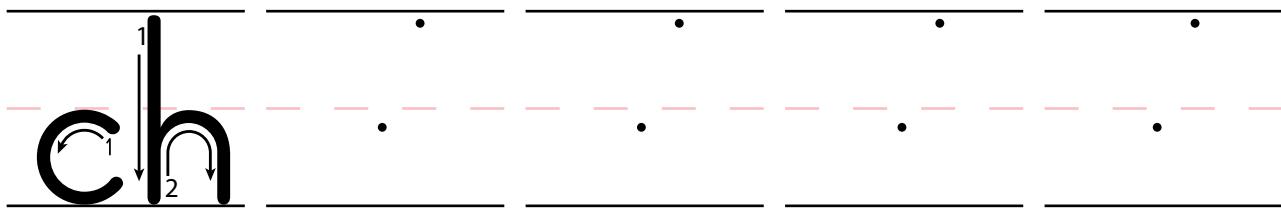


Directions: Have students trace and copy the digraphs as they say the sounds.

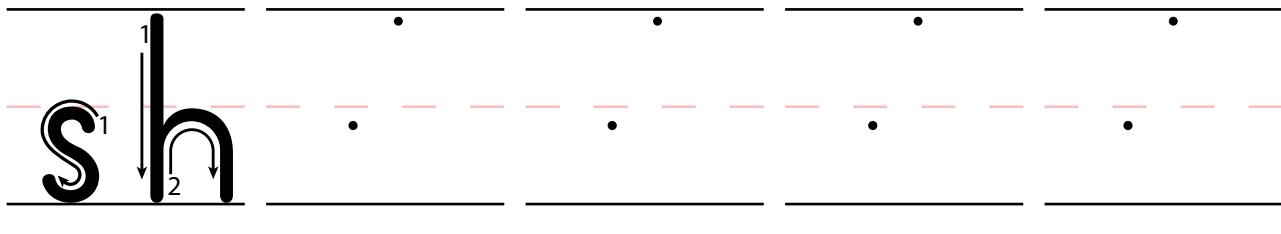
th



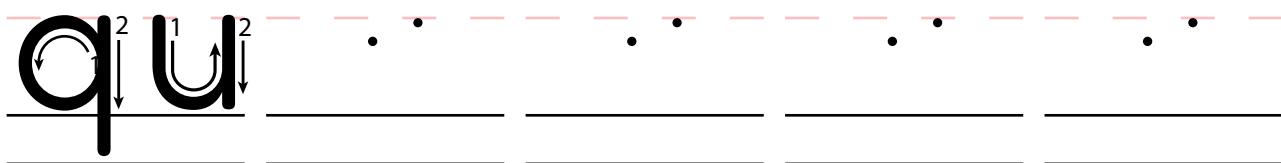
ch



sh



qu



ng



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

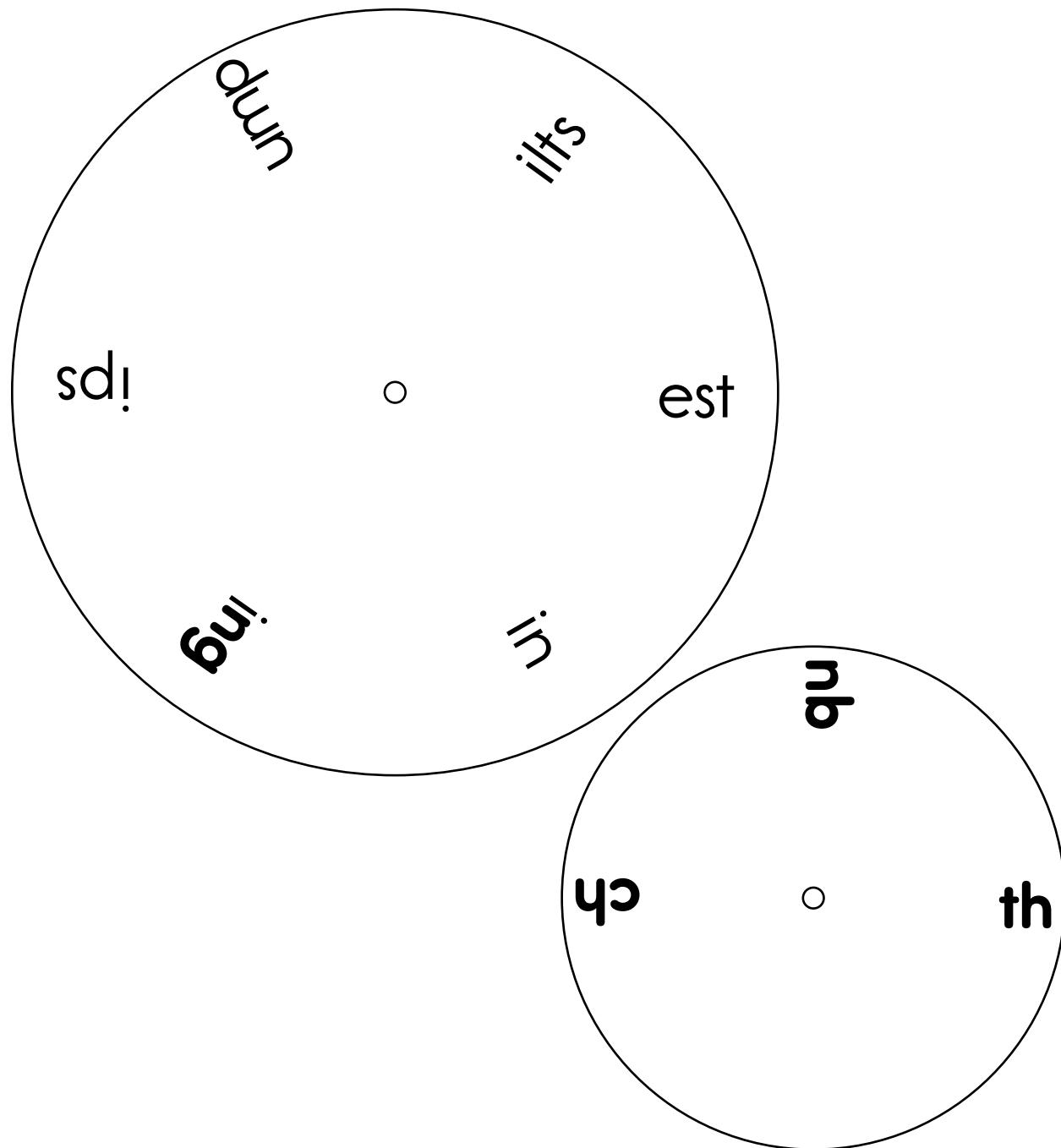
DATE: \_\_\_\_\_

PP.2

Take-Home

Dear Family Member,

Ask your student to cut out the two circles. Pin the smaller circle on top of the larger circle with a brass fastener. Ask your student to spin the smaller circle to make words. Have your student read the words they make. Discuss whether each word is real or silly. Additionally you may ask your student to copy the words on a sheet of paper.





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

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

PP.3

Activity Page



Directions: Have students cut out the word cards and place them on the matching words on Activity Page PP.4.

**champ**

**thump**

**sling**

**them**

**thrust**

**quiz**

**brush**

**shelf**

**bench**

**this**

**baths**

**sheds**

**quit**

**chins**

**wings**



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

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

PP.4

Activity Page



Directions: Have students read the word cards from Activity Page PP.3 and place them on top of the matching words on this activity page.

**sling**

**bench**

**champ**

**quiz**

**them**

**thump**

**sheds**

**brush**

**thrust**

**chins**

**this**

**shelf**

**wings**

**quit**

**baths**



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

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

PP.5

Activity Page

Directions: For each picture, have students read the phrases and put a check mark in the box next to the matching phrase.

1.



**fish in pan**  
 **fish in pond**

2.



**strong man**  
 **thin man**

3.



**bring lunch**  
 **bring gift**

4.



**man sits at desk**  
 **man sits on bench**

5.



**ants in cup**  
 **ants in bag**

---

6.



**splash** in pond

**splash** in bath

---

7.



**chat** with mom

run **with** dad

---

8.



lid on jug

lid on pan

---

9.



kid in bath

pig in bath

---

10.



**long** pants

**long** belt

---

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

PP.6

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

Take-Home

Dear Family Member,

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

## Seth's Finch

**That's Seth's pet finch, Chip.**

**Chip can flap his wings.**

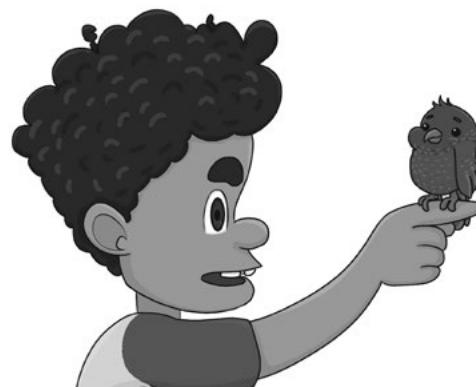
**Chip can munch** on ants and bugs.

**Chip can sing.**



**Chip can land on Seth's hand.**

**That finch** is fun!



Ask your student to read each of the following words. After they have read each word, ask them to provide a rhyming word.

**thin**

**chest**

**lunch**

**wing**

**dish**

**math**

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

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

PP.7

Take-Home

Dear Family Member,

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

## Lost Finch

**Seth's** pet **finch**, **Chip**,  
is lost.

**Seth** can't spot him.

**Pat** can't spot him.

**Ted** can't spot him.



**Chip** is not on **Seth's** bed.

**Chip** is not on **Seth's** desk.

Then, at last, **Pat** spots **Chip**.

**Chip** hid in **Pat's** hat and slept.





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

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

PP.8

Take-Home

Dear Family Member,

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

## Seth's Sled

Seth's sled went fast.

Seth held on.

Seth hit bumps but did not stop.

Seth hit slush but did not stop.



Then Seth's sled hit mud.

Splash!

Seth got mud on his sled.

Seth got mud on his pants.

Seth got mud on his hat.





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

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

PP.9

Take-Home

Dear Family Member,

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

## Meg's Tots

This is Meg.

Meg is Pat's best pal.



Pat has 1 lad—**Seth**.

Meg has 5 tots—Tom, Tim, Max, Sam, and Wes.

Meg has **quints**!



Pat and Ted help Meg.

Pat sets Tim and Tom on **Seth's** rug.

Ted sets Sam on **Seth's** **quilt**.

Pat sets Max on **Seth's** bed.

Ted helps Wes stand up on **Seth's** desk.





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

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

PP.10

Take-Home

Dear Family Member,

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

## Hash and Milk

Pat and Ted had **lunch** with  
Meg's tots.

Max got **hash** on his **chin**.

Wes got **hash** on his bib.

Tim's milk is on Tom.

Then Tom got milk on Tim.

Sam got milk on Pat and Ted.





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

PP.11

Take-Home

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

Dear Family Member,

Ask your student to cut out the letter cards. Show the cards to your student and have them say the sounds. (You may also wish to review the letter names.) Additionally, you may arrange the cards to make the words “chin,” “chip,” “chop,” “pinch,” “quip,” “shin,” “ship,” “shop,” “thin,” “thing,” “ping,” and “pong,” and have your student read the words. You may have your student copy the words on a sheet of paper. Additional activity: Say one of the words listed above and ask your student to try to spell the word by selecting and arranging letter cards.



ch

i

n

qu

sh

p

ng

th

o



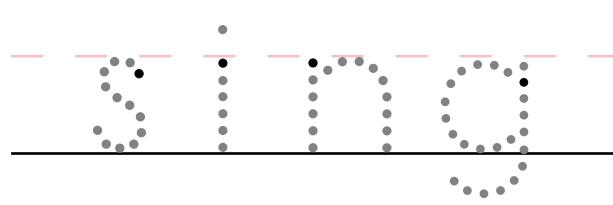
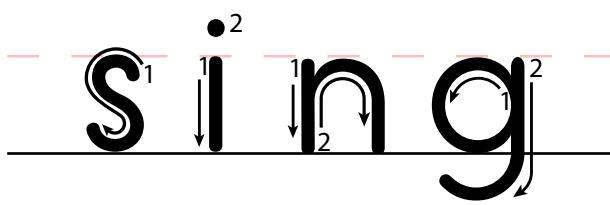
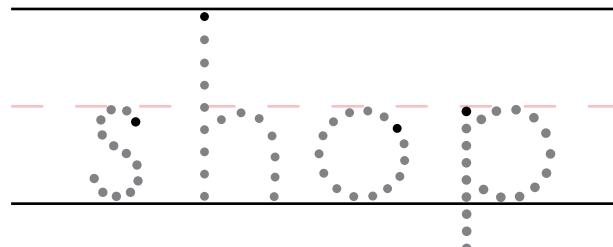
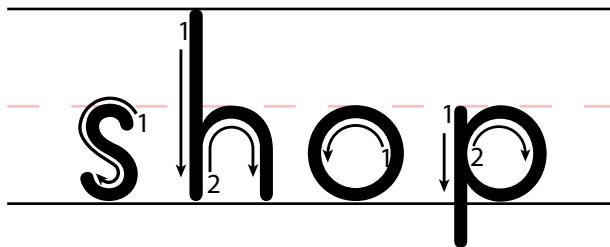
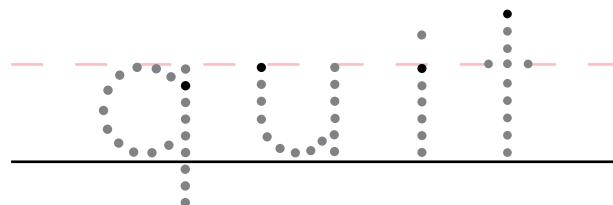
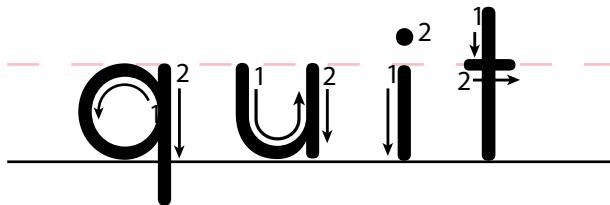
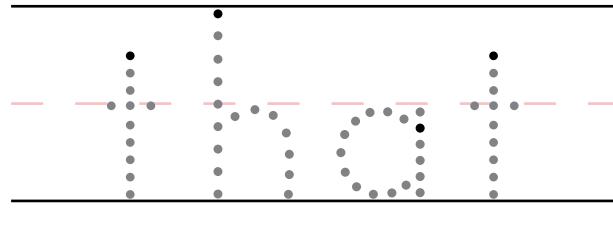
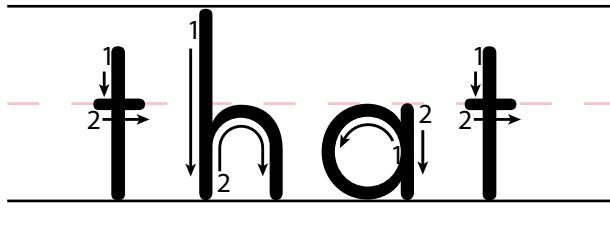
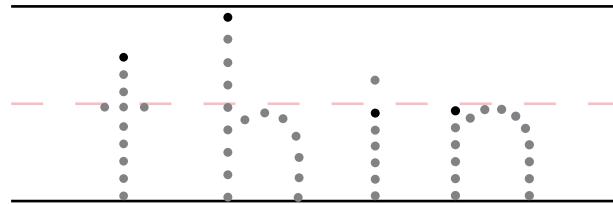
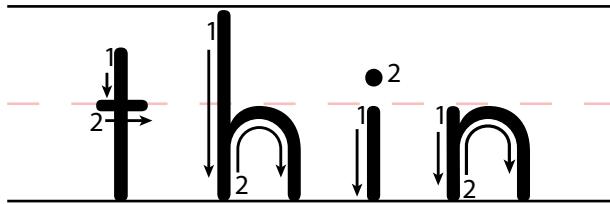
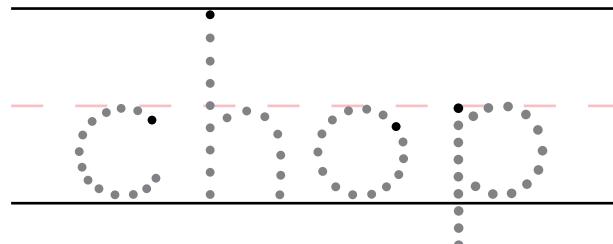
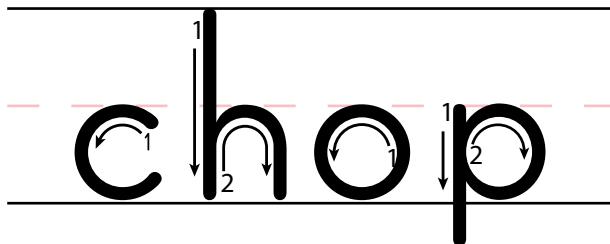
NAME: \_\_\_\_\_

PP.12

Activity Page

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

Directions: Have students trace and copy the words as they say the sounds.



chop

hi

hat

qui

shop

sing

•

•

•

•

•

•

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

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

PP.13

Activity Page

1. **branch**



2. **shed**

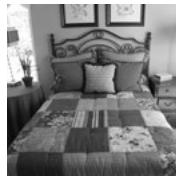


3. **moth**



*Directions: Have students write each word under the matching picture.*

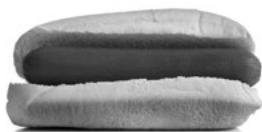
## 4. **quilt**



## 5. **string**



## 6. **pinch**



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

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

PP.14

Activity Page

**ring**

**brush**

**bath**

**quilt**



*Directions: Have students write each word under its matching picture.*



**think**

**sing**

**chimp**

**shed**



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

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

PP.15

Activity Page

Directions: For each picture, have students circle the spelling of the depicted item and write the name of the item on the line.



s i i sh  
p w a ng

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



v a n sh  
b e d ch

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



b l a sh  
c r u m

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



qui      i      n      t  
p      e      l      m

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



m      a      th  
h      o      c

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



l      o      m      ch  
t      u      n      sh

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Running Record for “Lost Finch”—As each student reads aloud from the Reader, *Seth*, mark any misread words directly above the word; circle any omitted words.

## Lost Finch

Seth’s pet finch, Chip, is lost.

Seth can’t spot him.

Pat can’t spot him.

Ted can’t spot him.

Chip is not on Seth’s bed.

Chip is not on Seth’s desk.

Then, at last, Pat spots Chip.

Chip hid in Pat’s hat and slept.

Number of misread words: \_\_\_\_\_ / 45

Notes:



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

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

PP.17

Activity Page

Running Record for “Seth’s Sled”—As each student reads aloud from the Reader, Seth, mark any misread words directly above the word; circle any omitted words.

## Seth’s Sled

Seth’s sled went fast.

Seth held on.

Seth hit bumps but did not stop.

Seth hit slush but did not stop.

Then Seth’s sled hit mud.

Splash!

Seth got mud on his sled.

Seth got mud on his pants.

Seth got mud on his hat.

Number of misread words: \_\_\_\_\_ / 47

Notes:



Running Record for “Meg’s Tots”—As each student reads aloud from the Reader, *Seth*, mark any misread words directly above the word; circle any omitted words.

## Meg’s Tots

This is Meg.

Meg is Pat’s best pal.

Pat has 1 lad—Seth.

Meg has 5 tots—Tom, Tim, Max, Sam, and Wes.

Meg has quints!

Pat and Ted help Meg.

Pat sets Tim and Tom on Seth’s rug.

Ted sets Sam on Seth’s quilt.

Pat sets Max on Seth’s bed.

Ted helps Wes stand up on Seth’s desk.

Number of misread words: \_\_\_\_\_ / 61

Notes:



Running Record for “Hash and Milk”—As each student reads aloud from the Reader, *Seth*, mark any misread words directly above the word; circle any omitted words.

## Hash and Milk

Pat and Ted had lunch with Meg’s tots.

Max got hash on his chin.

Wes got hash on his bib.

Tim’s milk is on Tom.

Then Tom got milk on Tim.

Sam got milk on Pat and Ted.

Number of misread words: \_\_\_\_\_ / 41

Notes:



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