

ENGLISH



KINDERGARTEN FOUNDATIONAL SKILLS UNIT 7

Activity Book

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.

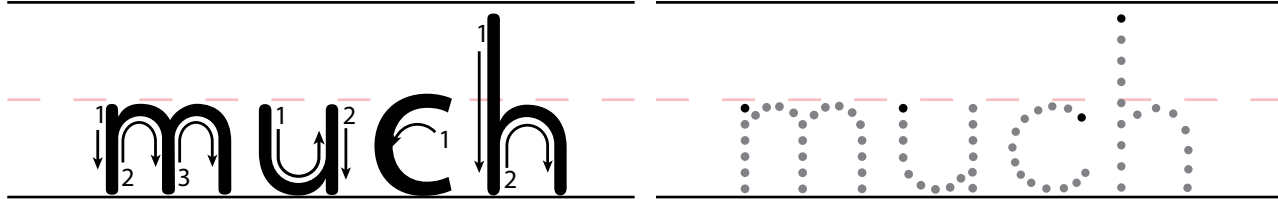
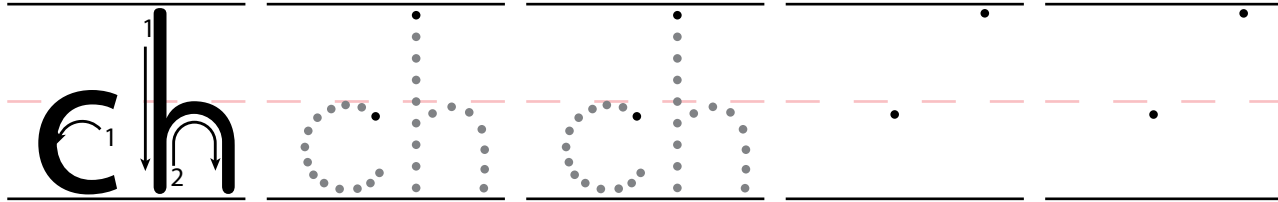
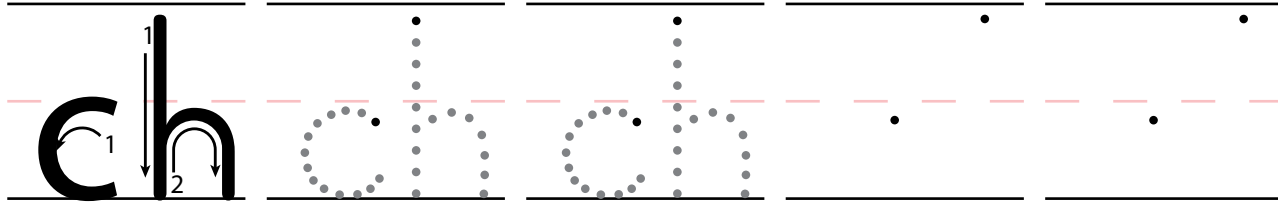
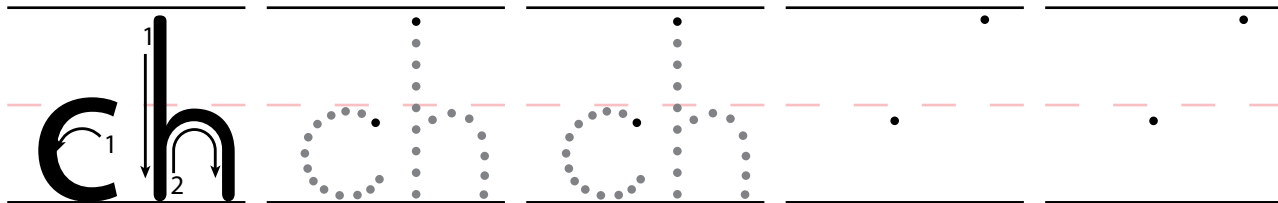
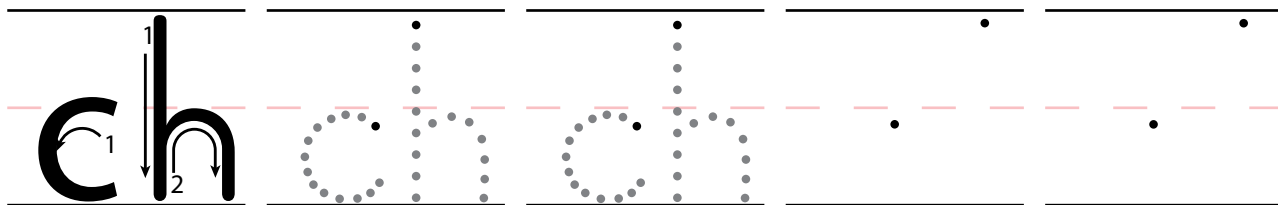
NAME: _____

DATE: _____

1.1

Activity Page

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



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

lunch

branch

bench

chips



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.



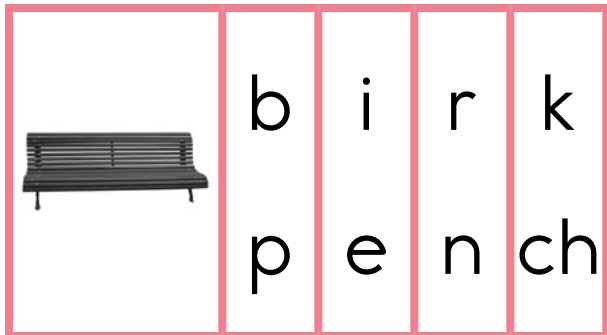
ch	i	s	t
j	e	z	d

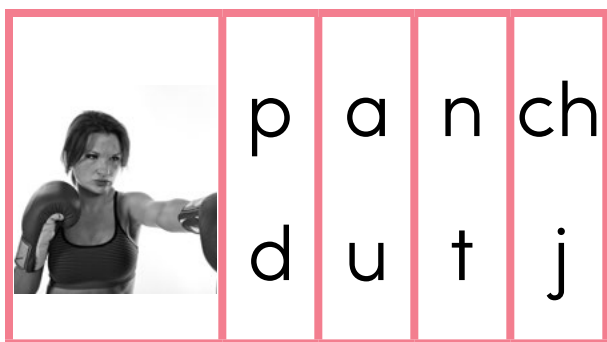


ch	i	m	b
c	o	n	p



h	i	p	t
ch	a	d	s







NAME: _____

DATE: _____

2.1

Activity Page

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

sh

sh sh

sh sh

sh sh

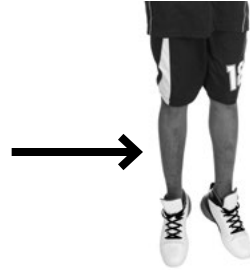
sh sh

shed shed

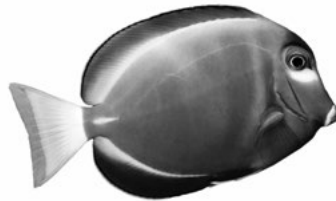
shed shed

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.

up

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: _____

3.1
CONTINUED

Activity Page

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 **ship**

☐

big **shop**

2.

☐

his **chin**

☐

his **shin**

3.

☐

trash in **chest**

☐

cash in **chest**

4.

☐

chop up logs

☐

chop up **ships**

5.

☐

fish and **shrimp**

☐

ham and **chips**

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
I can
down





the
I can
down

up, down

I can  up and
down.

up

The  is up.

The  is up.

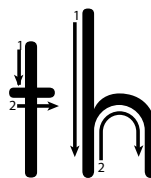
NAME: _____

DATE: _____

4.1

Activity Page

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



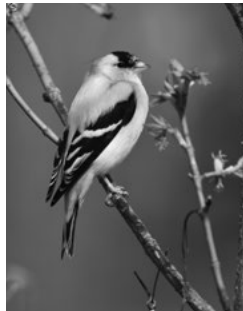
1. bath



2. moth



3. think



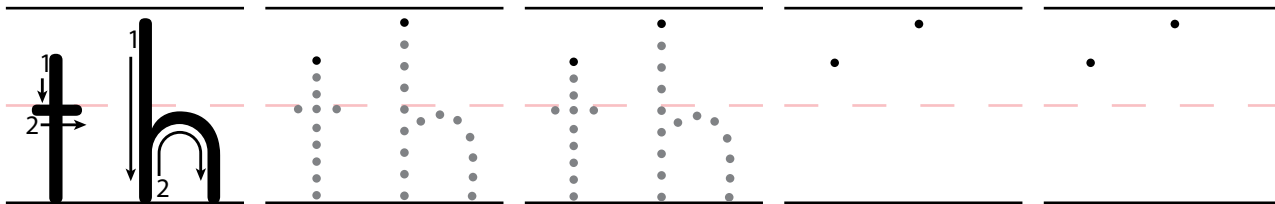
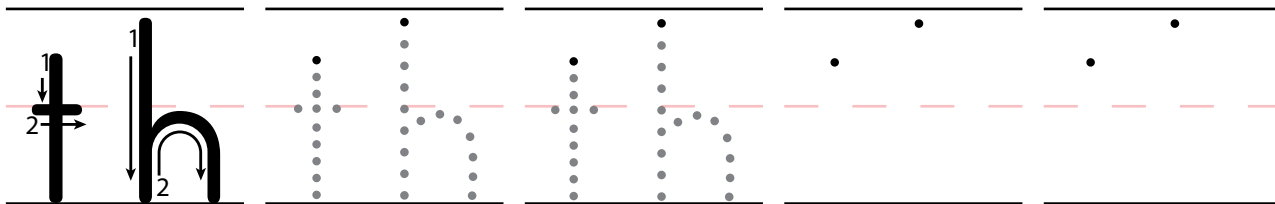
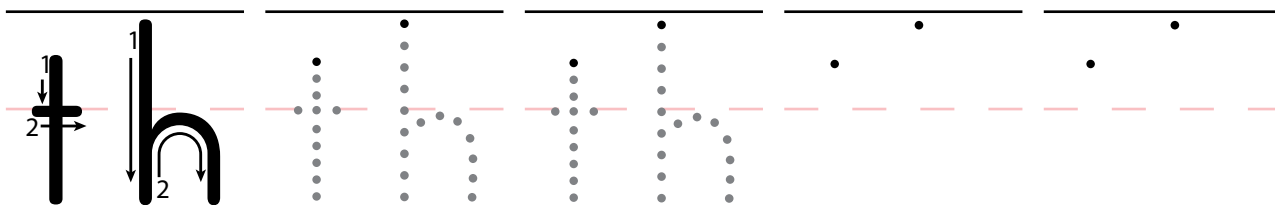
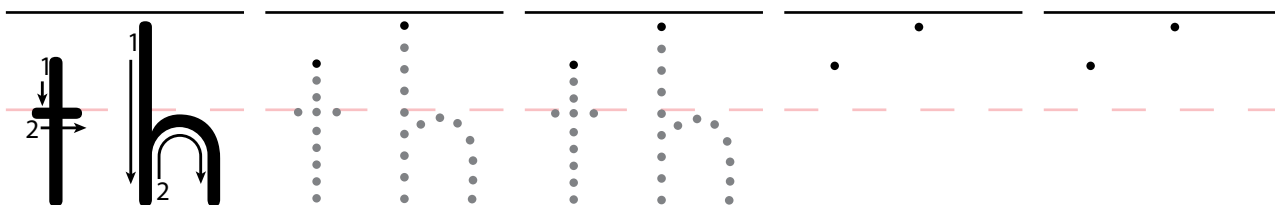
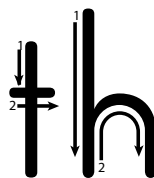
NAME: _____

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



Handwriting practice lines for the words under the bee saying "bzzzzz". Each word is followed by four sets of three horizontal lines (top, middle dashed, bottom) for writing.

Handwriting practice lines for the words under the crossed-out bee. Each word is followed by four sets of three horizontal lines (top, middle dashed, bottom) for writing.

NAME: _____

DATE: _____

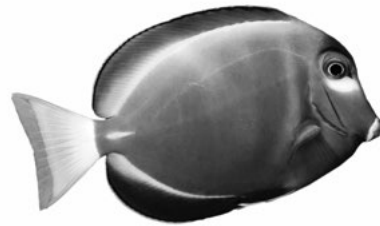
5.2

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

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

1. bench



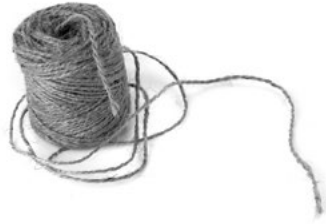
2. bath



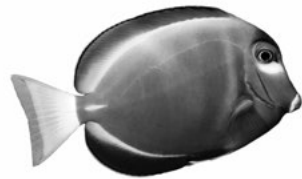
3. lunch



4. moth



5. cash



6. punch



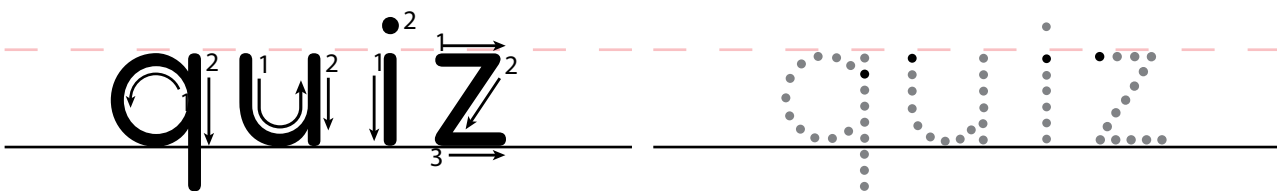
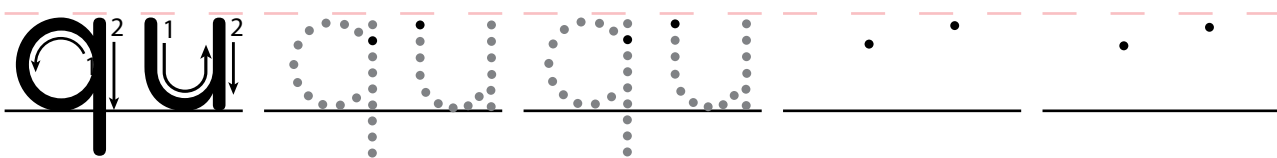
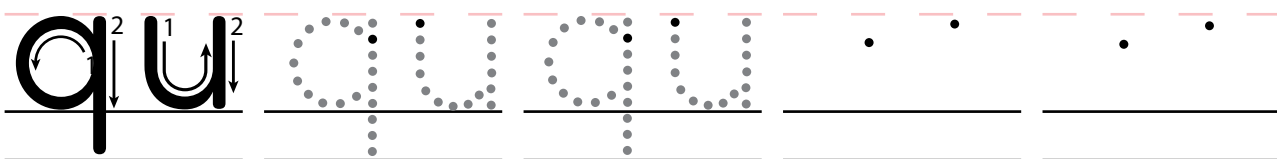
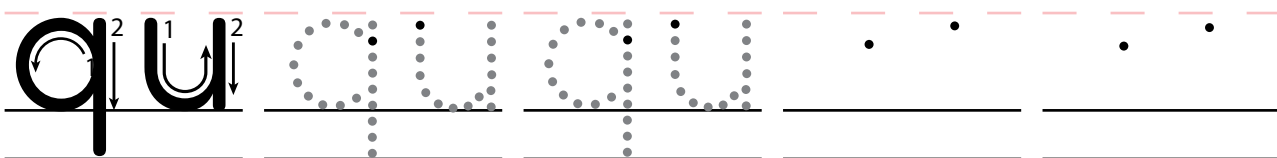
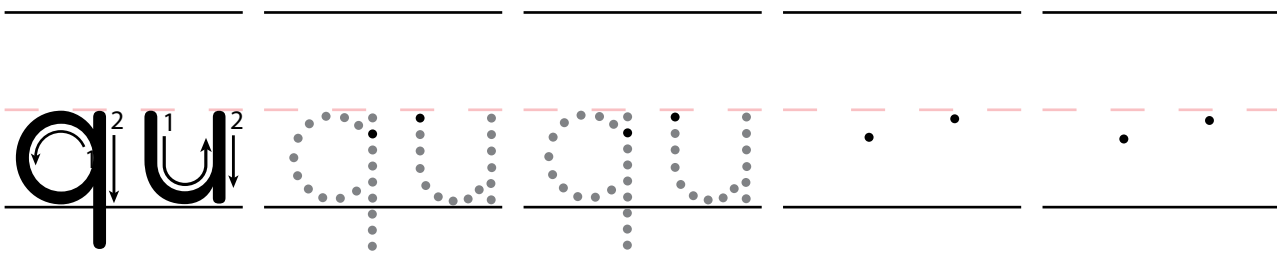
NAME: _____

DATE: _____

7.1

Activity Page

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



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



NAME: _____

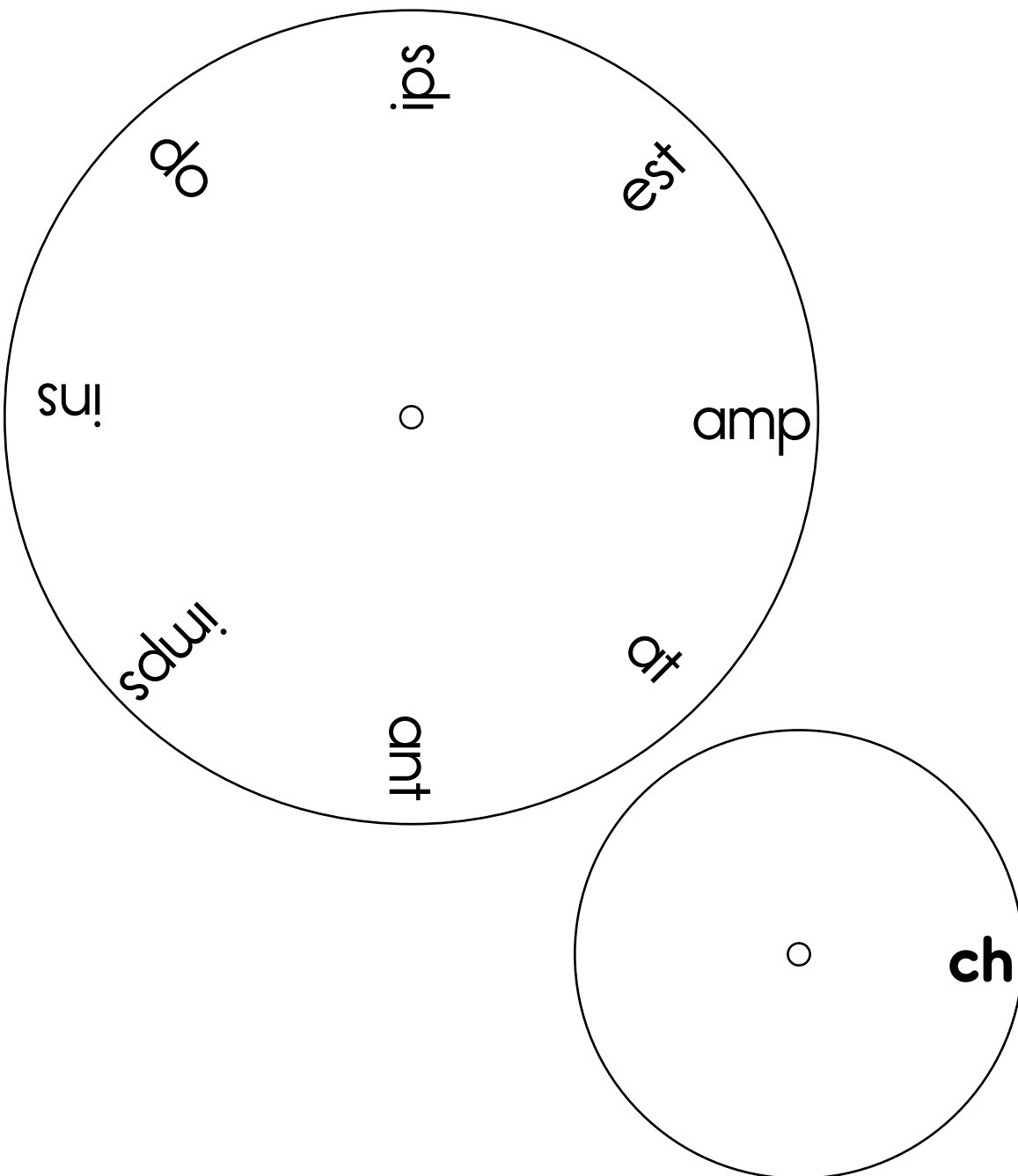
DATE: _____

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.

ng

ng

ng

ng

.

.

ng

ng

ng

.

.

ng

ng

ng

.

.

ng

ng

ng

.

.

bang

bang

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

punch

king

ring

swing



NAME: _____

DATE: _____

8.2

Activity Page

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

n

n

NAME: _____

DATE: _____

8.3

Activity Page

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

ng

ng

NAME: _____

DATE: _____

8.4

Activity Page

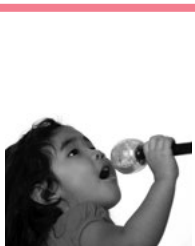
Directions: For each picture, have students circle the spelling of the depicted item and write the name of the item on the line.



z	v	e	ng
s	w	i	n



k	i	l	d
qu	e	f	t



s	e	ng
z	i	n



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.

in

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**

9. **moth**

10. **sing**

11. **bench**

12. **brush**

13. **chest**

14. **thing**

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

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

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

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

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

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

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

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

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



.

3. A blue



is

the



.

4. A



is

on the



.

NAME: _____

DATE: _____

10.2
CONTINUED

Take-Home

5.



The



are

6. I look

at a



the



.

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.

of

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: _____

DATE: _____

11.4

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. There is an activity on the back.

Seth

This is **Seth** Smith.

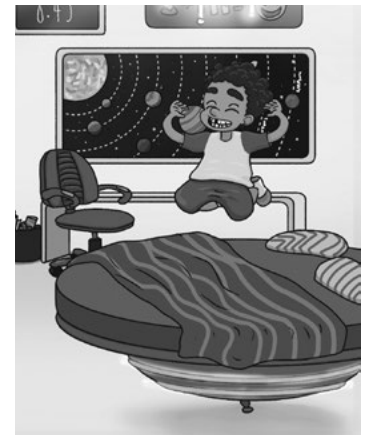
Seth is ten.



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

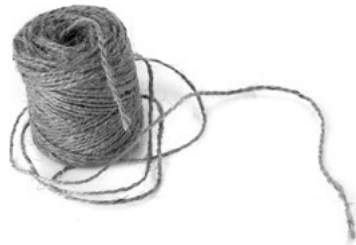
string

quilt

bench



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



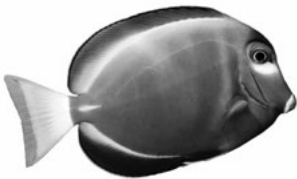
chimp

bath

fish

moth





NAME: _____

DATE: _____

12.2

Assessment

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.

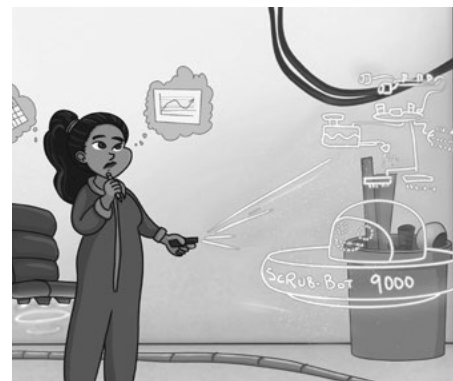
Pat is Seth's mom.



Pat can fix **things**.



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



Pat is str**ong**.

Pat can run fast.



Pat can sing **songs**.



NAME: _____

DATE: _____

12.4

Take-Home

out, of

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

1. The



are

the



2. The



is

the



in

3. The



is

the



4. The



are

the



5. The



is

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.

<p>•  <u>out</u> <u>of</u> <u>the</u></p> <p><u>is</u>  <u>1. The</u></p>	<p>•  <u>out</u> <u>of</u> <u>the</u></p> <p><u>is</u>  <u>1. The</u></p>
<p><u>1. The</u>  <u>is</u> <u>out</u></p> <p><u>of</u> <u>the</u>  .</p>	<p><u>of</u></p> <p><u>1. The</u>  <u>is</u></p> <p><u>out</u> <u>of</u> <u>the</u>  .</p>

NAME: _____

DATE: _____

14.1

Activity Page

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

1. ship



2. king



3. cash



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.

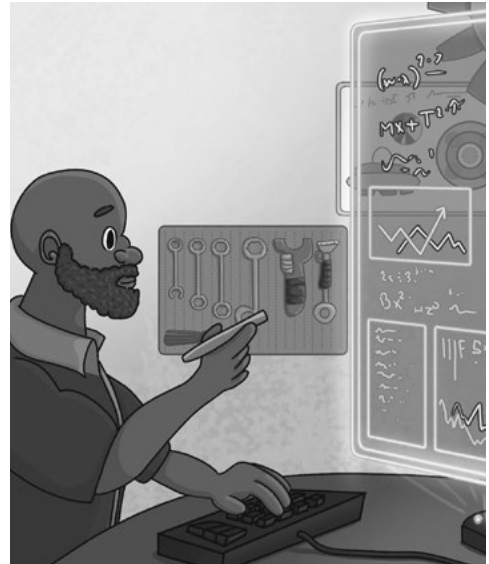
Ted is **Seth's** dad.



Ted **brings** his lunch **with** him.



Ted is fast **with** math.



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.



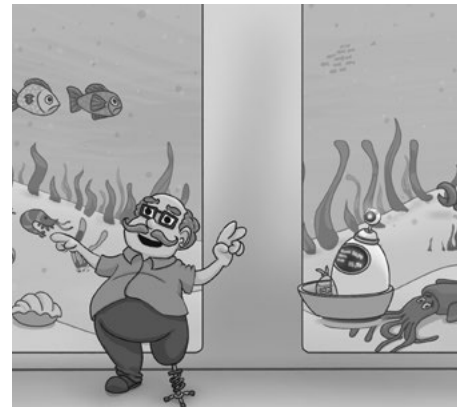
Sal had fresh **fish**.

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

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

1.



bath

bed

bib

2.



desk

disk

dusk

3.



fox

fog

ox

4.



caps

chips

clips

5.



ship

shin

shop

6.



clam

clap

cap

7.

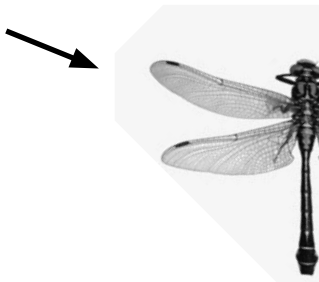


shelf

shrug

ship

8.

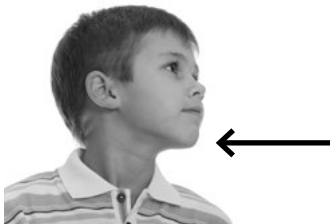


wig

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.

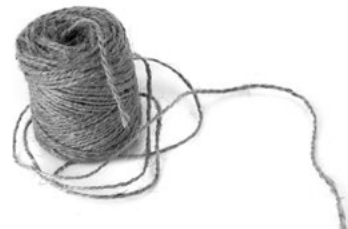
1. sing



2. punch



3. string



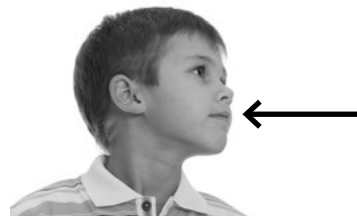
4. king



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

☐

chimp on branch

7.

☐

munch on **ch**ips

☐

jump on bed

8.

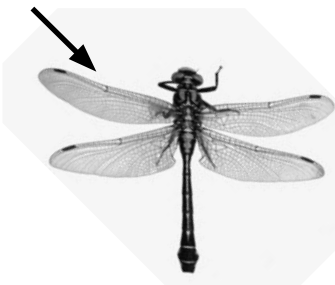
☐

van crash

☐

fish crash

9.

☐

wing on bug

☐

wing on hen

10.

☐

shrimp on dish

☐

fish on dish

NAME: _____

DATE: _____

17.3

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.

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

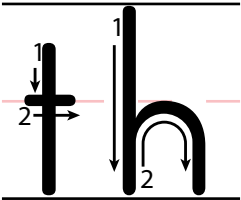
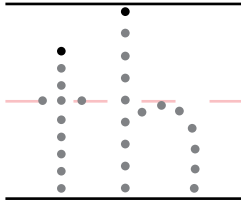
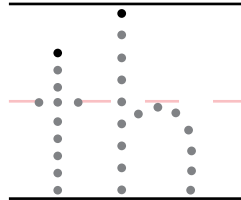
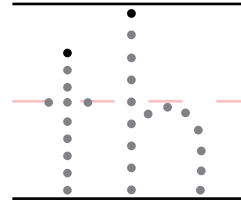
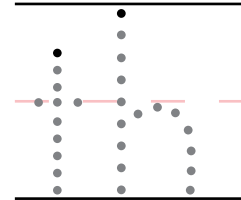
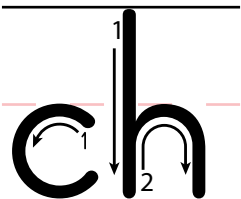
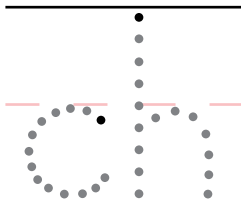
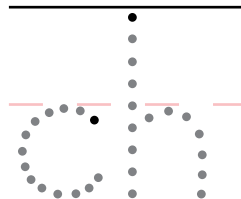
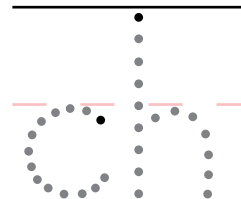
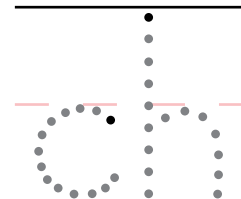
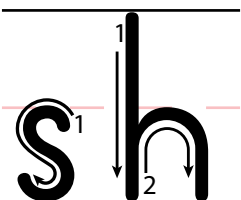
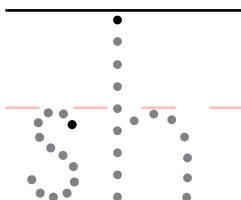
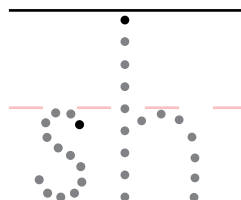
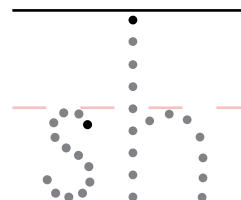
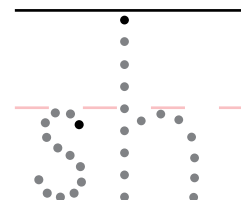
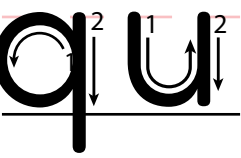
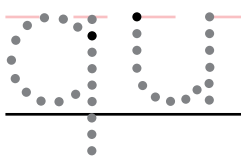
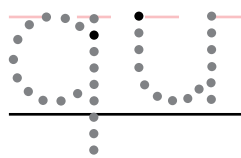
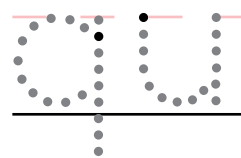
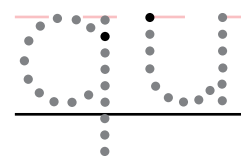

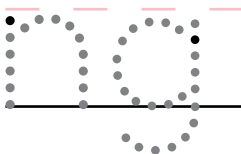
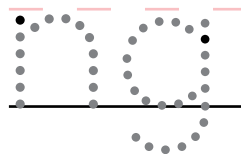
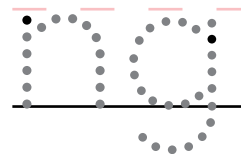
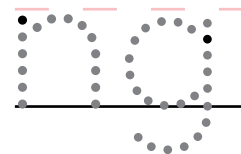
NAME: _____

DATE: _____

PP.1

Activity Page

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

th

ch

sh

qu

ng

NAME: _____

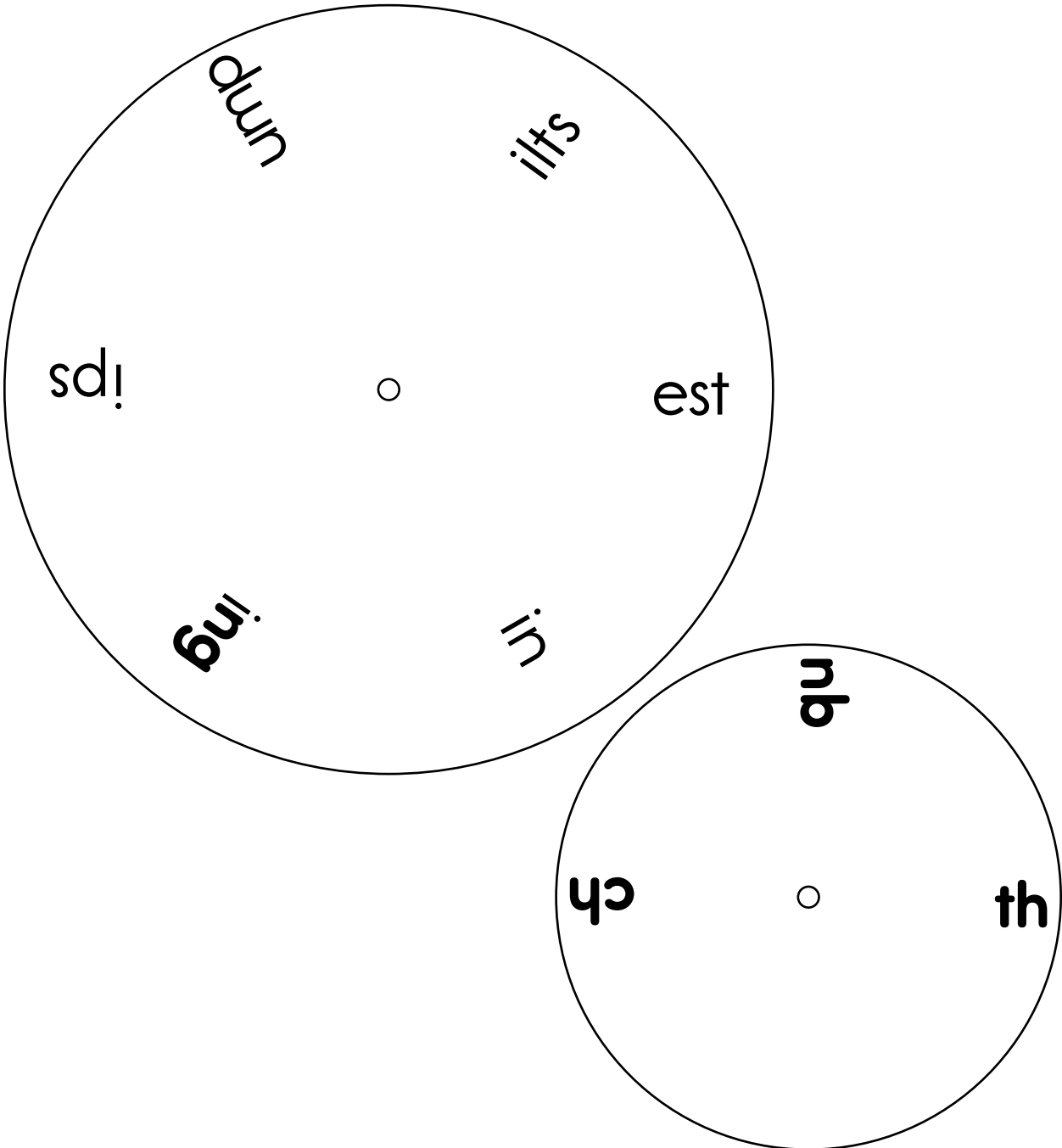
DATE: _____

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: _____

DATE: _____

PP.6

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: _____

DATE: _____

PP.11

Take-Home

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: _____

DATE: _____

PP.12

Activity Page

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

chop

chop

thin

thin

that

that

quit

quit

shop

shop

sing

sing

chop

.

thin

.

that

.

quit

.

shop

.

sing

.

NAME: _____

DATE: _____

PP.13

Activity Page

1. branch



2. shed

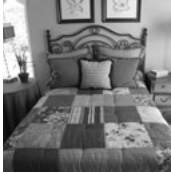


3. moth

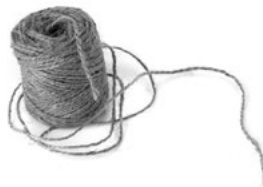


Directions: Have students write each word under the matching picture.

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

chimp

sing

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	l	i	sh
p	w	a	ng



v	a	n	sh
b	e	d	ch



b	l	a	sh
c	r	u	m



qu

i

n

t

p

e

l

m



m

a

th

h

o

c



l

o

m

ch

t

u

n

sh

NAME: _____

DATE: _____

PP.16

Activity Page

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:

NAME: _____

DATE: _____

PP.18

Activity Page

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 quintts!

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:

NAME: _____

DATE: _____

PP.19

Activity Page

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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