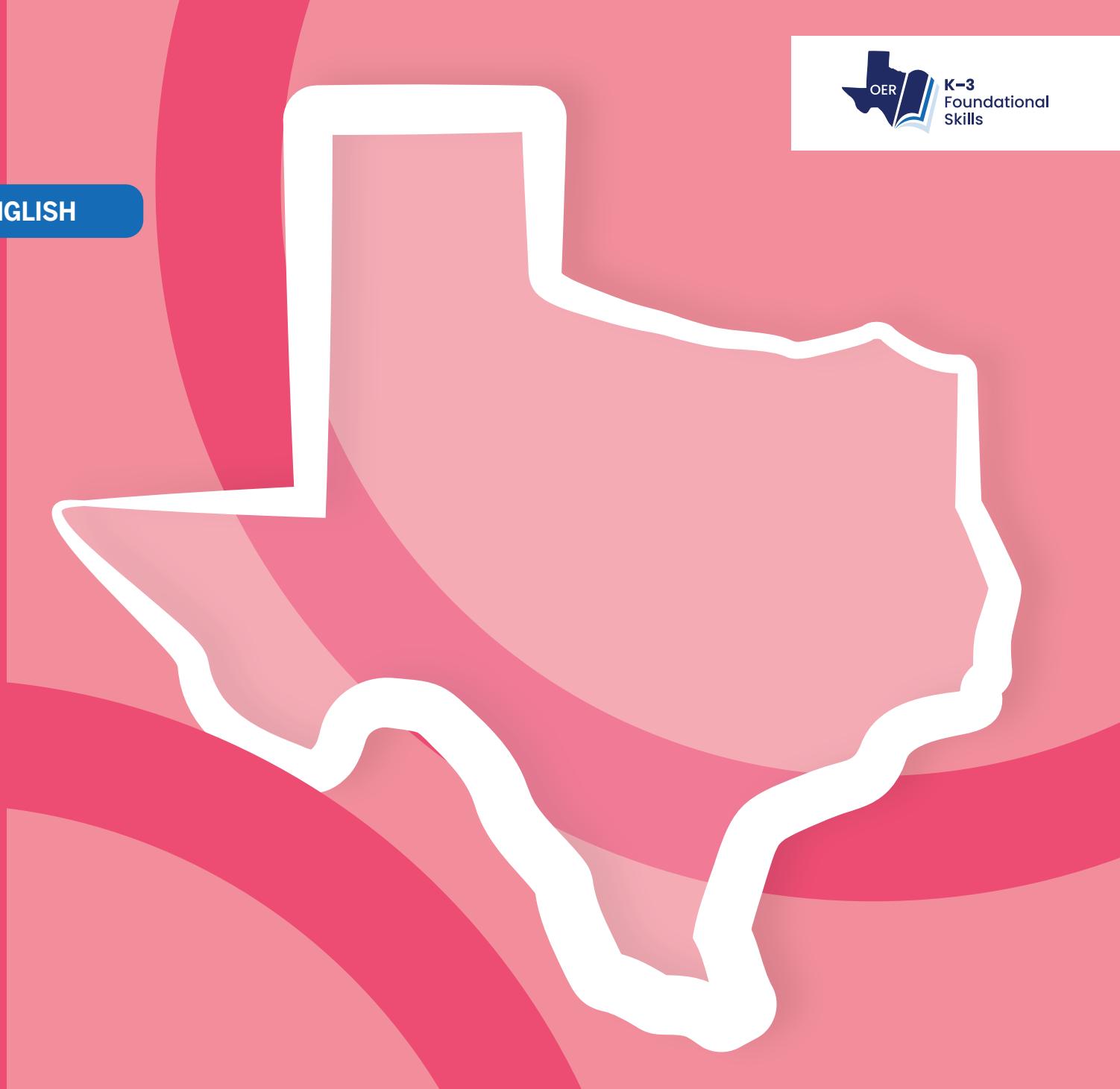




ENGLISH



# KINDERGARTEN FOUNDATIONAL SKILLS UNIT 8

# Activity Book

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EDITION 1

Kindergarten

# **Foundational Skills 8**

**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 8**

## **Activity Book**

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 8. 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: \_\_\_\_\_

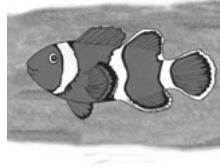
DATE: \_\_\_\_\_

1.1

Activity Page

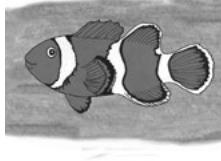
*Directions: Have students write the word from the box to complete each sentence and then read the sentence aloud.*

**funny**

1. The  is \_\_\_\_\_.
2. The  is \_\_\_\_\_.
3. The  is \_\_\_\_\_.
4. The  is \_\_\_\_\_.

5. The  and

the  are

6. The  and

the  are

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

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

1.2

Activity Page

pond

*Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.*

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

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

1.3

Activity Page

rod

*Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.*

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

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

1.4

Take-Home

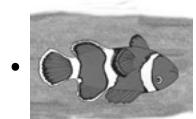
Dear Family Member,

Have your student cut out the mini book along the dotted line. Fold twice so the Tricky Word *funny* is on the first page. Ask your student to read it aloud to you. Remind them to run a finger under the words and pictures as they read.



the funny

I look at



the funny

I look at

The  and

the  are

funny.



the funny

I look at

**funny**

I look at

the funny





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

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

2.1

Activity Page

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



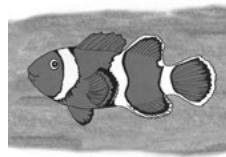
1. I can look up at \_\_\_\_\_.

the

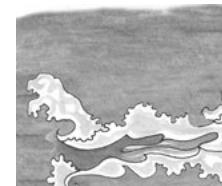


2. I can look down at \_\_\_\_\_.

the



in the



3. I look at \_\_\_\_\_ the

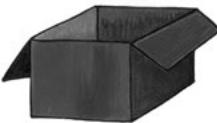
in the



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



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



5. Mom can look at \_\_\_\_\_

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



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

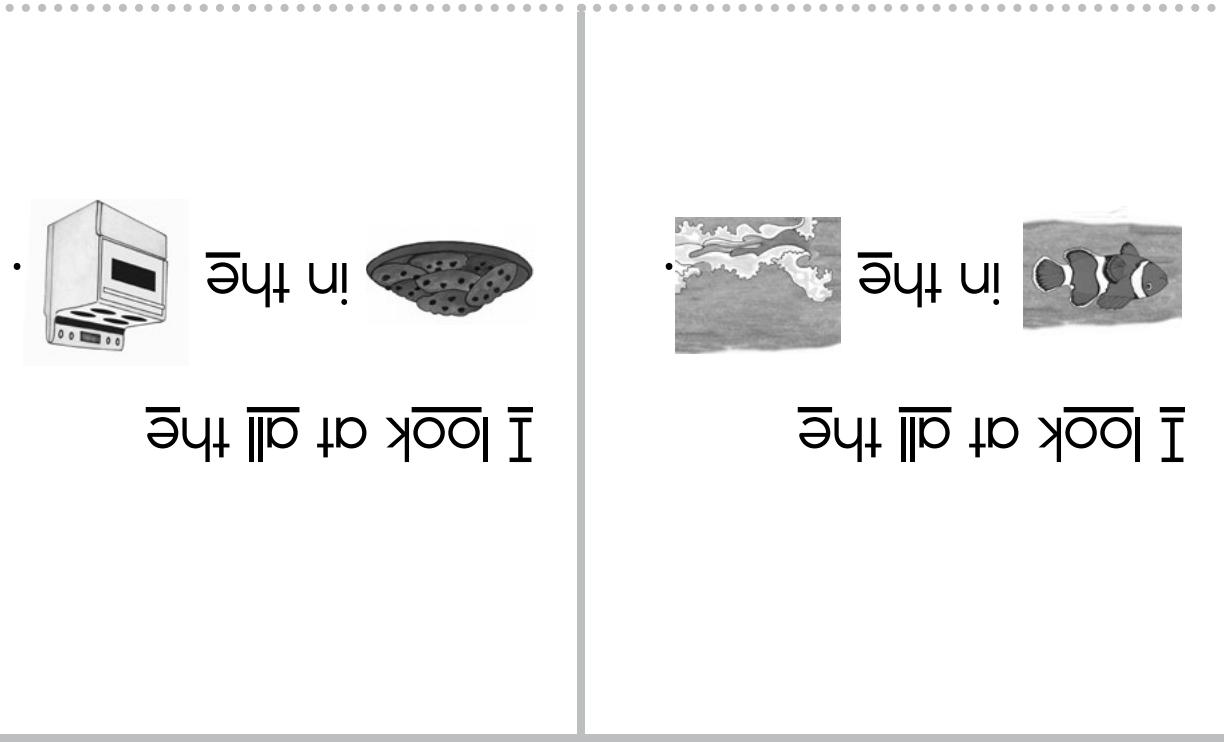
DATE: \_\_\_\_\_

2.2

Take-Home

Dear Family Member,

Have your student cut out the mini book along the dotted line. Fold twice so that the Tricky Word *all* is on the first page. Ask your student to read it aloud to you. Remind them to run a finger under the words and pictures as they read.



I can look at all the



in the

all

I look at  
all the



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

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

3.1

Activity Page

1.

Handwriting lines for the number 1.

2.

Handwriting lines for the number 2.

3.

Handwriting lines for the number 3.

4.

Handwriting lines for the number 4.

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



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

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

3.2

Activity Page

snip

*Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.*

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

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

3.3

Take-Home

Dear Family Member,

Your student has been taught to read the Tricky Words *funny* and *all*. Tricky words are difficult to read and spell because they do not follow the letter-sound correspondences your student has been taught. The tricky parts of these words are underlined. Tricky Words occur frequently in stories and need to be practiced often. Ask your student to cut out the word cards on this page and the picture cards on the next page. Have your student arrange the cards to make phrases and read them aloud to you. Please keep the cards for future practice.



all

funny

I

of

the

a

are

out

little

down

look

blue

yellow

one

two

at

and

is

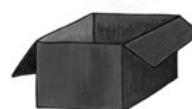
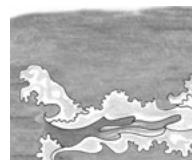
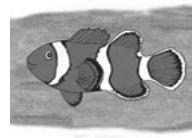


NAME: \_\_\_\_\_

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

3.3  
CONTINUED

Take-Home





offromall

1. Stan got the best gift

---

---

his mom.

---

---

2. Chad put \_\_\_\_\_

---

the frogs in the pond.

3. The man had ham and a bag

---

chips.

Directions: Have students write a word from the box to complete each sentence.

of

funny

the

4. The little kids are \_\_\_\_\_.

5. The king slept on a bed

quilts.

6. Stan had all \_\_\_\_\_ chips.

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

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

5.2

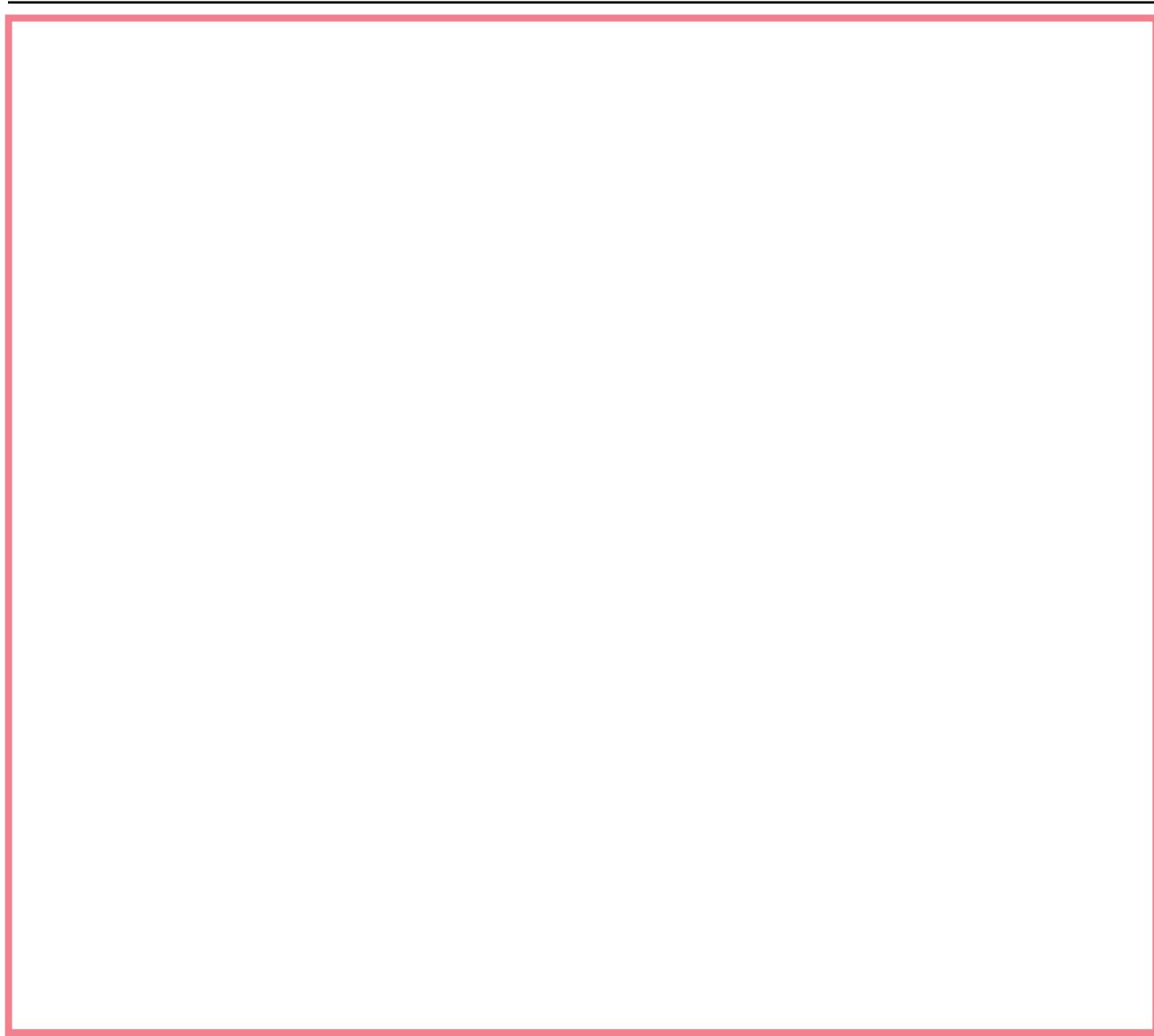
Activity Page

yelp

*Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.*

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

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

5.3

Activity Page

chomp

*Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.*

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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 letters in the words are underlined.

## Sam and the Fish

This is Sam.



Sam and his dad fish in a pond.

Sam's dad brings a rod.

Sam brings a net.



Sam and his dad sit and sit.

Then, zap!

Sam's dad gets a fish.

The fish jumps.

The fish twists and swims.

Sam's dad tugs on the rod.



The fish swims past Sam.

Sam swings his net.

Sam lifts up the net.

The fish is in the net!

Sam and his dad grin.



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

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

6.1

Activity Page

task

*Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.*

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*Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.*

**trim**

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

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

6.2

Activity Page

shrub

*Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.*

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

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

6.3

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 letters in the words are underlined.

## Fun at the Pond

Sam is at the pond with his pals.

Six frogs rest in the wet mud.

Sam runs at the frogs.

The frogs hop in the pond.



Sam's pal, Chad, finds a bat.

The bat gets mad at Chad.

The bat flaps at Chad's hands.

Chad drops the bat.



Jen lifts up a log and spots a bug.

The bug is long with lots of legs.

The bug runs and digs in the sand.

The pond is lots of fun.



Please ask your student to read the following phrases to you, paying special attention to the Tricky Words. If your student needs more practice with Tricky Words, please review the words with flashcards or have your student read the words several times.

1. the funny dog
2. one funny frog
3. a funny fish
4. all of the shrubs
5. lots of fun
6. one cat from the box
7. a gift from Tim
8. all of the jobs from the list

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

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

7.1

Activity Page

1. one can of trash



2. all six of the men



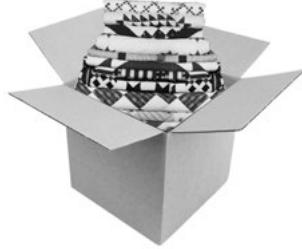
3. a funny kid



4. one funny dog



5. the box of quilts



6. all of the kids



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

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

8.1

Activity Page

1.

Handwriting lines for the first word. The lines consist of a solid top line, a dashed midline, and a solid bottom line. There are vertical tick marks on the right side of the lines.

2.

Handwriting lines for the second word. The lines consist of a solid top line, a dashed midline, and a solid bottom line. There are vertical tick marks on the right side of the lines.

3.

Handwriting lines for the third word. The lines consist of a solid top line, a dashed midline, and a solid bottom line. There are vertical tick marks on the right side of the lines.

4.

Handwriting lines for the fourth word. The lines consist of a solid top line, a dashed midline, and a solid bottom line. There are vertical tick marks on the right side of the lines.

5.

Handwriting lines for the fifth word. The lines consist of a solid top line, a dashed midline, and a solid bottom line. There are vertical tick marks on the right side of the lines.

6.

Handwriting lines for the sixth word. The lines consist of a solid top line, a dashed midline, and a solid bottom line. There are vertical tick marks on the right side of the lines.

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



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

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

8.2

Activity Page

cab

*Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.*

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

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

8.3

Activity Page

*Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.*

dents





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

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

8.4

Take-Home

Dear Family Member,

Your student has been taught to read Tricky Words *from* and *was*. Tricky Words are difficult to read and spell because they do not follow the letter-sound correspondences your student has been taught. The tricky parts of these Tricky Words are underlined. Tricky Words occur frequently in stories and need to be practiced often. Ask your student to cut out the word cards. Have your student arrange the cards to make phrases and read them aloud to you. Please keep the cards for future practice.

fromwasallfunnytheaareoutlittledownlookblueyellowonetwoofinthreefreshlotswetspotshrubspantsponddogsscrub



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

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

9.1

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.



a kid with a pig  
 a gift from a kid

2.



one funny fish  
 ten funny fish

3.



I sip from the cup.  
 I sip from the can.

4.



splash from a pond  
 splash from a bath

5.



all of the chips  
 all of the plums



- the kid was mad
- the kids are mad

---



- out of the bag
- out of the cup

---

8.

$$1 + 1$$

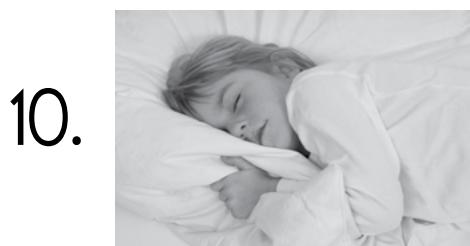
- ten plus ten
- one plus one

---



- all of the little ants
- all of the plants

---



- the kid was in bed
- the kids are in bed

---

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

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

9.2

Take-Home

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together. The tricky letters in the words are underlined.

## Sam's Pets

Sam has pets.

One of his pets is a dog.

One of his pets is a cat.

One of his pets is a bug.



This is Sam's dog, Max.

Max runs and jumps.

Max digs in the mud.

Max rubs mud on Sam.

Max yelps at the cat.



This is Sam's cat, Tim.

Tim sips milk from a dish.

Tim naps on Sam's bed.

Tim runs from Max.

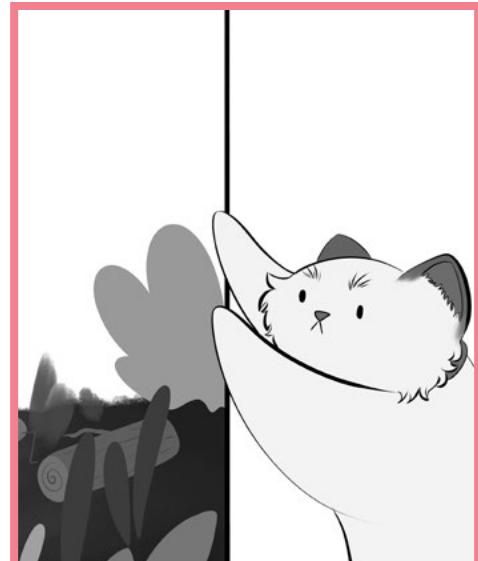


This is Sam's bug, King Tut.

King Tut hops from plant to plant.

King Tut chomps on bugs.

King Tut runs from Tim.



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

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

**10.1**

Activity Page

*Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.*

hill





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

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

10.2

Activity Page

Directions: Have students write the words containing the /k/ sound spelled 'c' under the 'c' header, the words containing /k/ spelled 'k' under the 'k' header, and the words containing the /k/ sound spelled 'ck' under the 'ck' header.

rock

kit

crab

cup

duck

back

as in cat

as in kid

as in luck

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Directions: Have students write the words containing the /k/ sound spelled 'c' under the 'c' header, the words containing /k/ spelled 'k' under the 'k' header, and the words containing the /k/ sound spelled 'ck' under the 'ck' header.

skin

cash

clap

crop

milk

lick

as in cat

as in kid

as in luck

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

10.3

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. The tricky letters in the words are underlined.

## Tasks

Sam has a long list of tasks.

Sam must scrub a bunch of cups.

Sam must help his dad trim  
shrubs.

Sam must mop the steps.



Sam scrubs all of the cups.

Scrub, scrub, scrub.



Sam helps his dad trim shrubs.

Snip, snip, snip.

The sun is hot.

Sam gets hot.



Sam spots a fan on the rug.

Sam flops on the rug and naps.



Then his mom spots him.

Sam's mom taps him with  
the mop.

Sam jumps up. Sam picks up  
the mop.



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

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

11.1

Activity Page

*Directions: Have students fill in the blanks while the phrases are read aloud.*

1.

kids

2.

thin man

3.

gift

Sam

4.

Sun

hot.

\_\_\_\_\_

\_\_\_\_\_

5. hug \_\_\_\_\_ mom

\_\_\_\_\_

\_\_\_\_\_

6. lots \_\_\_\_\_ fish

\_\_\_\_\_

\_\_\_\_\_

7. Dad \_\_\_\_\_ glad.

\_\_\_\_\_

\_\_\_\_\_

8. \_\_\_\_\_ dogs run.

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

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

11.2

Take-Home

Dear Family Member,

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

**was**

1. I \_\_\_\_\_ in

the \_\_\_\_\_.



2. Mom \_\_\_\_\_ in

the \_\_\_\_\_.



3. Dad \_\_\_\_\_ in

the \_\_\_\_\_ .



4. The dog \_\_\_\_\_ in

the \_\_\_\_\_ .



5. The \_\_\_\_\_ in

the \_\_\_\_\_ .



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

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

12.1

Activity Page

print

*Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.*

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

12.2

Take-Home

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

Dear Family Member,

Your student has been taught to read words with double-letter spellings. We have included 'ck' with the double-letter spellings because both letters stand for the sound /k/. Similarly, as in the word *puff*, both of the letters 'f' stand for the single sound /f/. Ask your student to cut out the word cards. Show the cards to your student and have your student read them. Extension: Read the words aloud and have your student write the sounds down, one at a time, paying attention to the double-letter spellings. Please keep the cards for future practice.



puff

buzz

hiss

quack

yells

fizz

class

mitt

eggs

sniffs

odd

thick



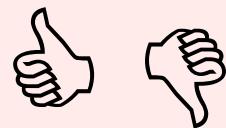
NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

13.1

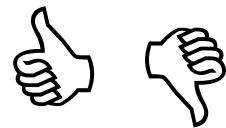
Activity Page

Directions: For each statement, have students circle the thumbs-up icon if the statement is true and the thumbs-down icon if the statement is false.

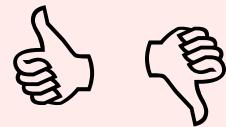
1. One kid in class has wings.



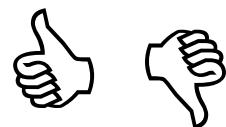
2. Trash cans smell bad.



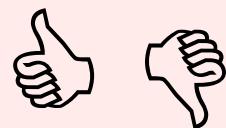
3. Milk is from hens.



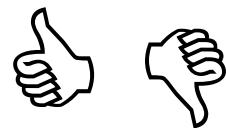
4. The best snack is grass.



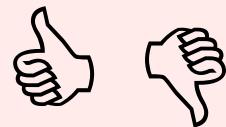
5. All the kids in the class can grin.



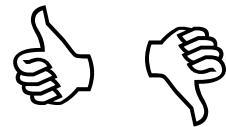
6. Milk is black.



7. Trucks cost one buck.



8. This was fun.





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

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

13.2

Activity Page

chills

*Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.*

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

13.3

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. The tricky letters in the words are underlined.

## The Van

Sam's mom has a van.

Sam is in the van.



Sam and his mom got his pal, Chad.

Then the van hit a big bump.

The van will jump up, up, up.



Then, slam!

The van hit the land.

Crash! Smash! Crunch!

Snap! Pop!



The van was bent.

The van had lots of dents.

The van did not run.

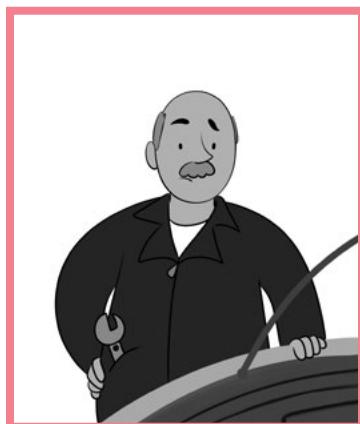


Sam's mom got a fix-it man.

The fix-it man had a big fix-it kit.

The fix-it kit did not help much.

The fix-it man did not fix the van.



Sam's mom got a cab.

The kids got in the cab.

Sam's mom was sad.

Sam held his mom's hand.

Then Sam sang his mom a song.

"Mom," Sam sang,

"a van is just a van!"



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

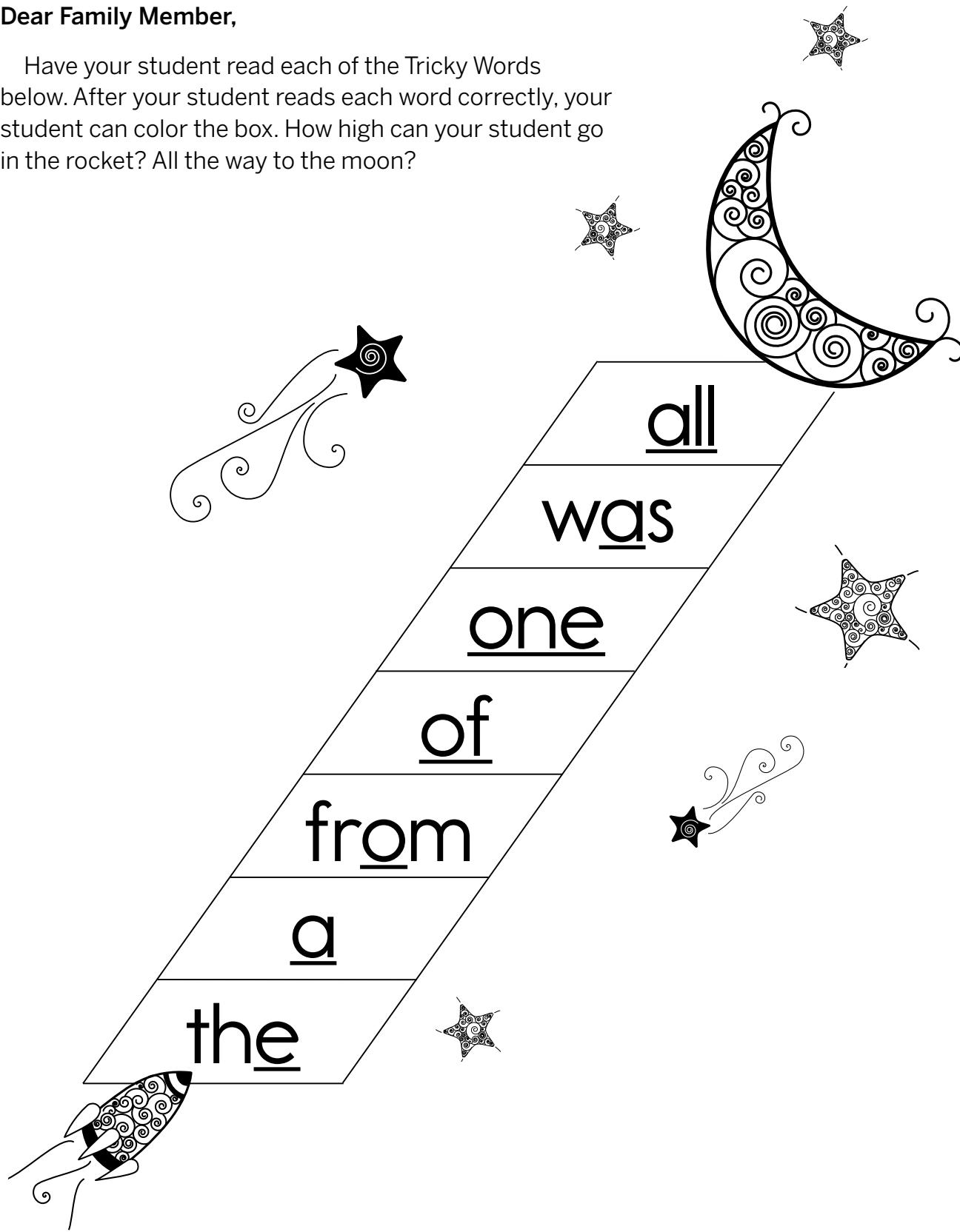
DATE: \_\_\_\_\_

13.4

Take-Home

Dear Family Member,

Have your student read each of the Tricky Words below. After your student reads each word correctly, your student can color the box. How high can your student go in the rocket? All the way to the moon?





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

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

14.1

Activity Page

*Directions: Have students draw a line from each phrase to its matching picture.*

1. trash smells



2. one sock



3. duck quacks

$$\begin{array}{r} 7 \\ + 1 \\ \hline 8 \end{array}$$

4. add it up



5. one shell



6. a bat and a mitt



7. the sick kid



8. milk in a glass



9. the kid yells



10. one egg in a pan



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

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

14.2

Activity Page

cliff

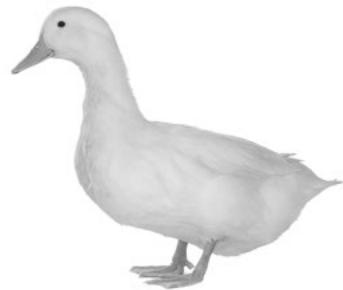
egg

well

dress

duck

clock



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

hill

kiss

add

rock

shell

truck



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---

---

 $1 + 1$ 

---

---

---



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

14.3

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. The tricky letters in the words are underlined.

## On the Bus

The van is in the fix-it shop.

Sam's mom must get on the bus.

The bus pulls in at the bus stop.

Sam's mom gets on and sits in back.

The bus bumps up the hill.

Sam's mom hangs on with one hand.



Sam's mom rings the bell.

The bus stops at the next stop.

Sam's mom gets off.





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

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

**15.1**

Assessment

## Student Summary Sheet

*Teacher Directions: Record the scores of each assessment on this sheet. Retain the sheet and the Assessment activity pages completed by the student in the student's assessment portfolio.*

### **Student Performance Assessments required of all students**

Word Recognition Assessment: \_\_\_\_\_ /20

Lowercase Letter Name Assessment: \_\_\_\_\_ /26

Tricky Word Assessment: \_\_\_\_\_ /7

### **Individually Administered Assessments based on student performance**

Pseudoword Reading Assessment: \_\_\_\_\_ /30

Real Word Reading Assessment: \_\_\_\_\_ /30

Code Knowledge Diagnostic Assessment:

Rows 1–5 \_\_\_\_\_ /25

Rows 1–7 \_\_\_\_\_ /35

Story Reading:

Comprehension Questions: \_\_\_\_\_ /3

Words Correct: \_\_\_\_\_

### **Recommendation: (Check One)**

Continue to Units 9 and 10 for instruction.

Place in remediation group for instruction—do not continue to Units 9 and 10.



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

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

15.2

Assessment



run

leg

cup

cat

1.

med

mat

met

net

2.

rim

rot

rob

rod

3.

yes

yet

yez

yen

4.

hat

had

hid

ham

5.

gut

get

cot

got

6.

bad

pat

pit

pad

7.

sip

zip

sap

zap

8. hen ken kin jen

9. vat vet fat rat

10. fax fix box fox

11. thin fin thick this

12. chill jill chin still

13. ships chips chops shops

14. chest west quest quip

15. boss bus fuzz buzz

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

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

**15.2**

Assessment

CONTINUED

16. ebb edd egg odd

17. wick wax whips wicks

18. kin king kong wing

19. trip drip drop drug

20. shop ship shot chop

Total Score: \_\_\_\_\_ / 20

Notes:



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

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

15.3

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. shock

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---

---

2. spell

---

---

---

3. egg

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---

---

4. cliff

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5. fluff

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6. splash

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---

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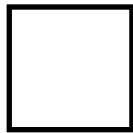
7. pinch

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8. check



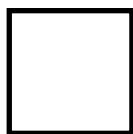
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9. clips



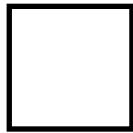
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10. fuzz



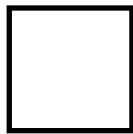
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11. dress



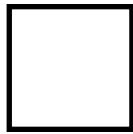
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12. kick



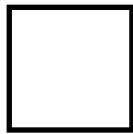
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13. plums



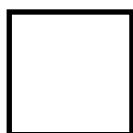
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14. grin



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

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

**16.1**

Assessment

1. a w e i

2. t y u w

3. o p t m

4. f g h n

5. k l z c

6. c b v d

7. d x z j

8. n i h m

9. u r n m

10. l y p g

11. e a i o

12. n h m k

13. b d p q

14. i l t f

15. s t c k

16. x s t z

17. f t j l

18. y i j g

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

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

# 16.1

Assessment

CONTINUED

19. i e u j

20. b p d q

21. z s c t

22. n m r q

23. q u w d

24. t f g e

25. c b v d

26. a w e i

Total Score: \_\_\_\_\_ / 26

Notes:



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

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

16.2

Assessment

**STUDENT RECORD SHEET—Pseudoword Reading Assessment**

If a student misreads a word, write what they say directly above the pseudoword on the record sheet.

1. wug      rab      sep      zat      het

2. kem      jid      pog      lum      yod

3. lin      fod      cax      ved      mip

4. nist      brin      clup      stent      glosp

5. thog      shup      chim      quib      ling

6. geck      vell      tass      beff      dagg

Total Score: \_\_\_\_\_ / 30

Notes:



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

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

16.3

Assessment

**STUDENT RECORD SHEET—Real Word Reading Assessment**

If a student misreads a word, write what they say directly above the word on the record sheet.

1. dog bed rat him but

2. yes fax cup van sad

3. let rim jot zip wag

4. step drop rust bend spent

5. then shop chin quit long

6. puff back egg miss fell

Total Score: \_\_\_\_\_ /30

Notes:



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

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

16.4

Activity Page

sock    rock



truck    duck



mitt    kit



lock    clock



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

glass dress



drums plums



bell bill



egg eggs



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

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

16.5

Activity Page

1.



2.



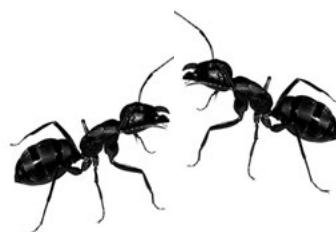
3.



4.



5.



*Directions: Have students connect words that rhyme.*

*Directions: Have students write one additional rhyming word for each row.*

6. bat rat

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7. bell sell

---

---

---

8. chick trick

---

---

---

9. tan van

---

---

---

10. met set

---

---

---

11. bring thing

---

---

---

1. u up a the

2. off of frame from

3. this the a that

4. waz wet with was

5. r our are air

6. plug blue glue boo

7. I hi ay i

8. ladle litter ladder little

9. like took look loop

10. there three thin free

11. wab ib one once

12. from off up of

13. all a tell the

14. two town do tow

15. yell hello low yellow

16. down out our hour

17. loud gown down do

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

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

17.2

Activity Page

dock

*Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.*

---

---

---



*Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.*

**pecks**

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

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

17.3

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.



one black dog  
 ten black dogs

2.



sit on grass  
 stand on grass

3.



kiss a kid  
 kiss a duck

4.



chick on hand  
 chick in a box

---

5.



- sing the the song
- ring the the bell

---

6.



- dog sniffs
- cat sniffs

---

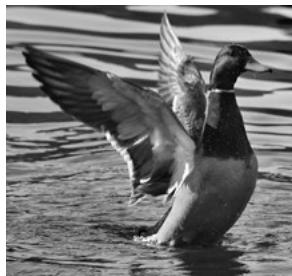
7.



- doll with dress
- doll with pants

---

8.



- a duck flaps wings
- a duck rings bell

---

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

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

17.4

Assessment

### STUDENT RECORD SHEET—Code Knowledge Diagnostic Assessment

Ask student for the sound of each letter. If they give a letter name, remind them to provide the sound, not the name. Make a note of any letter for which the incorrect sound is given.

1. m s f v z

2. r l n e u

3. i o a t y

4. d g h j k

5. b p c w x

6. sh ch th ng qu

7. ff ss ll gg ck

Total Score: \_\_\_\_\_/35

Notes:



Dear Family Member,

Help your student practice the following Tricky Words. Ask them to first read each word in the box. Then ask them to use the words in the box to complete each sentence. You might suggest that they cross out each word in the box as they use it.

from

one

of

a

was

the

all

1. Sam just has \_\_\_\_\_ pet,

not two pets.

2. Sam had a bag \_\_\_\_\_

chips at lunch.

3. Chad lost his ring and

---

---

sad.

---

---

4. Max is \_\_\_\_\_ dog.

---

---

5. Sam got his pack \_\_\_\_\_

his mom.

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

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

17.5  
CONTINUED

Take-Home

6. Sam and Chad went swimming in

\_\_\_\_\_

\_\_\_\_\_

pond.

\_\_\_\_\_

\_\_\_\_\_

7. The frogs \_\_\_\_\_ hop in

the pond.



## The Chick

Sam and Chad got up on a rock.

On top of the rock was a gull's nest.

The gull had a chick.

Then the gull left.

The chick fell from the nest.

Plop!

The chick got stuck in a crack.

Sam and Chad got the chick.

Then Chad set it back in its nest.



**Running Record for “The Chick”**

Say to the student, “I have a story I want you to read aloud to me today. The title of the story is ‘The Chick.’ Can you tell me what you know about chicks?” (Allow the student time to tell you briefly what they may know about chicks. You do not need to record this information.)

“Now I am going to give you a copy of the story. I want you to read using your best reading voice and expression. I also want you to think as you read because I am going to ask you some questions at the end.”

Read the title aloud to the student. Mark your running record as the student reads. Here are some easy common markings:

- circle omitted words
- line through mispronounced words and write what was said above the mispronounced word
- write TS (Teacher Supplied) above any word you had to supply to the student

## The Chick

Sam and Chad got up on a rock. (8)

On top of the rock was a gull’s nest. (17)

The gull had a chick. (22)

Then the gull left. (26)

The chick fell from the nest. (32)

Plop! (33)

The chick got stuck in a crack. (40)

Sam and Chad got the chick. (46)

Then Chad set it back in its nest. (54)

**Oral Comprehension Questions:**

Where was the gull's nest?

What did the gull have in its nest?

Who got the chick and put it back in its nest?

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

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

18.3

Activity Page

1. shell



2. duck



3. mitt



*Directions: Have students circle the matching picture and write the word on the line.*

4. bell



5. egg



6. brick



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 letters in the words are underlined.

## Stop that Bus!

Sam's mom runs in and yells,

"Sam, get up!"

Sam jumps up.



Sam's mom hands him his pants.

Sam jumps in his pants.

Sam's mom hands him his pack.

Sam slips the pack on his back.

Sam's mom hands him his lunch.

Sam grabs it.



Sam and his mom run fast.

“That’s the bus!” Sam yells.

Sam’s mom huffs and puffs.

“Stop the bus!” Sam yells.



The kids on the bus spot Sam.

One of them yells, “That’s Sam.

Stop the bus!”

The bus stops.

Sam is in luck.

Sam gets on the bus.



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

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

**19.1**

Activity Page

**egg**

**sock**

**bell**

**chick**



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



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---

---

---

---

---

---

dress

clock

doll

mitt



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

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

19.2

Activity Page

scrubs

*Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.*

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

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

19.3

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 letters in the words are underlined.

## Sam and the Duck

Sam's class is on a trip.

The class is at the dock.

Miss Mack spots Ken, the fish man.



"Ken," Miss Mack asks,

"Can the kids dig in the sand?"

Ken nods.

"Yes, the kids can dig in the sand,  
but the kids must not pet the duck.

That duck is a bad duck.

That duck pecks at kids."



Miss Mack tells the kids,  
“Class, let’s not pet the duck.”

Sam and Chad dig in the sand.

Chad digs up a ring.

Sam lifts the ring up.

The ring glints in the sun.



The duck spots the ring.

The duck quacks and runs at Sam.

“Sam!” Miss Mack yells,

“It’s that bad duck,

the one that pecks!”



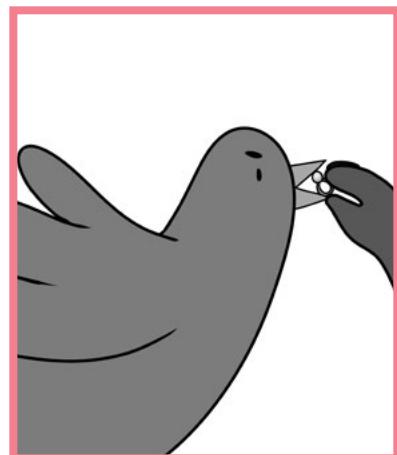
The duck runs up and pecks

at Sam’s hand.

Then it runs off with the ring.

“Man!” yells Chad.

“That is one bad duck!”



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

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

20.1

Activity Page

Directions: Have students circle the words read aloud and copy them on the lines. Then have students write the dictated sentence.

1. hill chill

\_\_\_\_\_

\_\_\_\_\_

2. fluff flip

\_\_\_\_\_

\_\_\_\_\_

3. sick luck

\_\_\_\_\_

\_\_\_\_\_

4. add at

\_\_\_\_\_

\_\_\_\_\_

5. buzz fuzz

\_\_\_\_\_

\_\_\_\_\_

6. hiss bliss

\_\_\_\_\_

\_\_\_\_\_

7. doll dill

---

---

---

8. cliff stiff

---

---

---

9. check chick

---

---

---

10. moss boss

---

---

---

11. odd off

---

---

---

12. fuzz fuss

---

---

---

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

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

20.1

## Activity Page

**CONTINUED**

13.



1. buzz drum

2. from one

3. crack leg

4. fun was

5. egg stack

*Directions: Have students draw a line from each word on the left to the rhyming word on the right.*

6. add press

7. still sock

8. dress glad

9. cliff thrill

10. clock stiff

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

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

PP.1

Activity Page

sniff

fresh

fist

frog

soft

stuff

gift

puff

as in fit

as in huff

Directions: Have students write the words containing the /f/ sound spelled 'f' under the 'f' header and the words containing the /f/ sound spelled 'ff' under the 'ff' header.

Directions: Have students write the words containing the /ɪ/ sound spelled 'i' under the 'i' header and the words containing the /ɪ/ sound spelled 'll' under the 'll' header.

doll

long

lunch

belt

still

spell

bill

lamp

as in lip

as in hill

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

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

**PP.2**

Activity Page

class

sting

boss

moss

spot

pest

mess

pass

as in stop

as in toss

Directions: Have students write the words containing the /s/ sound spelled 'ss' under the 's' header and the words containing the /s/ sound spelled 'ss' under the 'ss' header.

Directions: Have students write the words containing the /t/ sound spelled 'tt' under the 't' header and the words containing the /t/ sound spelled 'tt' under the 'tt' header.

mutt

stamp

tongs

putt

Matt

mitt

Watt

trap

as in top

as in putt

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

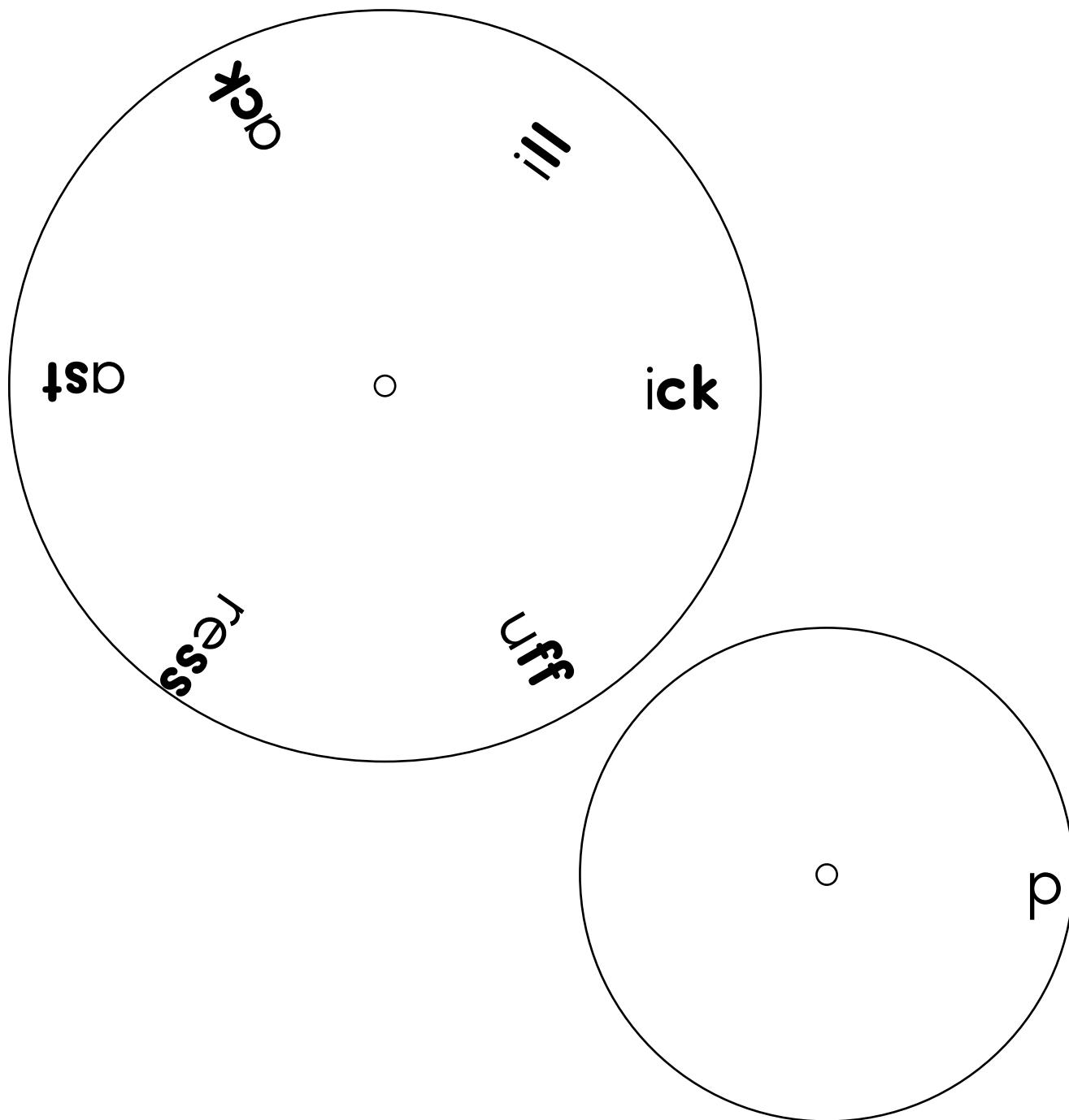
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PP.3

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. (If you do not have a brass fastener, write the letter 'p' before each group of letters and ask your student to read the word.)





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

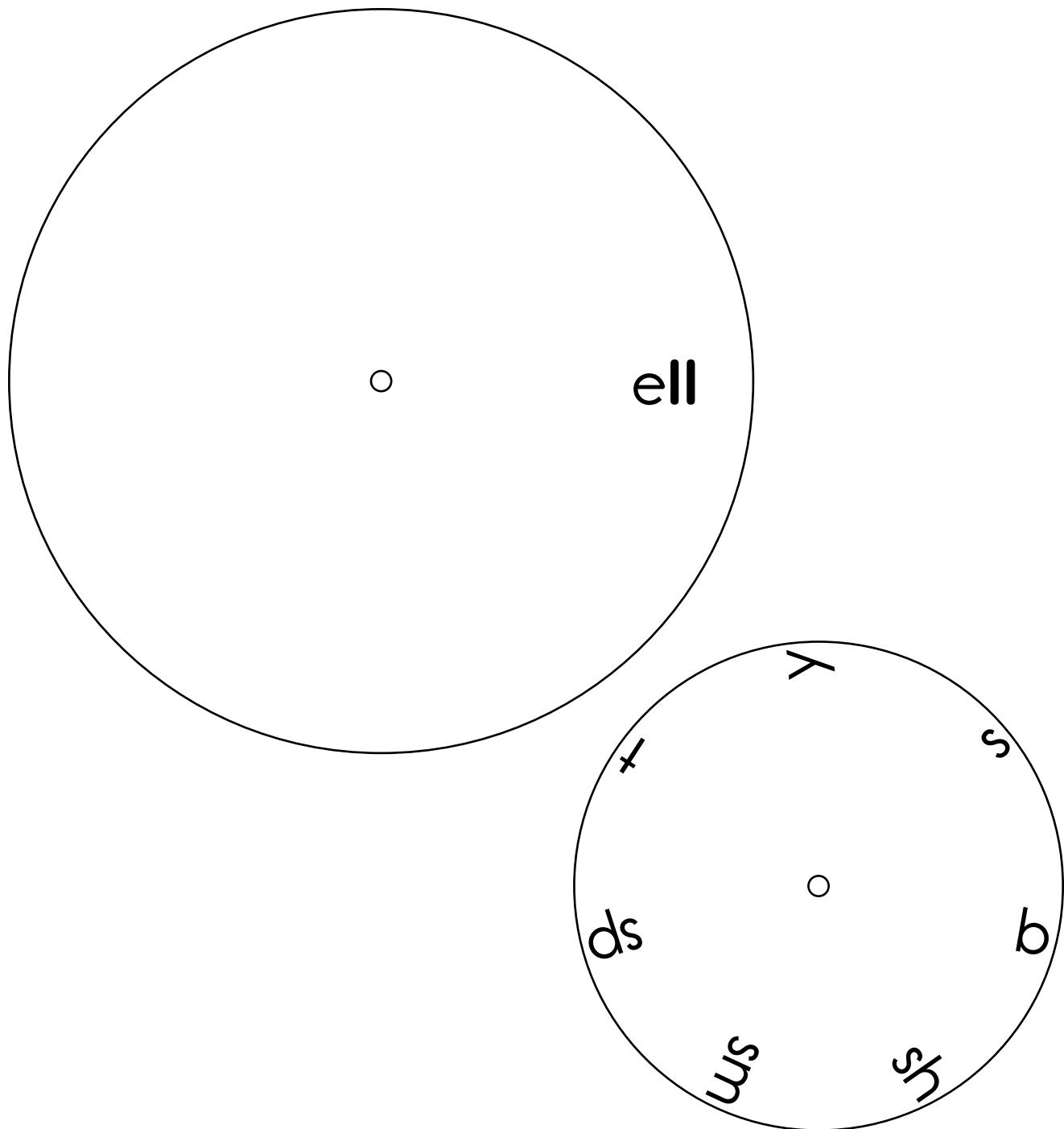
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PP.4

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.





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

PP.5

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.

## Max in the Mud

Max tracks mud on the deck.

Sam's mom yells, "Bad dog!"



Sam's mom has Sam get a mop.

Sam gets a mop

and mops up the mud.



Sam's mom sniffs Max.

Ugh!

The dog smells bad!



Sam gets Max in the bath tub.

Sam's mom scrubs him.

Then, at last, Max smells fresh!



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 Band

Sam's dad is in a jazz band.

That's him in the back.

Chad's dad is in the band with him.

That's him on the drums.

Chad's dad's boss is in the band, as well.

That's him on the left, in the hat.



Sam's dad plucks at his strings.

Chad's dad bangs on his drums.

The kids clap and yell.

The band is a big hit!





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 letters in the words are underlined.

## The Chick

Sam and Chad got up on  
a rock.

On top of the rock was  
a gull's nest.

The gull had a chick.

The gull fed the chick a  
bit of fish.

Then the gull left.



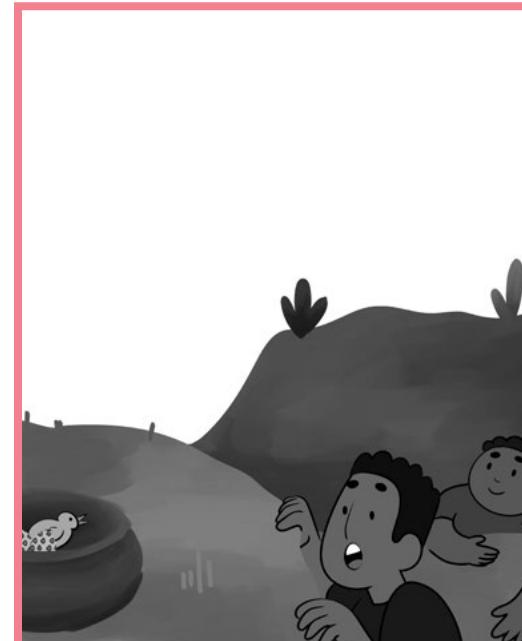
The chick fell from its nest.

Plop!

The chick got stuck in a crack.

Sam and Chad got the chick.

Then Chad set it back in  
its nest.





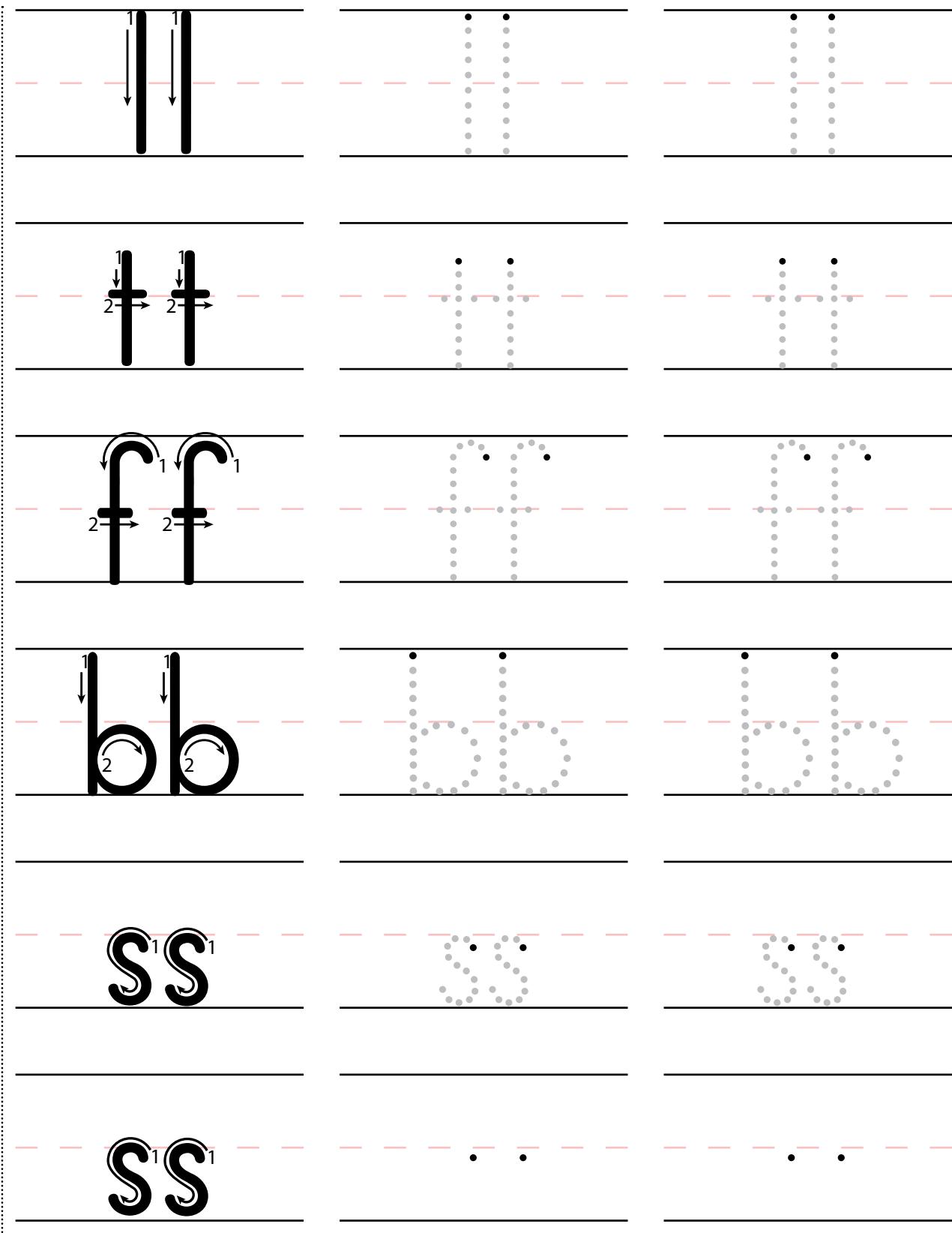
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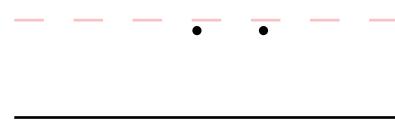
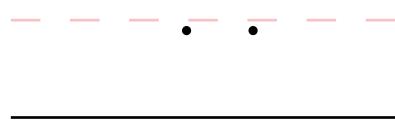
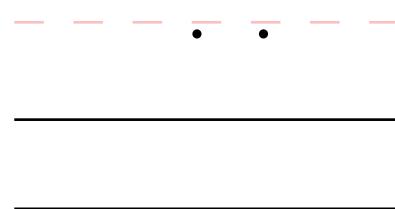
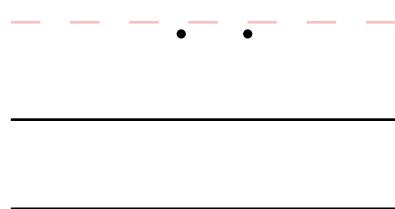
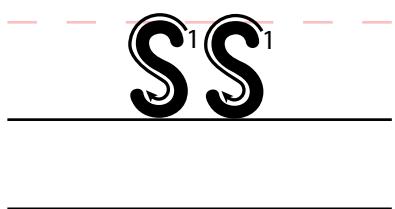
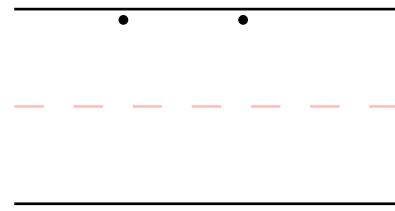
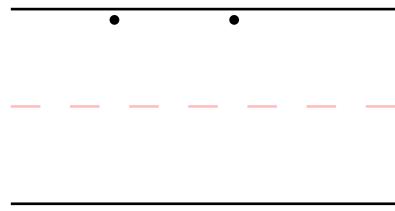
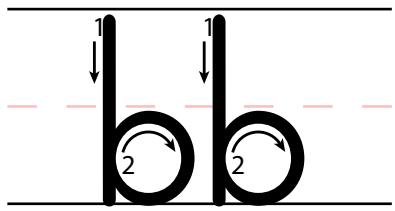
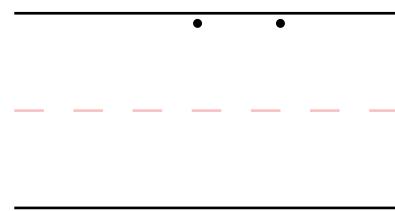
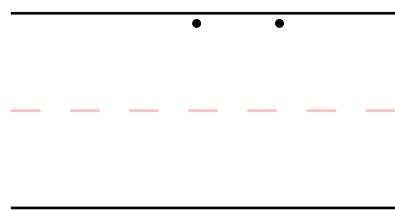
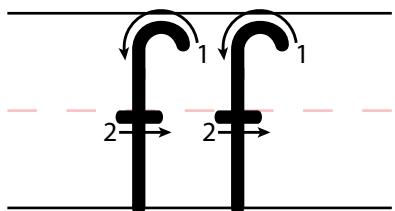
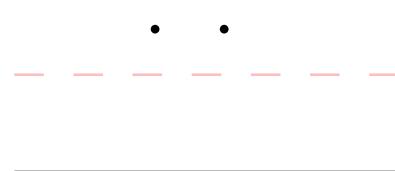
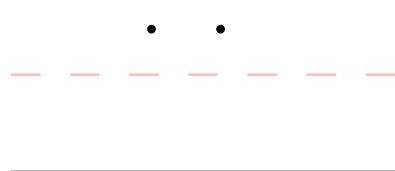
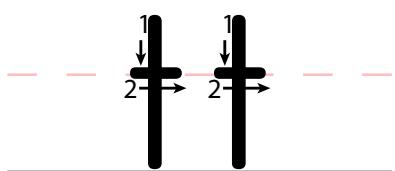
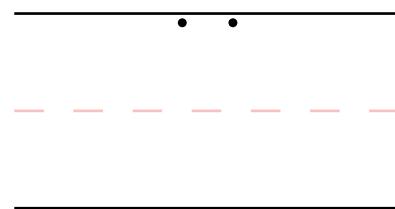
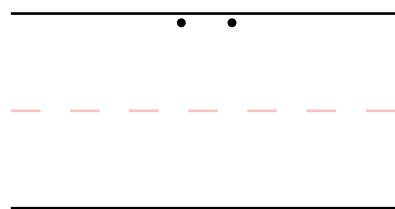
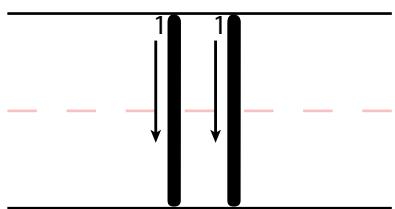
PP.8

Activity Page

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

Directions: Have students trace and copy the double-letter spellings. Encourage students to say the letter names while writing.

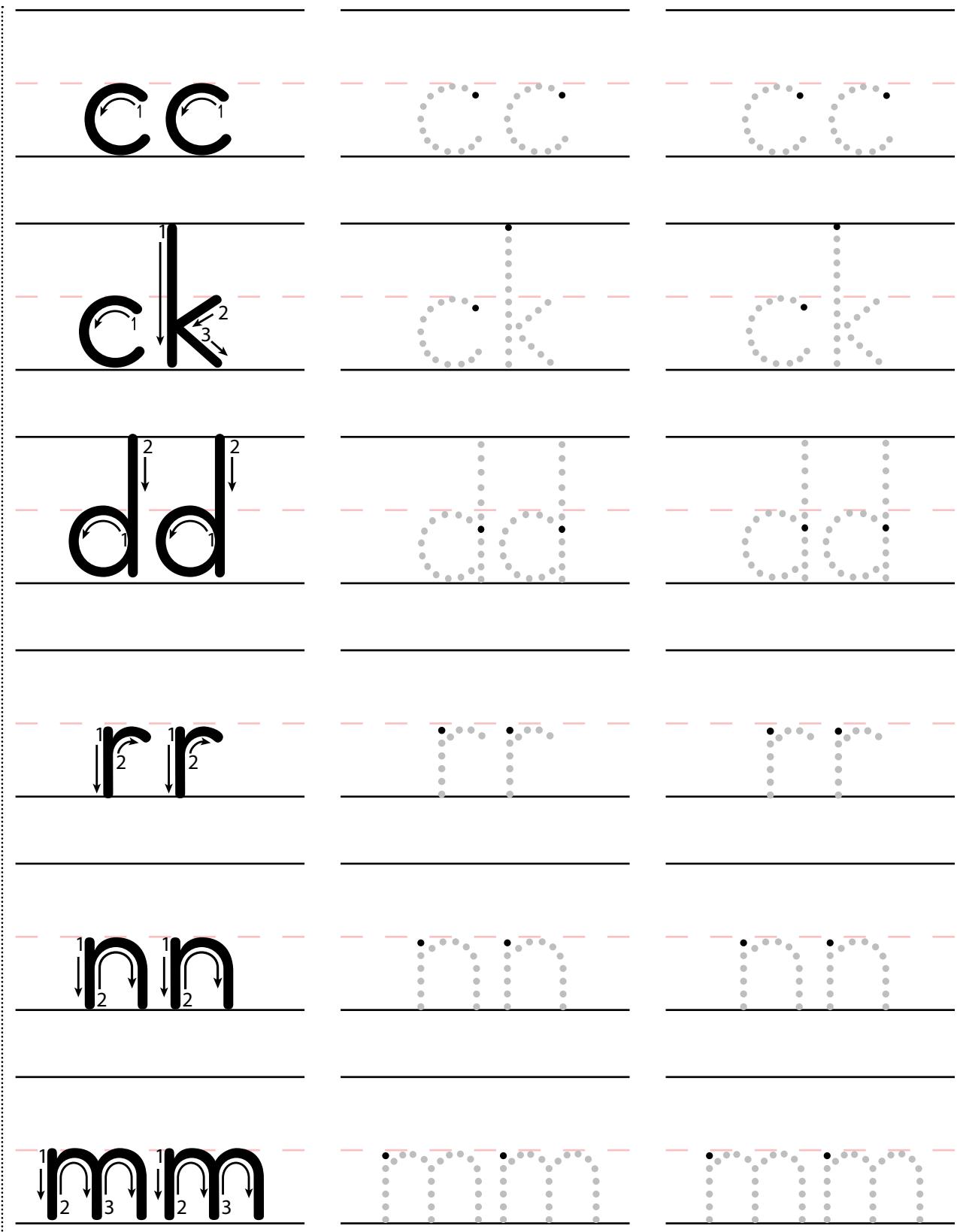


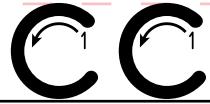


NAME: \_\_\_\_\_

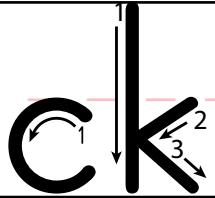
DATE: \_\_\_\_\_

Directions: Have students trace and copy the double-letter spellings. Encourage students to say the letter names while writing.

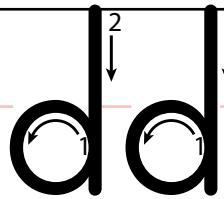




CC



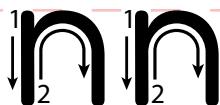
CK



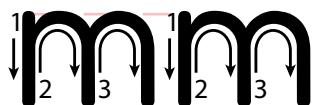
dd



rr



nn



mm

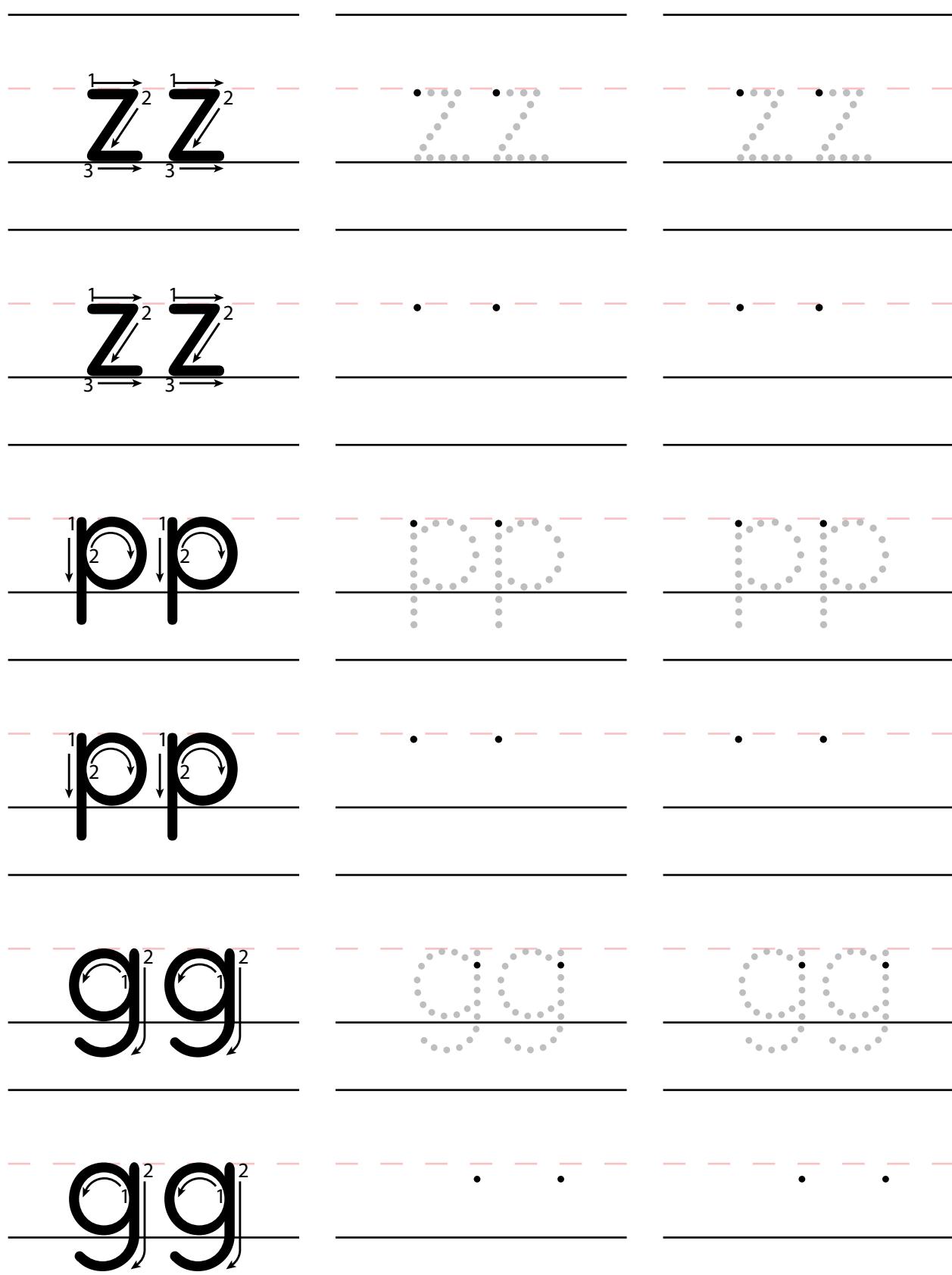
NAME: \_\_\_\_\_

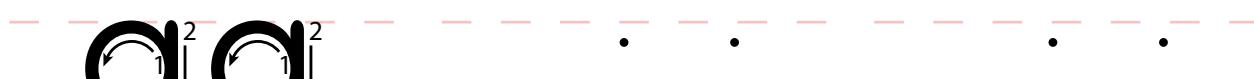
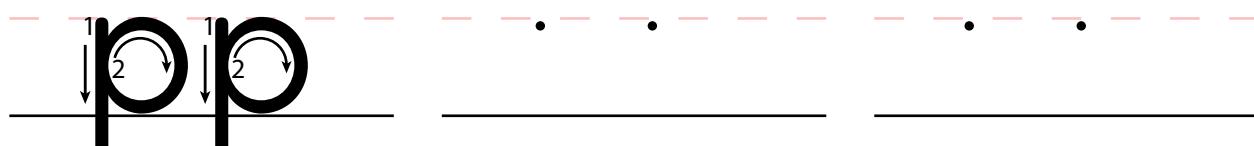
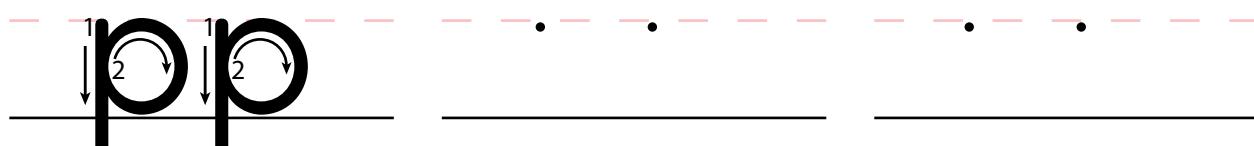
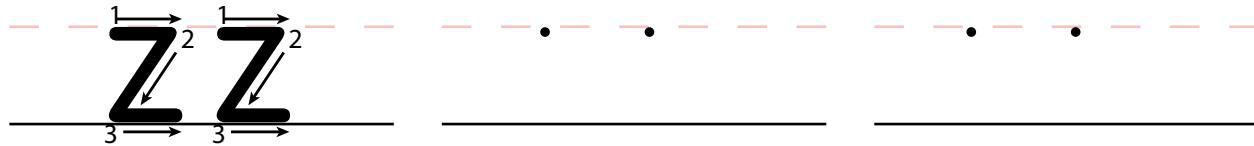
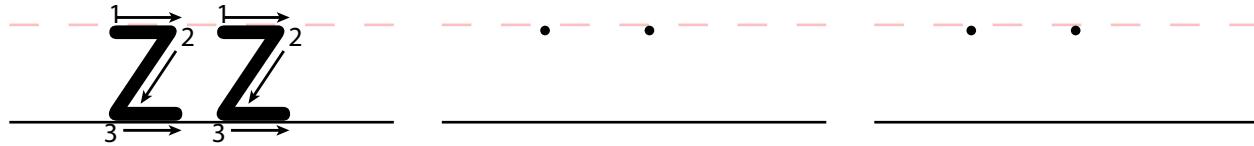
PP.10

Activity Page

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

Directions: Have students trace and copy the double-letter spellings. Encourage students to say the letter names while writing.





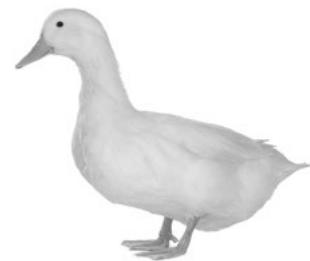
NAME: \_\_\_\_\_

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

PP.11

Activity Page

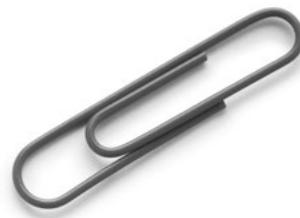
1. socks



2. yell



3. cliff



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

4. grass



5. truck



6. bell



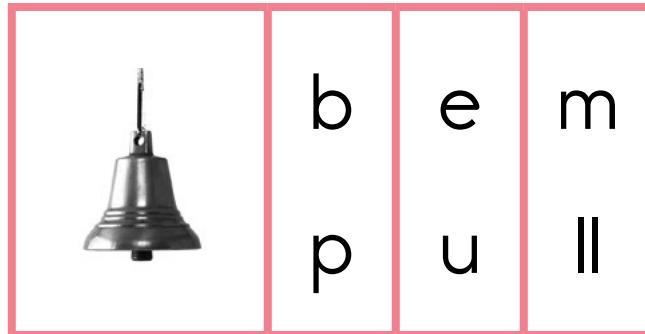
NAME: \_\_\_\_\_

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

PP.12

Activity Page

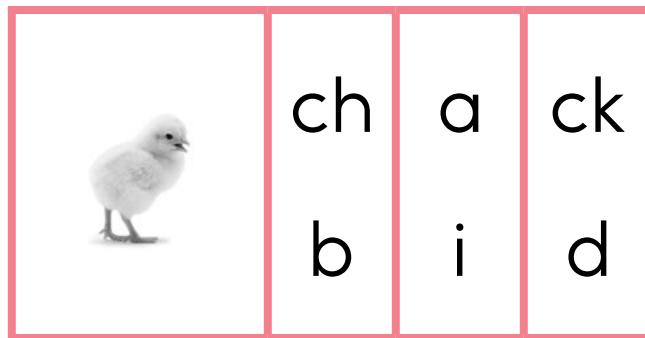
Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should then write the name of the item on the line.



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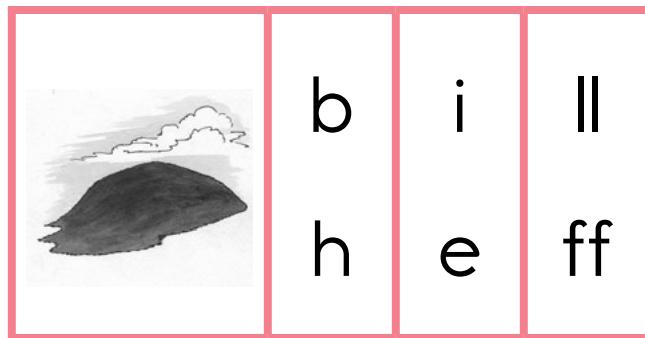
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d i tt  
m e l

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m u th  
d o ck

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p e f  
y i ll

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*Directions: Have students circle the pronounced word and then copy it on the lines.*

1. add odd

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2. lack lick

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3. chess dress

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---

4. glass grass

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---

5. mitt mat

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6. moss toss

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7. press dress

---

---

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8. buzz fuzz

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9. inn chin

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10. smell fell

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---

11. add odd

---

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12. egg leg

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

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

PP.14

Activity Page

Directions: Have students trace and copy the words. Encourage students to say the letter names while writing the words.

The worksheet features seven rows of handwriting practice. Each row contains a large, bold, black outline of a word on the left, followed by two rows of dotted handwriting lines for tracing. The words are: 'a', 'of', 'the', 'a', 'one', 'from', and 'was'. Each word is accompanied by stroke order arrows and numbers (e.g., 1, 2, 3, 4) to guide the students on how to write each letter correctly. The rows are separated by horizontal lines, and the rows themselves are separated by a vertical dotted line on the left.

a

f

the

all

one

from

was

1. one from

2. still miss

3. strum sun

4. fuzz thrill

5. kiss was

*Directions: Have students draw a line from each word on the left to the rhyming word on the right.*

6. mess                    **puff**

7. beg                    **fell**

8. stuck                    **egg**

9. stuff                    **less**

10. shell                    **luck**

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