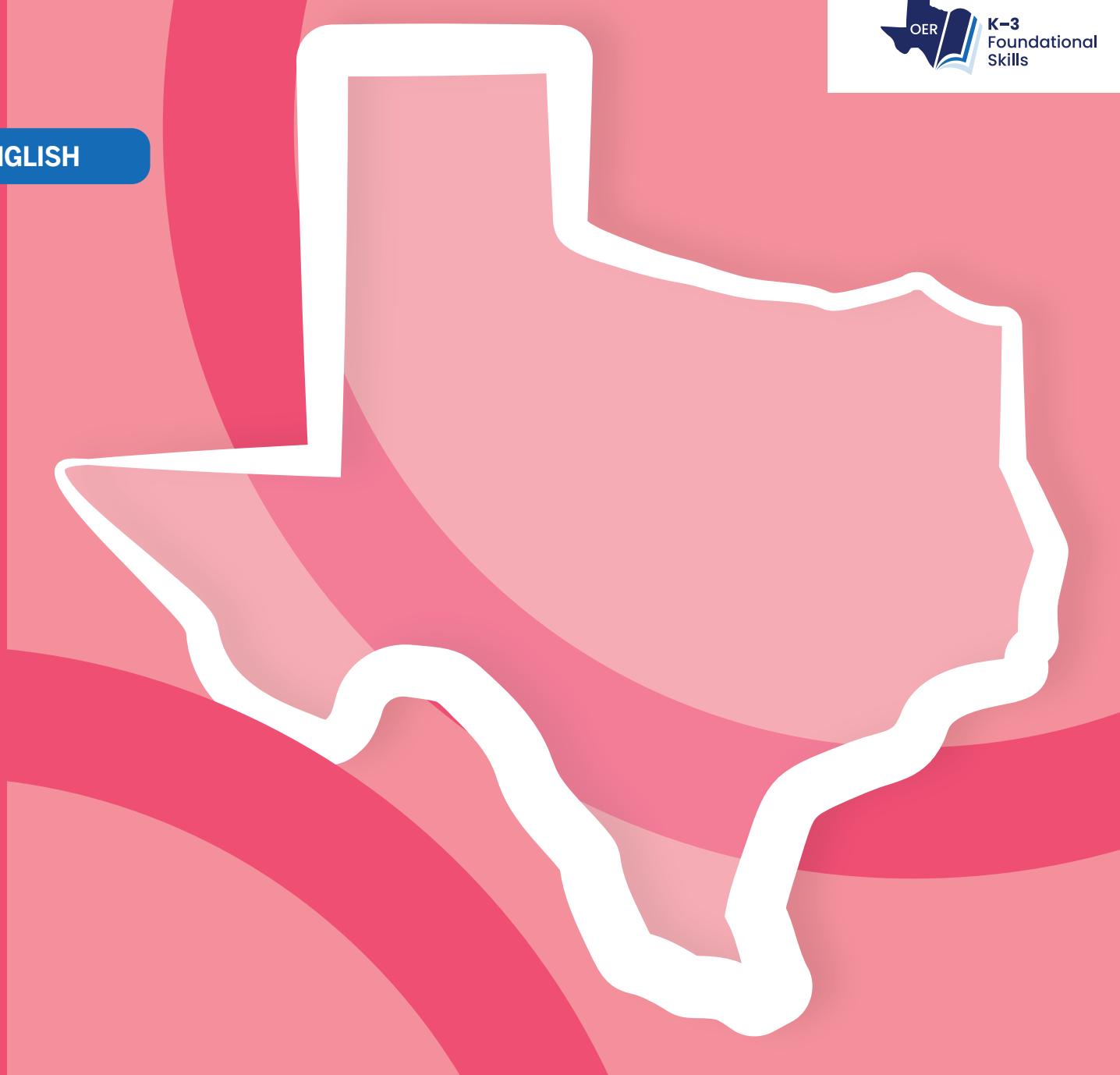




ENGLISH



KINDERGARTEN FOUNDATIONAL SKILLS UNIT 9

Activity Book

EDITION 1

Kindergarten

Foundational Skills 9

Activity Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

If you have further product questions or to report an error, please email **openereducationresources@tea.texas.gov**.

Foundational Skills 9

Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 9. 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 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.

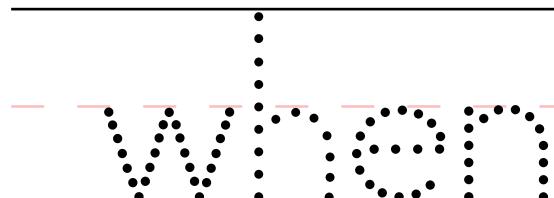
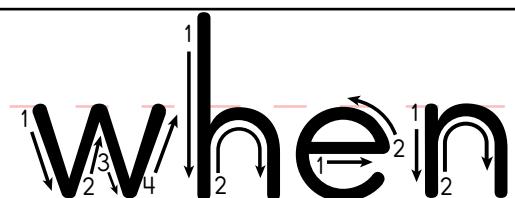
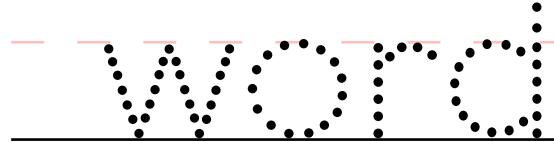
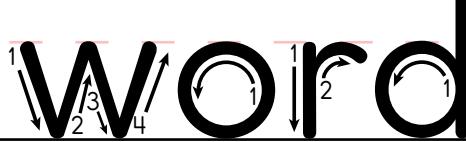
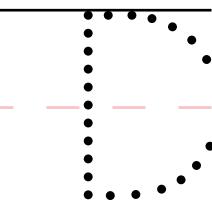
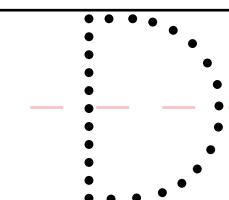
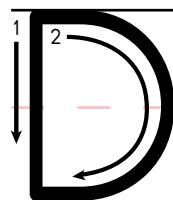
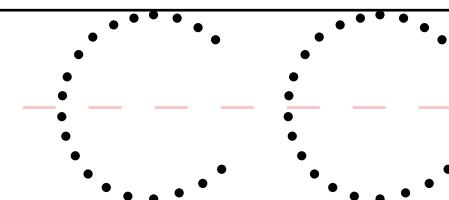
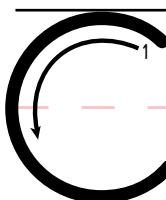
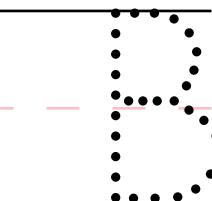
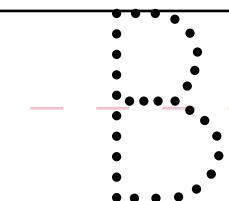
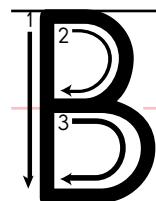
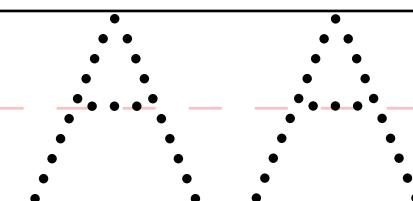
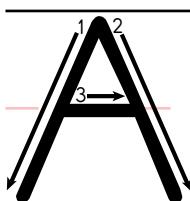
NAME: _____

DATE: _____

1.1

Activity Page

Print the caps and the words.



Directions: Have students draw lines connecting the uppercase letters to the matching lowercase letters.

A

b

B

d

C

c

D

a

NAME: _____

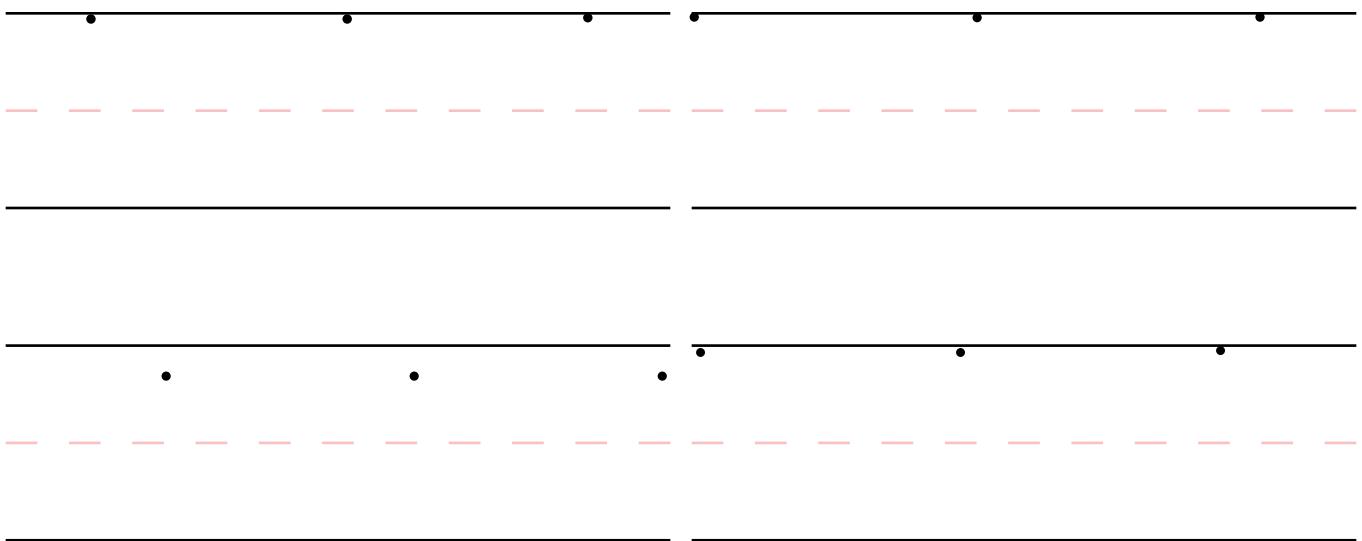
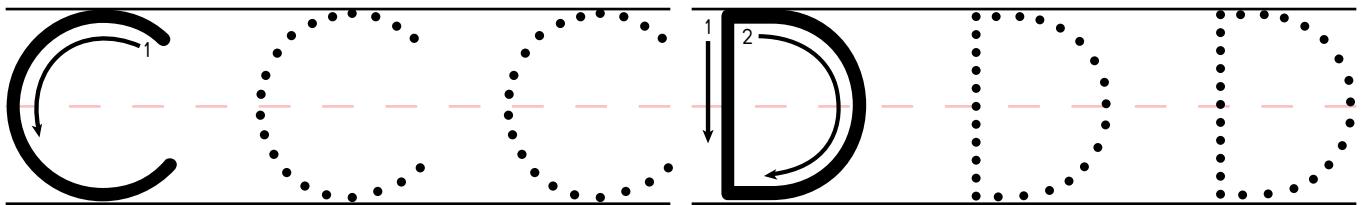
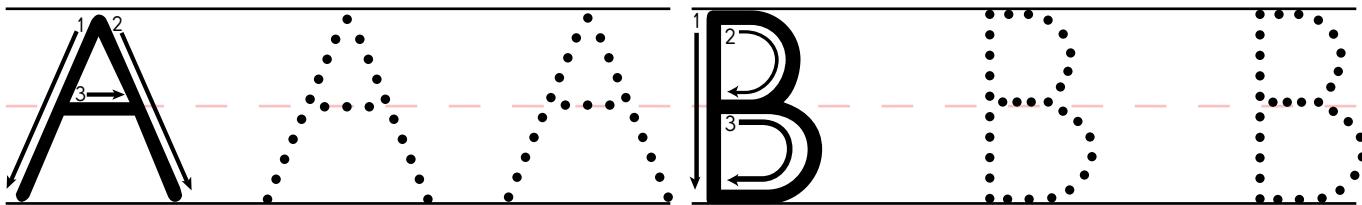
DATE: _____

1.2

Take-Home

Dear Family Member,

Your student is learning to write uppercase letters of the alphabet. Ask your student to practice naming and writing the following uppercase letters. All of these letters start at or near the top line. Then complete the back.



Have your student first read aloud the Tricky Words in the box. Then ask your student to read each sentence aloud, filling in the blank with a word from the box.

when

from

of

1. Sam has a box _____ gum.
2. Kit got chips _____ a shop.
3. _____ will Seth get his gifts?

was

word

all

4. Sam drank _____ the milk.
5. Kit can spell the _____ *thing*.
6. Seth _____ hot from running.

NAME: _____

DATE: _____

2.1

Activity Page

1.

2.

3.

4.

5.

6.

7.

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

NAME: _____

DATE: _____

2.2

Activity Page

The Bad Crab

1. Is Zack six?

- Zack is six.
- Zack is not six.

2. Did the crab pinch Ann?

- The crab did pinch Ann.
- The crab did not pinch Ann.

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

3. Did Mom run from the crab?

- Mom ran from the crab.
- Mom did not run from the crab.

NAME: _____

DATE: _____

2.3

Activity Page

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

spots

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

snaps

A large, empty red-outlined rectangular box occupies the bottom half of the page. It is positioned below a horizontal line and above a dashed line, providing a space for students to draw a picture related to the word 'snaps'.

NAME: _____

DATE: _____

2.4

Activity Page

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

pass the word

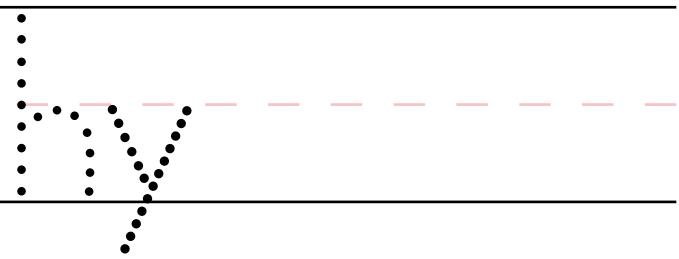
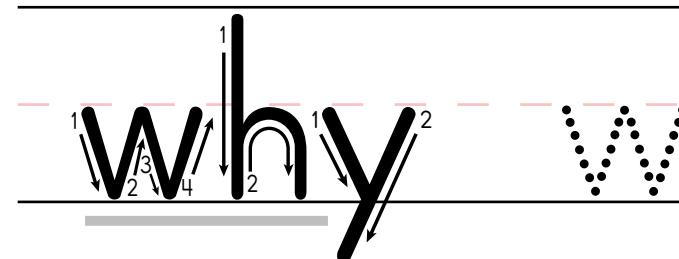
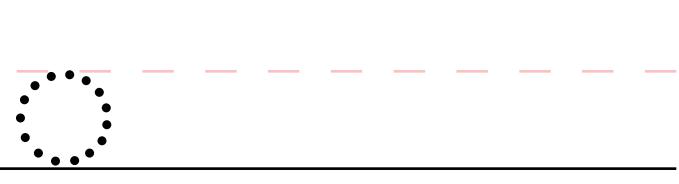
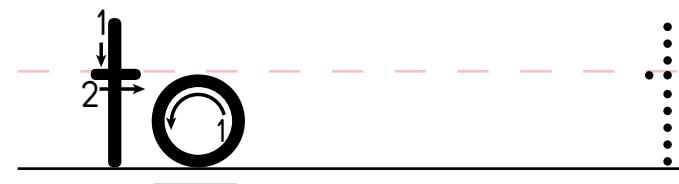
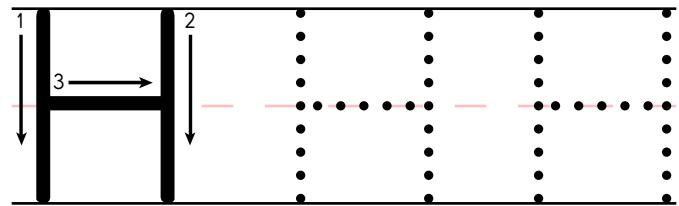
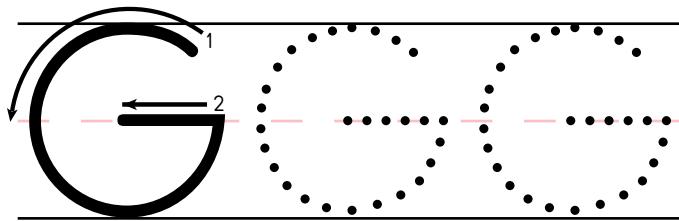
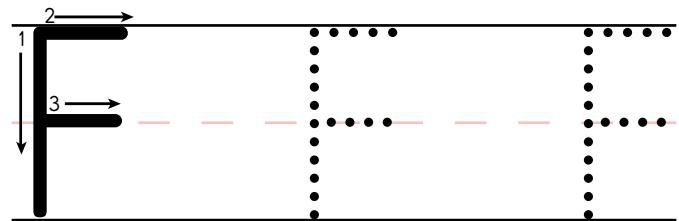
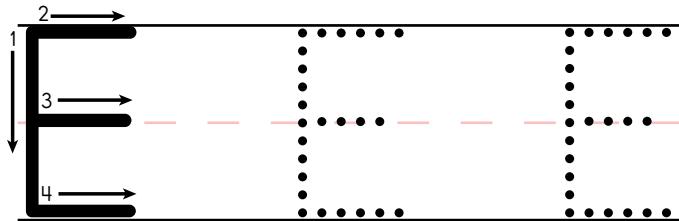
NAME: _____

DATE: _____

3.1

Activity Page

Print the caps and the words.



Directions: Have students draw lines connecting the uppercase letters to the matching lowercase letters.

A

B

C

D

E

F

G

H

e

c

g

a

b

d

c

f

NAME: _____

DATE: _____

3.2

Activity Page

blocks

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.

rips

NAME: _____

DATE: _____

3.3

Take-Home

Dear Family Member,

Ask your student to practice reading and writing the following Tricky Words.

when

word

why

to

from

was

when

word

why

to

from

was

when

word

why

to

from

was

NAME: _____

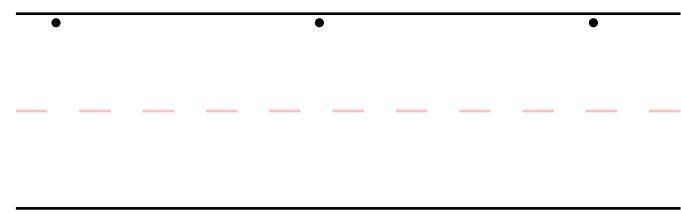
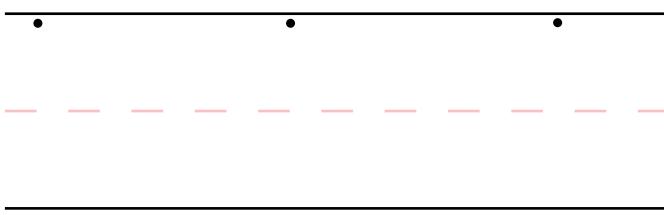
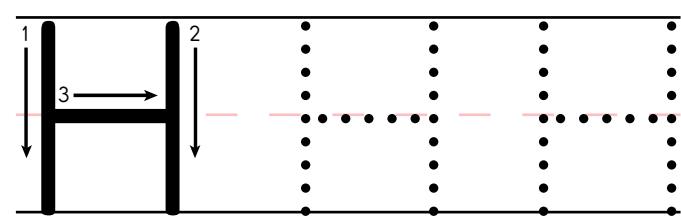
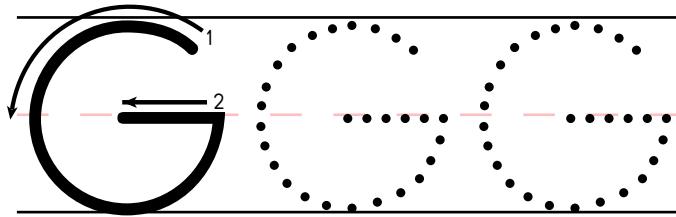
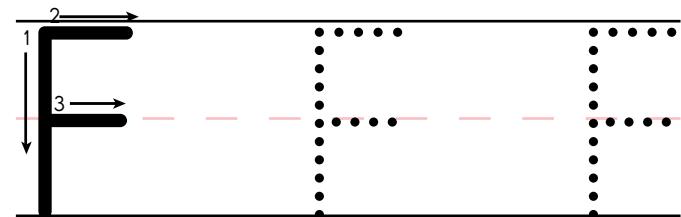
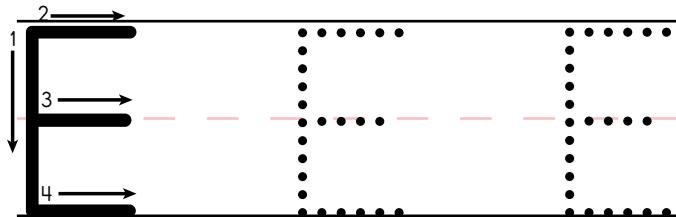
DATE: _____

3.4

Take-Home

Dear Family Member,

Ask your student to practice naming and writing the uppercase letters. All of these letters start at or near the top line.



Ann's Dress

1. The cab hit . . .

- a rock.
- a bump.
- the dress.

2. Why did Ann get the cab man to stop the cab?

- Ann had to get a snack.
- Ann had to pick up trash.
- Ann had to get the dress.

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

3. Why was Ann's dress a mess?

NAME: _____

DATE: _____

4.2

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 parts of words are underlined. You may want to encourage your student to point with a finger word by word as they read, especially on the back page.

The Bad Crab

This is Zack.

Zack is six.



This is Ann.

Ann is ten.



Zack and Ann sit in the sun.

Mom and Dad sit with them.

Zack spots a crab on the sand.

The crab runs up.

Then it snaps at Zack's leg.

Zack jumps up on the bench.



NAME: _____

DATE: _____

4.2
CONTINUED

Take-Home

The bad crab snaps at
Dad.

Dad lifts up his legs.

The bad crab snaps at
Mom.

Mom kicks sand at the crab.

The bad crab runs off.

Ann jumps up and yells
at the kids on the next
bench,

“Bad crab on the sand!
Pass the word!”



The kids on the next bench

spot the crab and jump up.

The bad crab snaps at them.

Then it runs past them.

When it is past them, the kids yell,

“Bad crab on the sand!

Pass the word!”

NAME: _____

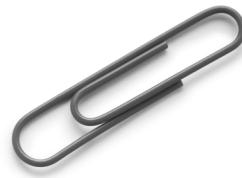
DATE: _____

5.1

Activity Page

Directions: For each sentence, have students circle the matching picture and then write the sentence on the line.

1. The duck flaps its wings.



2. The dress is long.



3. A kid gets a kiss.



4. An egg is in the pan.



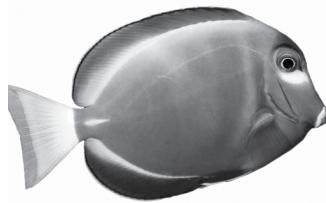
NAME: _____

DATE: _____

5.1
CONTINUED

Activity Page

5. The fish has fins.



Directions: For each sentence, have students circle the matching picture and then write the sentence on the line.

6. The kid went to bed.



NAME: _____

DATE: _____

5.2

Activity Page

Where

Why

to

1. _____ is Jess mad

at Ann?

2. The kids went _____ the

pond.

3. _____ is the shop?

Directions: Have students write each word on the line where it fits best.

When

word

4. Jeff can spell the

5. _____ did Jill get back?

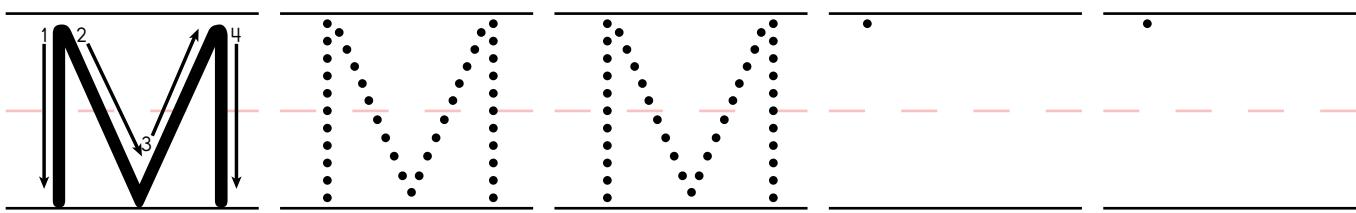
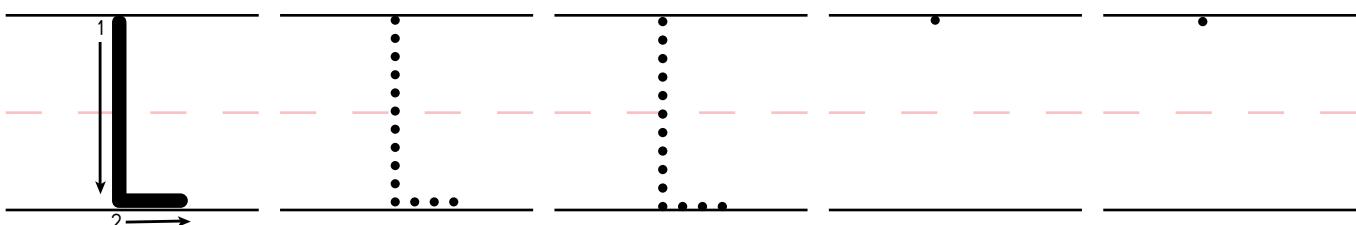
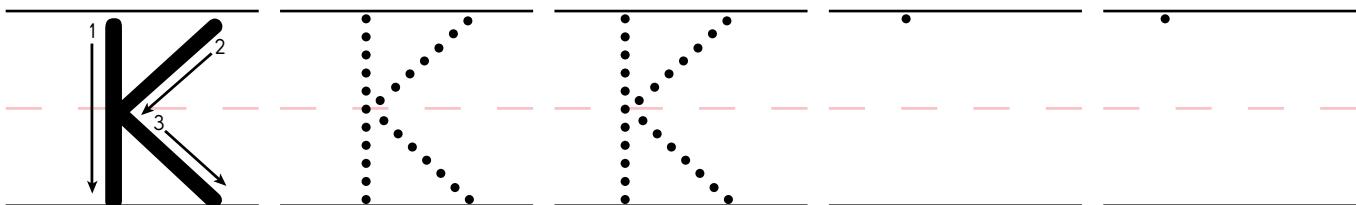
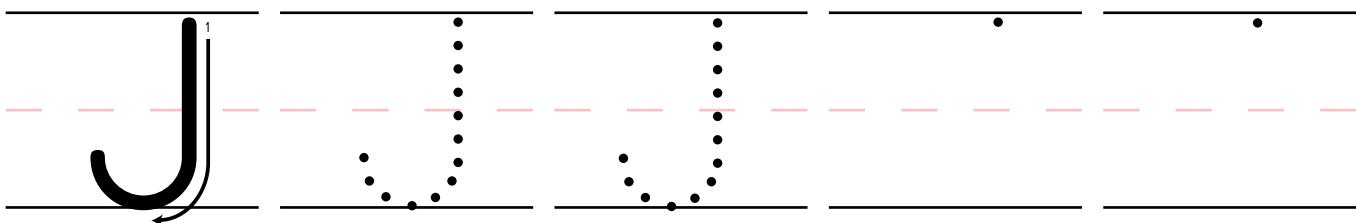
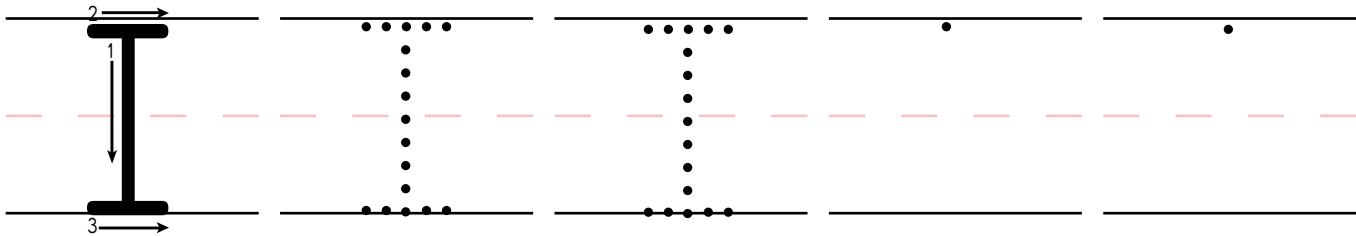
NAME: _____

DATE: _____

6.1

Activity Page

Print the caps.



Directions: Have students copy the uppercase letters next to the matching lowercase letters.

A

B

M

D

E

F

G

H

I

J

K

L

b

k

h

d

l

a

m

f

j

i

e

g

NAME: _____

DATE: _____

6.2

Activity Page

Zack Gets a Pet

1. Why can't Zack get a cat?

- Cats smell bad.
- Cats run up trees.
- A cat is not a pet.

2. Why can't Zack get a bug?

- Bugs run up trees.
- Bugs smell bad.
- A bug is not a pet.

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

3. Where did Zack get his fish?

NAME: _____

DATE: _____

6.3

Activity Page

shrugs

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.

bucks

A large, empty red-outlined rectangular box occupies the bottom half of the page, intended for students to draw a meaning of the word 'bucks'.

NAME: _____

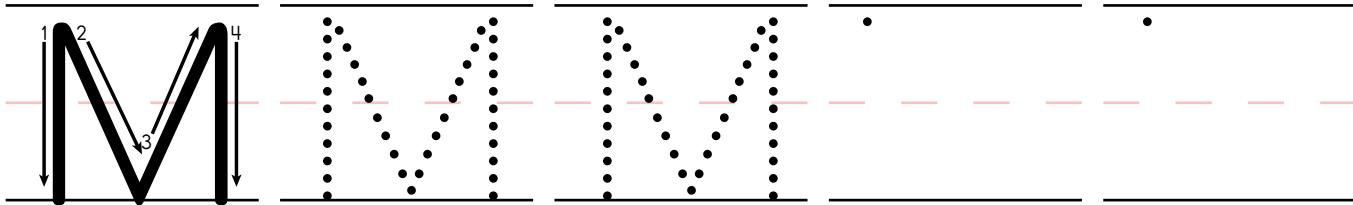
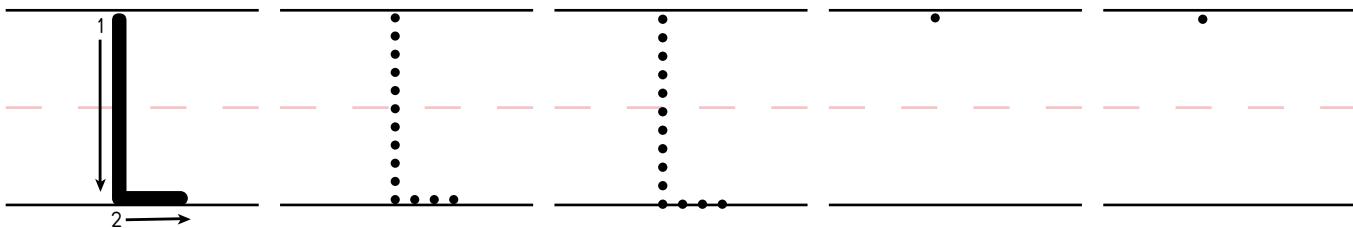
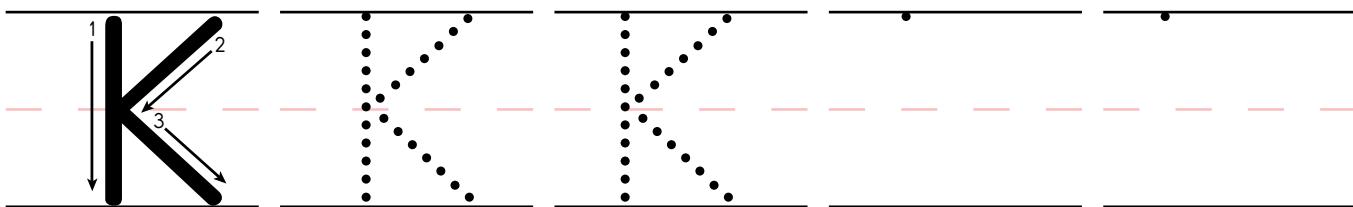
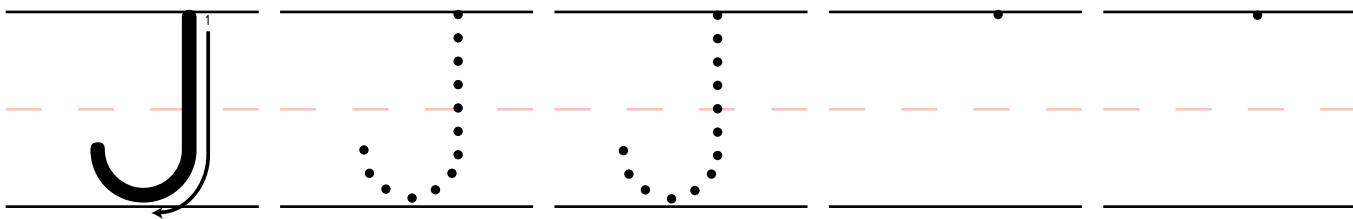
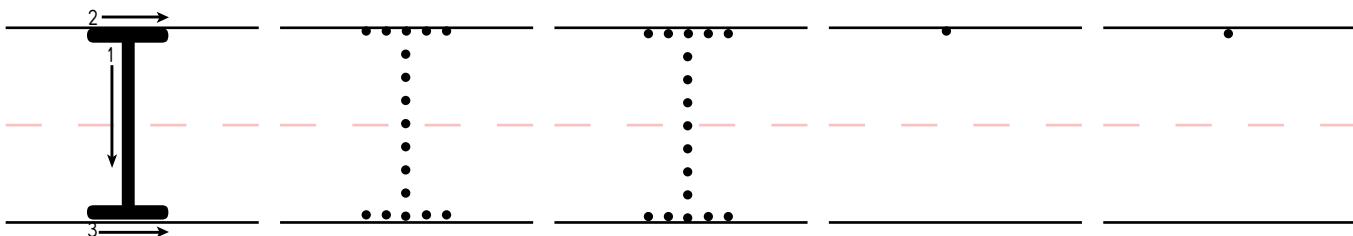
DATE: _____

6.4

Take-Home

Dear Family Member,

Ask your student to practice writing the uppercase letters. All of the letters start at the top of the line.



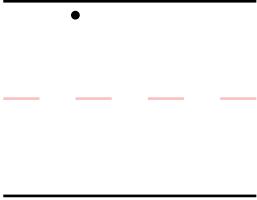
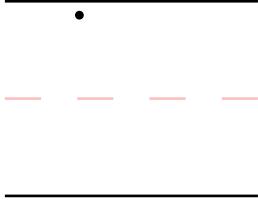
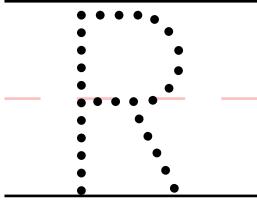
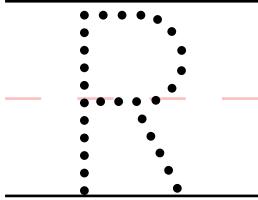
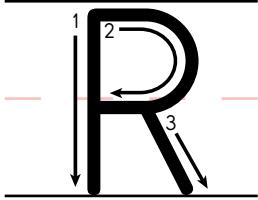
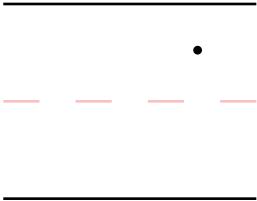
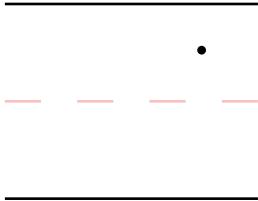
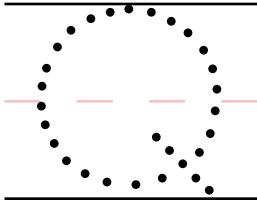
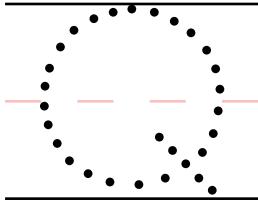
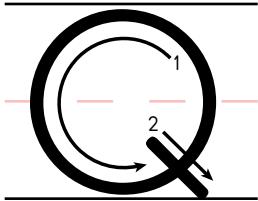
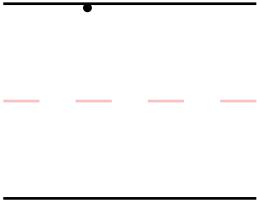
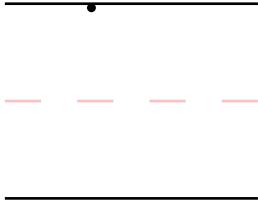
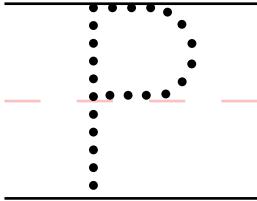
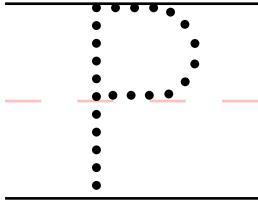
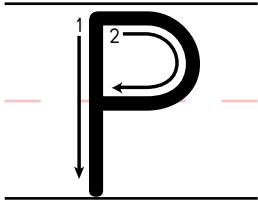
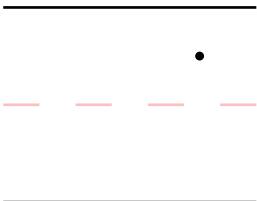
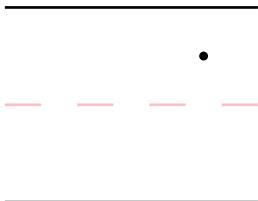
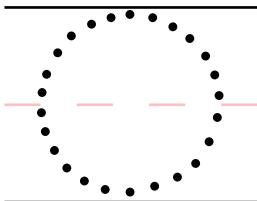
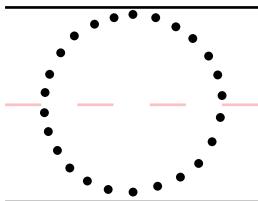
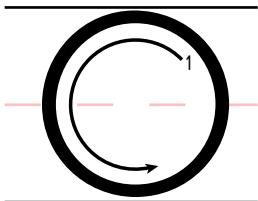
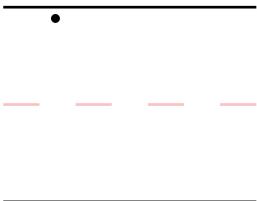
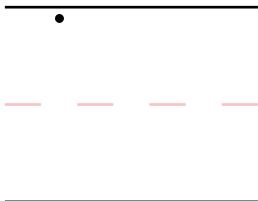
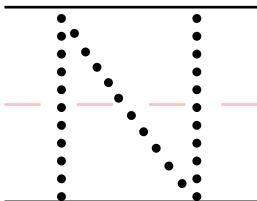
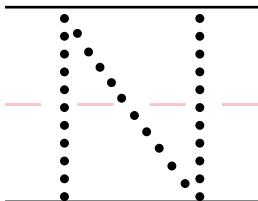
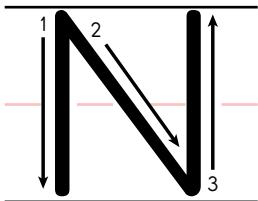
NAME: _____

DATE: _____

7.1

Activity Page

Print the caps.



yes

no

1. Is an ant big?

2. Can a cat swing
a bat?

3. Can a man sit?

4. Is the sun hot?

5. Can a dog shop?

6. Can a plant run?

NAME: _____

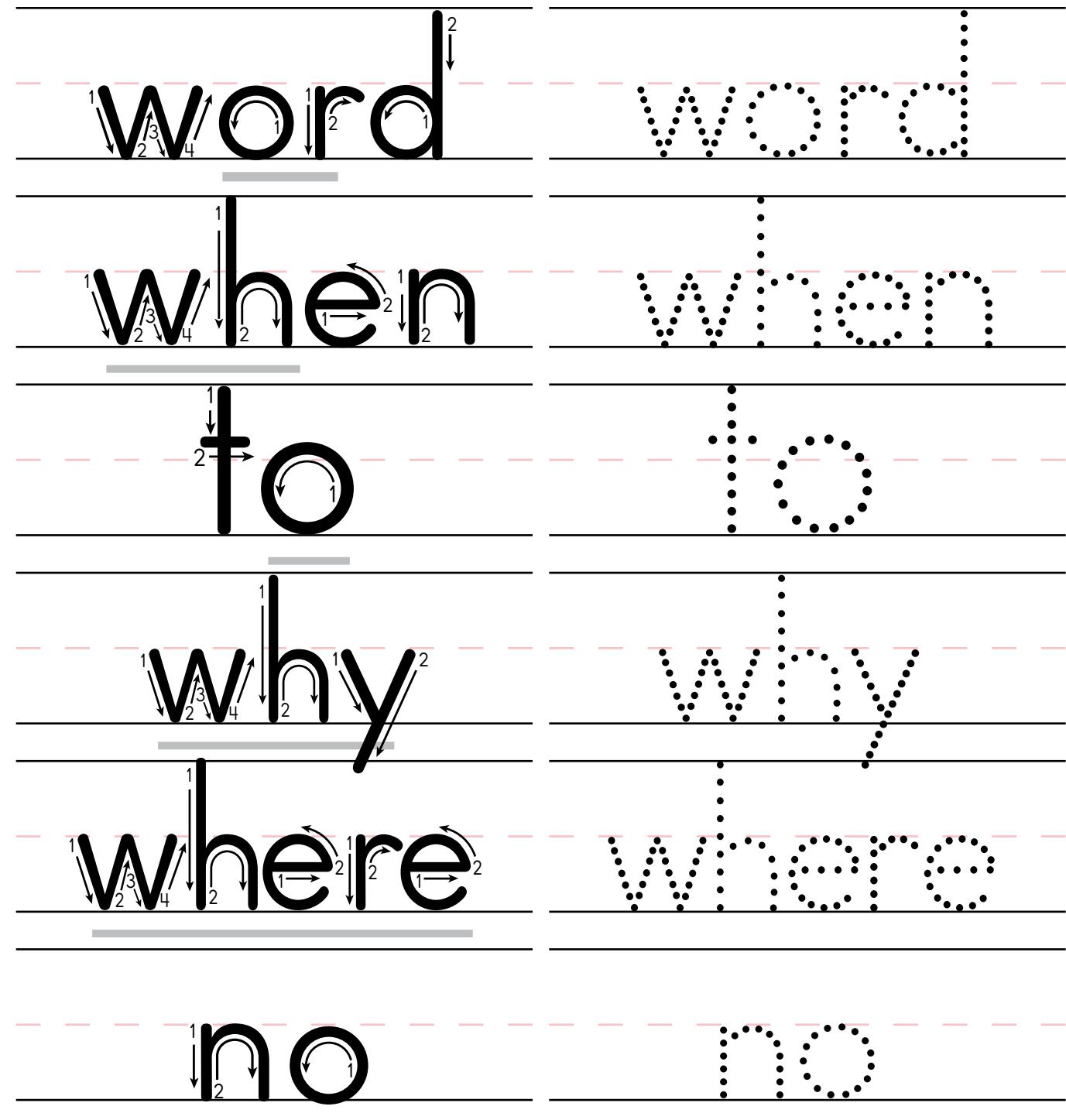
DATE: _____

7.2

Take-Home

Dear Family Member,

Ask your student to read the Tricky Words and then practice writing them. Then ask your student to tell you a sentence using each word.



NAME: _____

DATE: _____

8.1

Take-Home

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together. The tricky parts of words are underlined. You may want to encourage your student to point with a finger word by word as they read.

Ann's Dress

Ann went to Gwen's
Dress Shop.

The shop had a red
dress.

Ann got the dress.



Ann got in a cab with
the dress.

The cab man sped off.

His cab went fast.

Then the cab hit a big
bump.

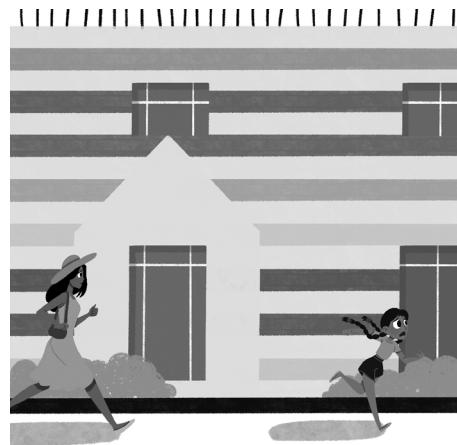
Thump!

Ann's dress fell from the
cab.

Ann had the cab man
stop the cab.

Then Ann ran back to
get the dress.

Ann had to run ten
blocks.



NAME: _____

DATE: _____

8.1
CONTINUED

Take-Home

Ann's dress was in a trash can.

A bus had hit it.

A dog bit it.

The dress had mud on it.

The dress had rips and missing bits.

Ann's dress was a mess!



NAME: _____

DATE: _____

9.1

Activity Page

so

Where

no

1. A fish has _____ legs.

2. I can't find the shop.

_____ is it?

3. The dog is _____ big.

Directions: Have students write each word on the line where it fits best.

What

from

4. Ross got a black pen

Ned.

5. _____ is in the chest?

NAME: _____

DATE: _____

9.2

Activity Page

Off the Top

1. What did the kids stack up?

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

2. Where was the bug?

3. Why did Zack hit the can?

- Zack went to smack a bug.
- Zack felt sick.
- Zack's hand was wet.

NAME: _____

DATE: _____

9.2

Activity Page

CONTINUED

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



NAME: _____

DATE: _____

10.1

Assessment

1. when ten where were

2. to no now so

3. air when there where

4. why that wham what

5. war word gold sword

6. so go sun does

7. tow bot goo to

8. bear are hair war

Directions: Have students circle the Tricky Word, as it is read aloud.

9. down lawn town mow

10. lie high I ay

11. way why hay what

12. three the there free

13. be three the them

14. lit little yellow litter

15. ow oat boat out

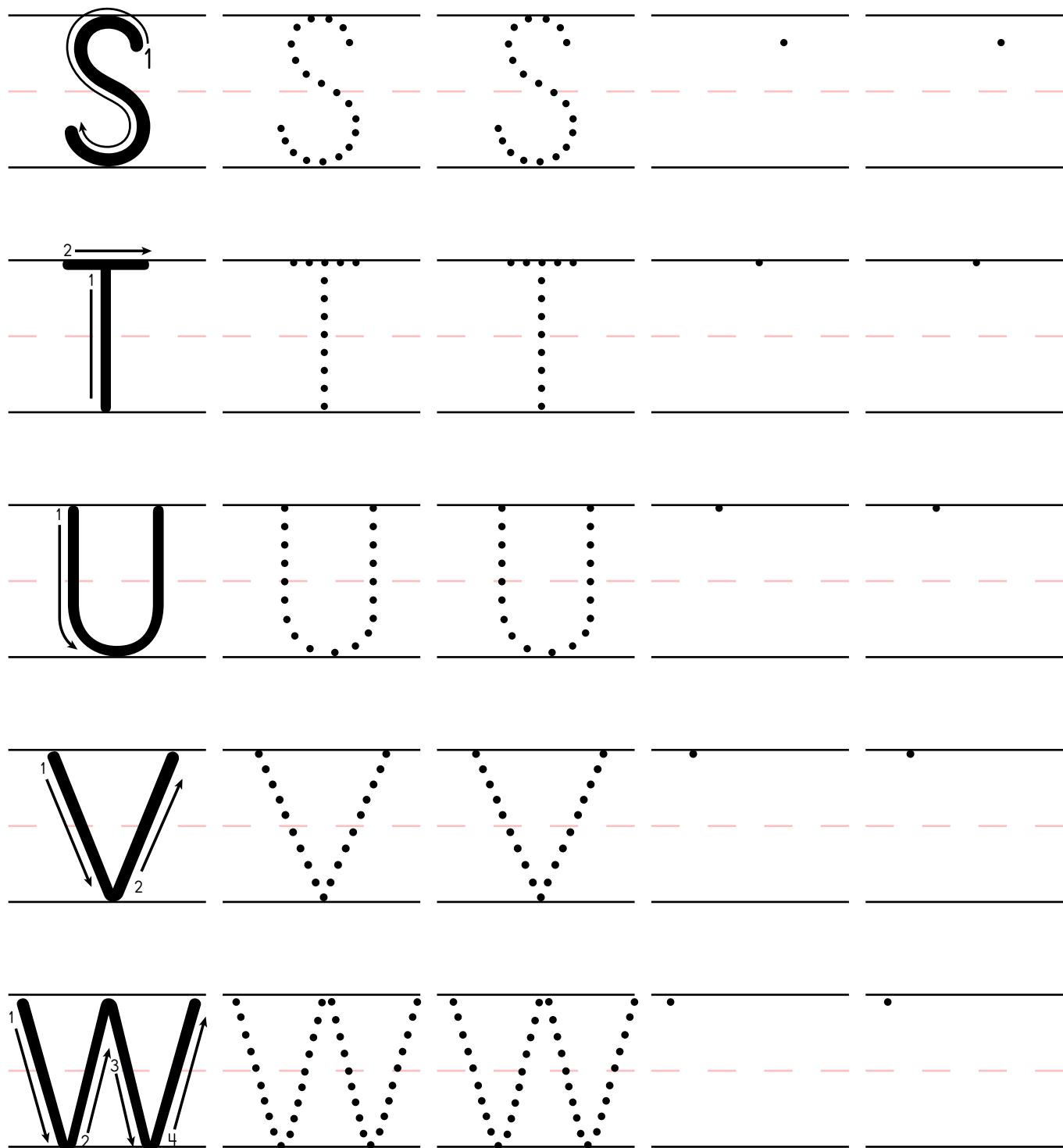
NAME: _____

DATE: _____

10.2

Activity Page

Print the caps.



Directions: Have students draw lines connecting the uppercase letters to the matching lowercase letters.

H q
J t
K r
L n
M j
P i
Z 3
Q o
T k
R p
Q n
P i
Z 3
M j
L n
K r
J t
H q

NAME: _____

DATE: _____

10.3

Activity Page

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

mast

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

dents

A large, empty rectangular box with a thick red border, designed for students to draw a picture that illustrates the meaning of the word 'dents'.

NAME: _____

DATE: _____

10.4

Activity Page

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

rust

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

sand

A large, empty red-outlined rectangular box occupies the bottom half of the page. It is positioned below a horizontal line and above a dashed line, providing a space for students to draw a representation of the word 'sand'.

NAME: _____

DATE: _____

10.5

Activity Page

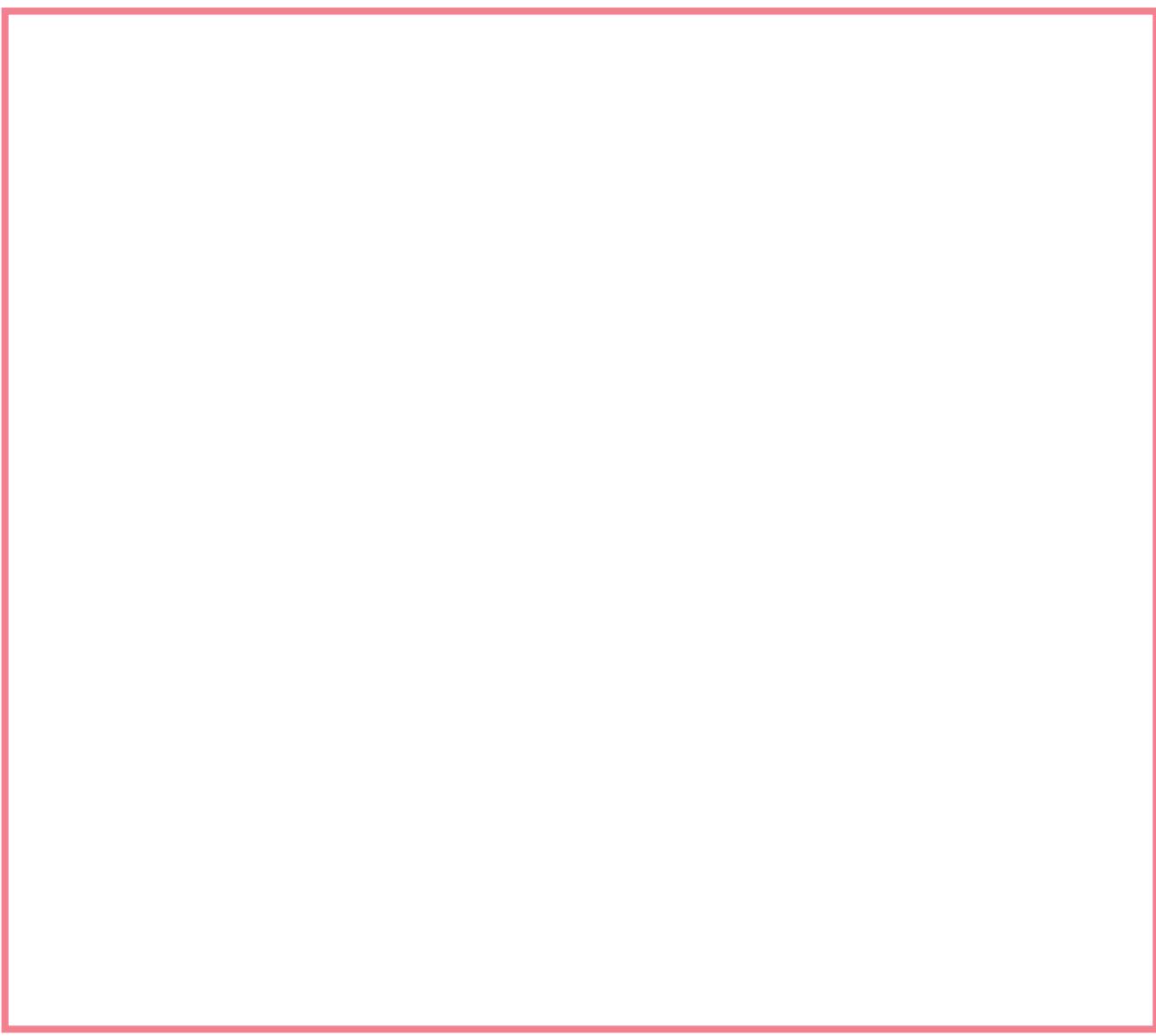
deck

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.

drills

A large, empty rectangular box with a thick red border, designed for students to draw a picture related to the word 'drills'.

NAME: _____

10.6

DATE: _____

Take-Home

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together. The tricky parts of words are underlined. You may want to encourage your student to point with a finger word by word as they read.

Zack Gets a Pet

“Can I get a cat?” Zack asks.

Dad tells Zack, “No cats! Cats run up trees and can’t get back.”



“Can I get a rat?” Zack asks.

Mom adds, “No, no! No rats! Rats smell bad.”



“Can I get a bug?” Zack asks.

Ann tells Zack, “No, no! A bug is not a pet!”



“Can I get a fish?” Zack asks.

“A fish?” his mom asks.

“A fish is not so bad.

Can a fish be a fun pet?”

Dad nods and Ann shrugs.

“Can I get one, then?” Zack asks.

Mom nods.

“Yes!” yells Zack.



Zack runs to the pet shop.

“Can I get that fish?” Zack asks.

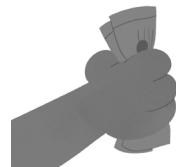
“This one?” the pet shop man asks.

Zack nods.

“This one costs six bucks.”

Zack hands the man the cash.

Then Zack runs to Mom and Dad with his pet fish.



NAME: _____

DATE: _____

11.1

Activity Page

Fix that Ship

1. Why can't Dan fish?

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

2. The mast of the ship . . .

O has a drip.

O has rust.

O has a crack.

3. What must Dan sand?

NAME: _____

DATE: _____

11.1

Activity Page

CONTINUED

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



A horizontal line consisting of a solid black line segment at the top and a dashed red line segment at the bottom. The dashed red segment is approximately one-third of the total length of the line.

NAME: _____

DATE: _____

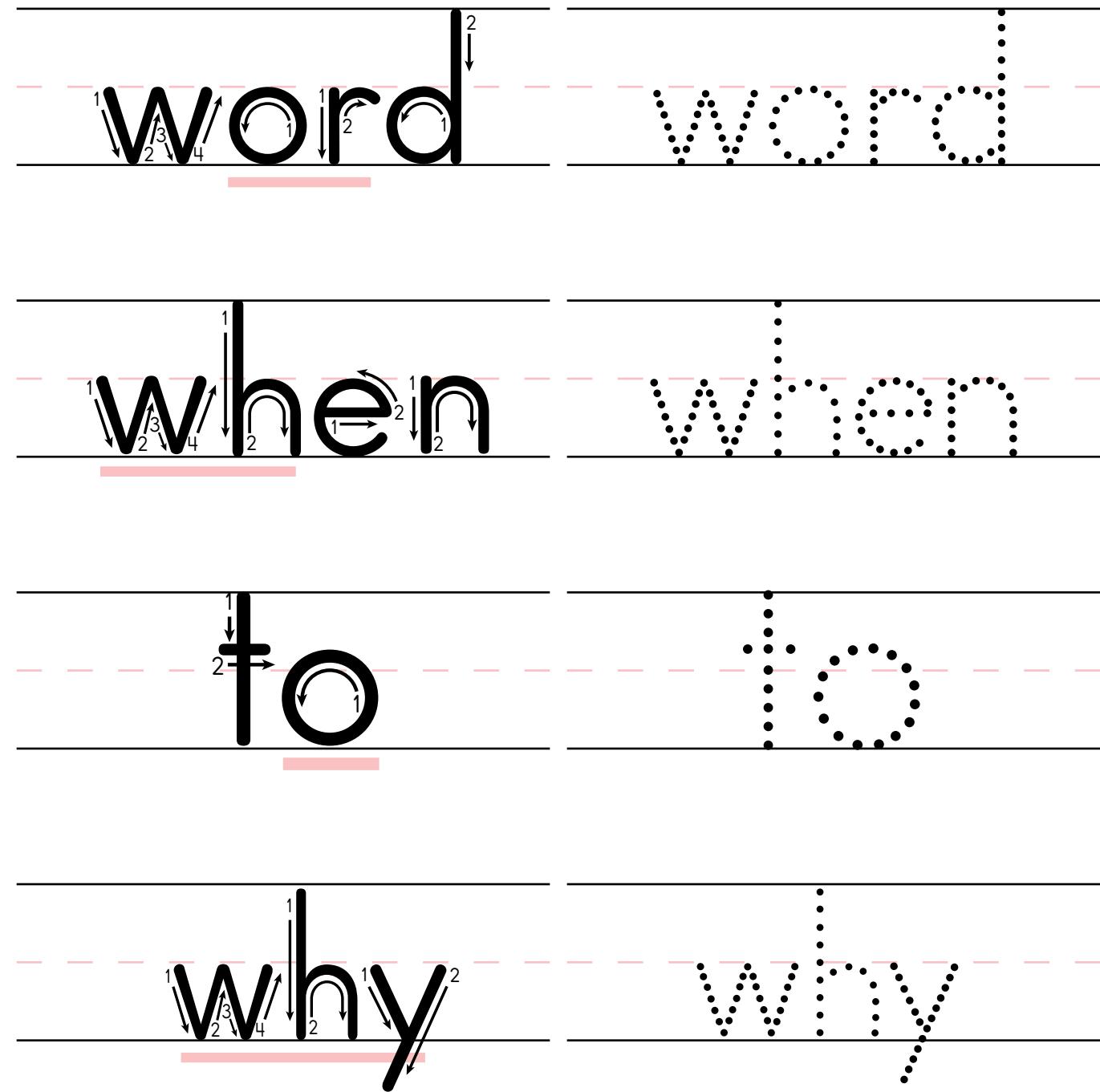
11.2

Take-Home

Dear Family Member,

Please ask your student to read the Tricky Words and then practice writing them.

Extension: Ask your student to use the Tricky Words in a meaningful sentence.



where where

no no

what what

so so

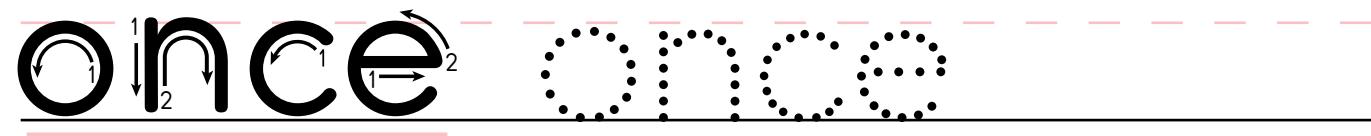
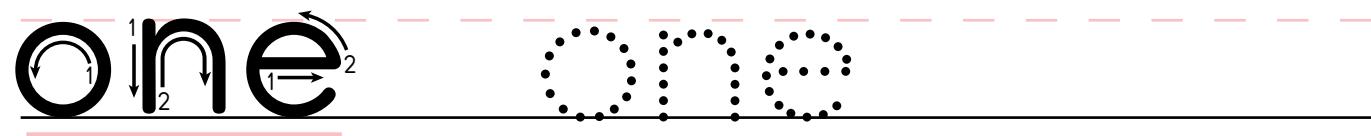
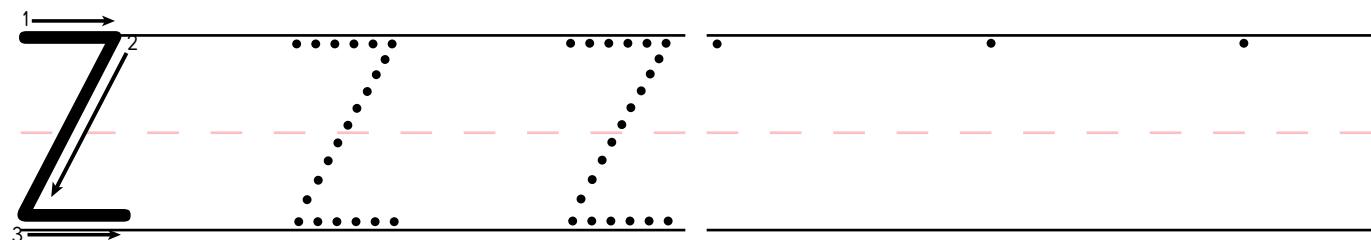
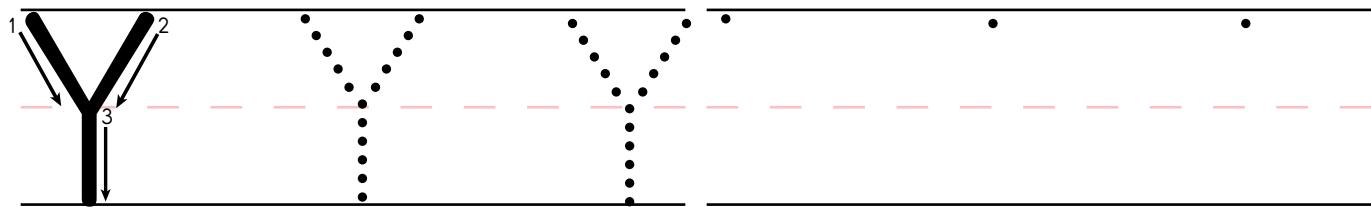
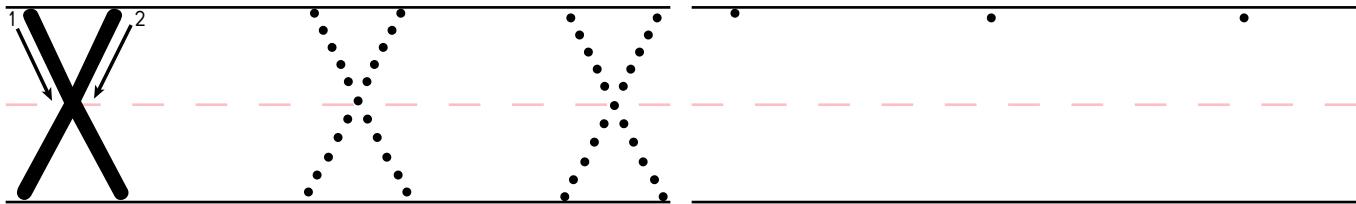
NAME: _____

DATE: _____

12.1

Activity Page

Print the caps and the words.



Directions: Have students complete each sentence with the correct question word.

When What 1. _____ can the cat drink milk?

Why Which 2. _____ bus will stop at the gift shop?

When Where 3. _____ is Pam's best pal, Tess?

Why What 4. _____ can't I skip as fast as Fred?

The Tent

1. Where did Zack and Ann get the tent?

- from a shop
- from the shed
- from Dad

2. What hit the tent?

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

3. What got in the tent?

- red ants and a slug
- a fish and a frog
- a dog and a cat

NAME: _____

DATE: _____

12.2

Activity Page

CONTINUED

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



A horizontal black line with two red dashed lines above and below it, creating a central white space.

NAME: _____

12.3

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 parts of words are underlined. You may want to encourage your student to point with a finger word by word as they read.

Off the Top

Zack and Ann had fun
with a can.

Zack put out a can.

Then Ann put a can
next to Zack's.

Then Quinn put a can
on top of Ann's.



Nell put a can on next.
got up on top of Zack
and Ann.

Rod put his on next. It
was on top of Quinn's.

Then Ed put his can on
the tip top.

It was so much fun!
Then, buzz, buzz!

What was that?

It was a bug.

The bug was on Ed's
can

Zack went to smack the
bug.



NAME: _____

DATE: _____

12.3

Take-Home

CONTINUED

Flop! Flop!

Ed's can fell off the top.

Rod's can fell off next.

Then all the rest of the cans fell.

It was a big mess.



NAME: _____

DATE: _____

13.1

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.

5.

Handwriting lines for the number 5.

6.

Handwriting lines for the number 6.

7.

Handwriting lines for the number 7.

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

NAME: _____

DATE: _____

14.1

Activity Page

Directions: Have students copy the uppercase letters next to the matching lowercase letters.

A

B

C

D

E

F

G

H

I

J

K

L

b

k

h

d

l

a

c

f

j

i

e

g

Directions: Have students copy the uppercase letters next to the matching lowercase letters.

L	M	N	O	P
Q	R	S	T	U
V	W	X	Y	Z

O			
W			
r			
V			
s			
z			
q			
m			
p			
y			
x			
n			
t			
u			
l			

A Gift from Mom

1. What did Mom bring Zack and Ann?

- a cat
- a box
- a snack

2. What was in the box?

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

3. Was Zack glad to get a dog?

NAME: _____

DATE: _____

14.2

Activity Page

CONTINUED

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



Dear Family Member,

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

Fix that Ship

Zack's dad, Dan, has a ship.

It's fun to fish on the ship.

But Dan can't fish on the ship yet.

Dan must fix up his ship.

The ship has a big crack in its mast.

It has dents which Dan must fix.

It has rust which Dan must sand.



Dan gets the ship up on the land.

Then Dan gets a mask.

The mask will help block the dust.

Dan sands the deck.

Dan scrubs the deck.

Dan drills the deck.



At last, Dan's ship is all set.

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

1.



The kid sings a song.
 The kid rings a bell.

2.



This is a clock.
 This is a dish.

3.



The man is strong.
 The dog is strong.

4.



It's a can of trash.
 It's a bag of trash.

5.



The dog is on a mat.
 The dog is in a tub.

6.



- The man chops.
- The man shops.

7.



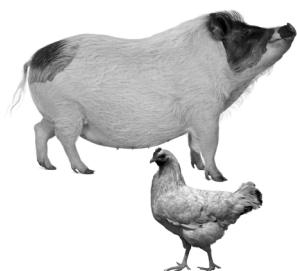
- This is a desk.
- This is a bench.

8.



- A kid sits on a quilt.
- A kid sits on a step.

9.



- This is a pig and a hen.
- This is a rat and a cat.

10



- A kid is on a bed.
- A kid is on a bench.

Which once says

1. Sam says no, but Beth

yes.

2. I went to the shop _____.

3. _____ glass is Ann's?

Directions: Have students write each word on the line where it fits best.

so

said

one

4. That is what Trish _____.

5. The plums smell _____

fresh.

6. Brad had _____ chip.

NAME: _____

DATE: _____

16.1

Activity Page

Bug and Frog

1. Where are Zack and Ann?

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

2. Zack says . . .

- “I wish I were a cat.”
- “I wish I were a frog.”
- “I wish I were a bug.”

3. Ann says . . .

- “Bugs are no fun.”
- “Bugs are the best.”
- “Bugs spin webs.”

4. Can a frog munch on a bug?

NAME: _____

DATE: _____

16.2

Activity Page

munch

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

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together. The tricky parts of words are underlined. Encourage your student to point with a finger word by word as they read.

The Tent

Once Zack's dad got
the kids a tent.

Zack and Ann set up
the tent.

Then the kids sang a
song:

“This big tent, it is the
best, is the best, is the
best!

This big tent, it is the
best.

Yes, it's the best!”



The kids had fun in the tent.

But then a big wind hit the tent.

Flop!

The tent fell on Zack and Ann.



The kids set the tent
back up.

Red ants got in and bit
Zack.

A slug got on Ann.

Once the ants and slug
got in,

that was it.

Zack and Ann ran from
the tent.



NAME: _____

DATE: _____

17.1

Activity Page

1.

Handwriting lines: solid top and bottom lines, dashed midline.

2.

Handwriting lines: solid top and bottom lines, dashed midline.

3.

Handwriting lines: solid top and bottom lines, dashed midline.

4.

Handwriting lines: solid top and bottom lines, dashed midline.

5.

Handwriting lines: solid top and bottom lines, dashed midline.

6.

Handwriting lines: solid top and bottom lines, dashed midline.

7.

Handwriting lines: solid top and bottom lines, dashed midline.

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

NAME: _____

DATE: _____

17.2

Activity Page

Swing that Net

1. What did Zack say to the frogs?

2. Did Zack get lots of frogs?

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

3. Did Zack get wet?

NAME: _____

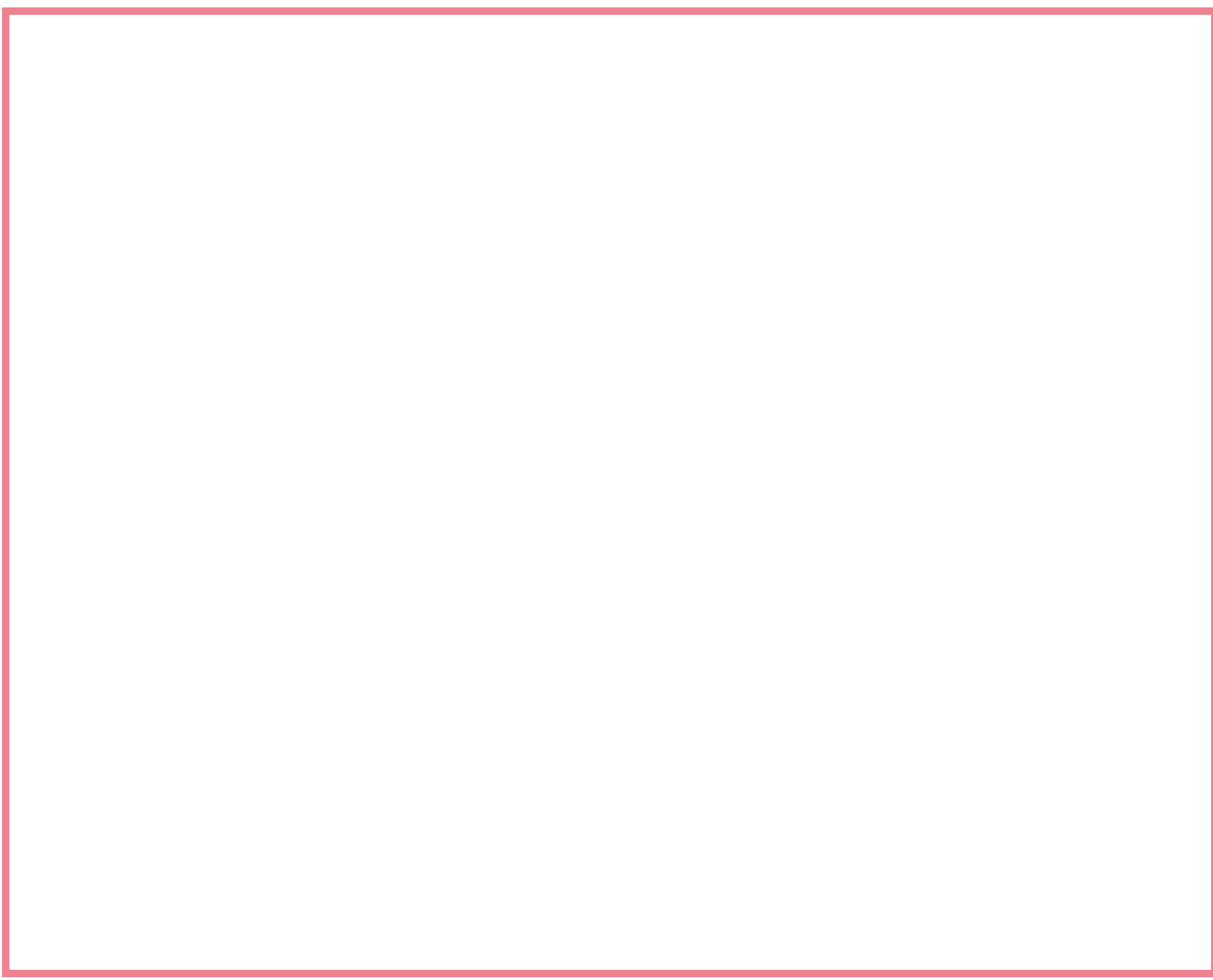
DATE: _____

17.2

Activity Page

CONTINUED

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



NAME: _____

DATE: _____

17.3

Activity Page

slick

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

Dear Family Member,

Your student has been taught to read a number of new Tricky Words. Tricky Words are difficult to read and write because some parts of the word do not follow the letter-sound correspondences your student has been taught. These tricky parts are underlined. 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 words down. Please keep and use the cards for future practice.

were

here

there

word

no

says

to

when

where

why

what

which

so

once

said



NAME: _____

DATE: _____

18.1

Activity Page

.....

.....

1. _____ one

.....

.....

2. Ann _____ no

.....

.....

3. gifts _____ here

.....

.....

4. _____ am I

Directions: Have students fill in the blanks while the phrases are said.

5. _____ to shop

6. _____ did Scott

7. one _____

8. _____ Ann said

were Here to

1. The kid went _____

the shop.

2. The rocks _____ big.

3. _____ is his mitt.

Directions: Have students write each word on the line where it fits best.

no

There

are

4. _____ are eggs in the nest.

5. Dad says _____ cats.

6. The stamps _____ red

and black.

NAME: _____

DATE: _____

18.3

Activity Page

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

grips

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together. The tricky parts of words are underlined. Encourage your student to point with a finger word by word as they read.

A Gift from Mom

Once Mom got the kids
a gift.

The gift was in a big
black box.

Mom set the box on the
rug.

“Is it a truck?” Zack said.

“No,” Mom said. “It’s not
a truck.”

“I bet it’s a hat,” Ann said.

“No,” Mom said. “It’s not
a hat.”



Then the box said, “Ruff, ruff!”

Zack slid the lid off the box.

A dog sat up.

“It’s a dog!” said Ann.

“Yes!” said Zack.

“Mom’s the best!”



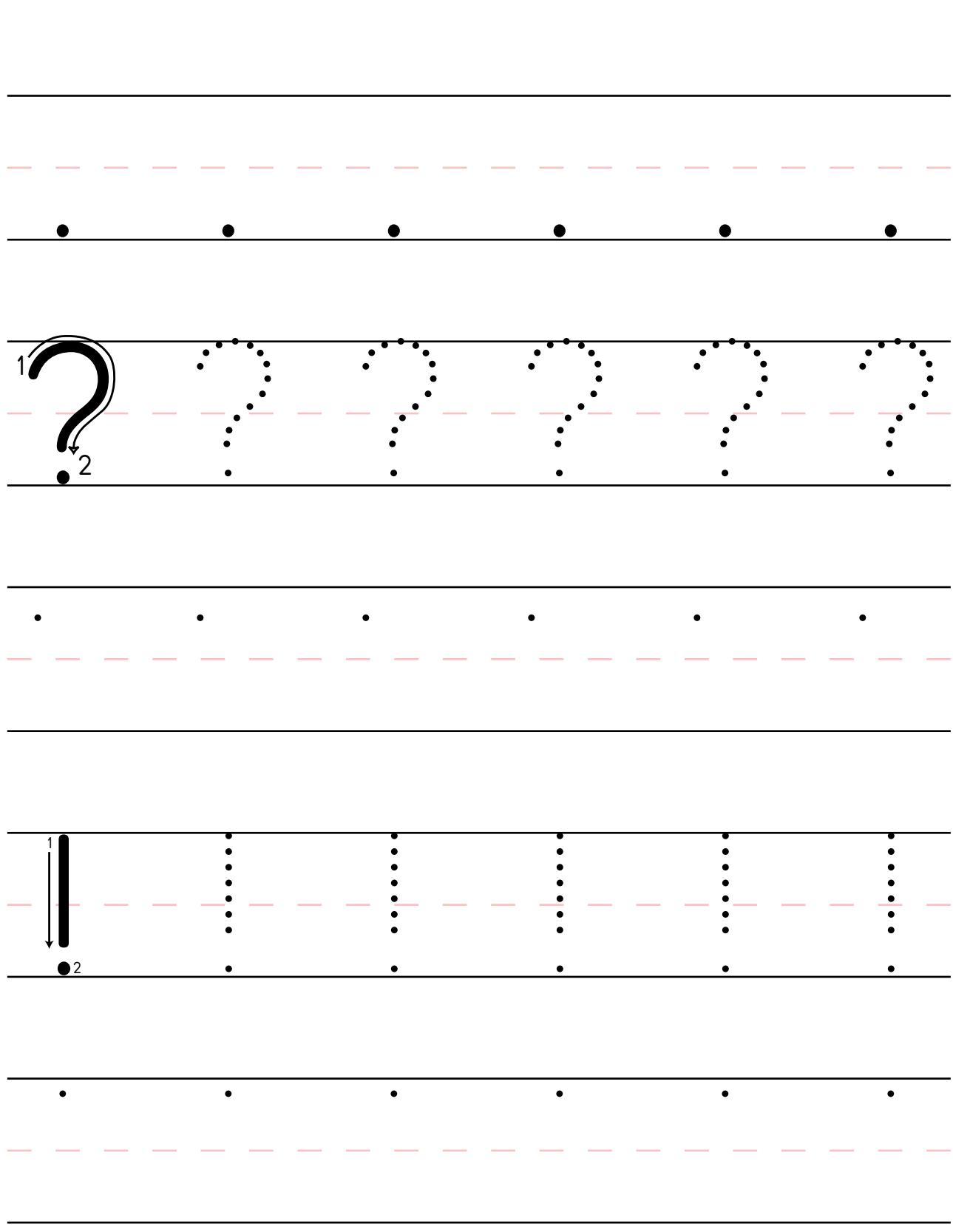
NAME: _____

DATE: _____

19.1

Activity Page

Directions: Have students trace and copy the punctuation marks.



Directions: Have students fill in the punctuation marks as the sentences are read aloud.

?

•

!

1. Can Stan help us _____

2. Stop the bus _____

3. Tom sang a song _____

4. Where are the kids _____

NAME: _____

DATE: _____

19.1

Activity Page

CONTINUED

5. Help _____

6. A dog is a fun pet _____

Spot's Bath

1. What got on Spot?

- mud
- jam
- sand

2. Where were Spot's pals?

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

3. Was Spot a bad dog?

NAME: _____

DATE: _____

19.2

Activity Page

CONTINUED

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



A horizontal line consisting of a solid black line at the top, a dashed red line in the middle, and a solid black line at the bottom. The dashed red line is approximately one-third of the total length of the horizontal line.

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together. The tricky parts of words are underlined. Encourage your student to point with a finger word by word as they read.

Bug and Frog

Zack and Ann sit next to
the pond.

Zack says, “The pond is a
lot of fun!
I wish I were a bug.”

“Why?” says Ann. “Bugs
are no fun.”

“Bugs zip and hum,” says
Zack.



“Frogs hop and splash
and munch on bugs. I
wish I were a frog,” says
Ann.

“I will not wish I were a
bug,” Zack quips.

Zack and Ann had fun
at the pond. They will tell
Mom and Dad.



NAME: _____

DATE: _____

20.1

Assessment

1. which wick why

2. sock so no

3. here there hem

4. were are all

5. hut which what

6. zed says said

7. a I it

8. no not go

9. one once when

10. when win went

NAME: _____

DATE: _____

20.2

Assessment

Directions: Have students write the corresponding uppercase letter next to each lowercase letter.

1. W

8.

d

2. A

9.

n

3. U

10.

h

4. C

11.

q

5. m

12.

e

6. b

13.

l

7. r

14.

y

15. t 21. i

16. V 22. S

17. g 23. f

18. k 24. j

19. O 25. Z

20. X 26. b

?

.

!

Directions: Have students fill in the punctuation marks as the sentences are read aloud.

1. Which desk is his _____

2. A dog just bit him _____

3. Why is it so hot _____

4. The dress is red _____

—

—

5. I can not stand it _____

—

—

6. His dad has a truck _____

NAME: _____

DATE: _____

21.1

Activity Page

The Pots and Pans Band

1. What is a pots and pans band?

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

2. Did Mom bang on the pots and pans?

3. What did the kids get from Mom in the end?

- snacks
- pots and pans
- lunch

NAME: _____

DATE: _____

21.1

Activity Page

CONTINUED

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



Directions: Have students complete each sentence with the correct question word. Remind students the first word in a sentence must begin with a capital letter.

When Which 1. _____ will Pat
get here?

Which What 2. _____ is that?

What Why 3. _____ did the
cat hiss at him?

Where Which 4. _____ pan is
hot?

Where Which 5. _____ can
Dad rest his legs?

Why What 6. _____ is it so
hot in here?

What When 7. _____ can I
get a pet, Mom?

Which Where 8. _____ cap is
the black one?

NAME: _____

DATE: _____

21.3

Activity Page

1. There is an ant in the grass.



Directions: For each sentence, have students circle the matching picture and then copy the sentence on the line.

2. A fish has fins.



NAME: _____

DATE: _____

21.3

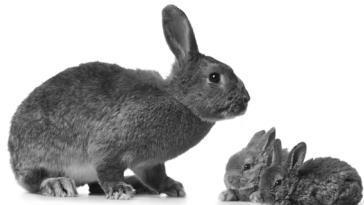
Activity Page

CONTINUED

3. The pup gets a bath.



4. The chicken has six eggs.



NAME: _____

DATE: _____

21.4

Activity Page

Directions: Have students draw lines connecting the uppercase letters to the matching lowercase letters.

m

— κ ψ ι

τ α

φ ε η

H

G D Σ

B Ζ

T Κ

J Π

Directions: Have students copy the uppercase letters next to the matching lowercase letters.

O
S
W

P
T
X

Q
U
Y

R
V
Z

O

t

u

y

s

p

q

x

r

w

v

z

Sentence Reading Assessment Record Sheet

Circle any misread word.	1 point per correct word
1. Rob and Ed were sad.	____ / 5
2. Which pet is fun?	____ / 4
3. When can I get a snack?	____ / 6
4. Why are the dogs here?	____ / 5
5. Dad says, "This cab is so fast."	____ / 7
Total Correct	____ / 27

For further consideration:

- Does the student consistently misread Tricky Words while consistently reading decodable words correctly? If so, note misread Tricky Words here: _____
 > If the student is struggling to decode, consider helping the student to identify and remediate specific letter sound correspondences.
- Does the student misread words in particular parts of the sentence (e.g., the student always misreads the first word of each sentence or the last word of each sentence)? If so, note here: _____
 > The student may benefit from reading with deliberate finger pointing to each word.

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together. The tricky parts of words are underlined. Encourage your student to point with a finger word by word as they read.

Swing that Net

Zack is at the pond.

There are lots of
frogs in the pond.

Zack runs in to get
one.

But the frogs are so
quick!

The frogs are so slick!

When Zack runs in,

the frogs hop off.



Zack gets a net and runs in.

The frogs all jump.

Zack swings his net and yells,

“Get in here, frogs!”

Swish!

Zack gets a frog in his net!



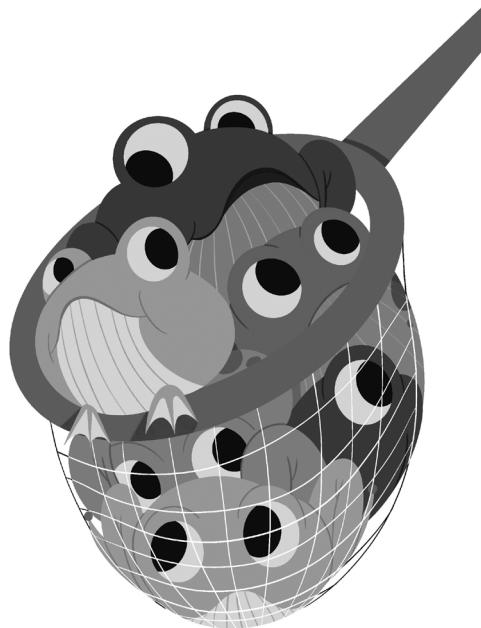
Zack yells and swings
the net.

Swish, swish, swish!

Swish, swish, swish!

Zack gets lots of
frogs.

There are six big ones
in his net!



When It's Hot

1. When it's hot, Zack and his dad . . .

- jump, skip, and hop.
- camp, swim, and grill.
- golf, fish, and grill.

2. Where did Zack's dad sit to cast?

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

3. What did Zack and his dad grill?

NAME: _____

DATE: _____

22.2

Activity Page

golf

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.

casts

NAME: _____

DATE: _____

22.3

Activity Page

Directions: Have students answer the questions by writing yes or no. Support students by spelling yes or no on the board.

yes

no

1. Is there a king in
this class?

2. Are ants as big as
pigs?

3. Is a jet fast?

4. Are pots the best
pets?

5. Are there kids in
this class?

6. Can a frog swim?

7. Can a bug buzz?

8. Are all fish wet?

9. Can crabs sing?

10. Is a rock a snack?

NAME: _____

22.4

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 parts of words are underlined. Encourage your student to point a finger word by word as they read.

Spot's Bath

Spot is in his bathtub.

Spot and his dog pals
went in a mud pit.

The kids must get the
mud off.

Spot is one sad dog.

His dog pals are still in
the mud pit.

But Spot is stuck in the
tub.



Zack grips Spot with his hands.

Then his hands slip.

Spot runs off.

The kids run to the mud pit.

There's Spot, back in the mud with the rest of his dog pals.

“Spot!” Zack yells. “Bad dog!”

“Spot!” Ann yells.

“Get back in that tub!”



NAME: _____

DATE: _____

23.1

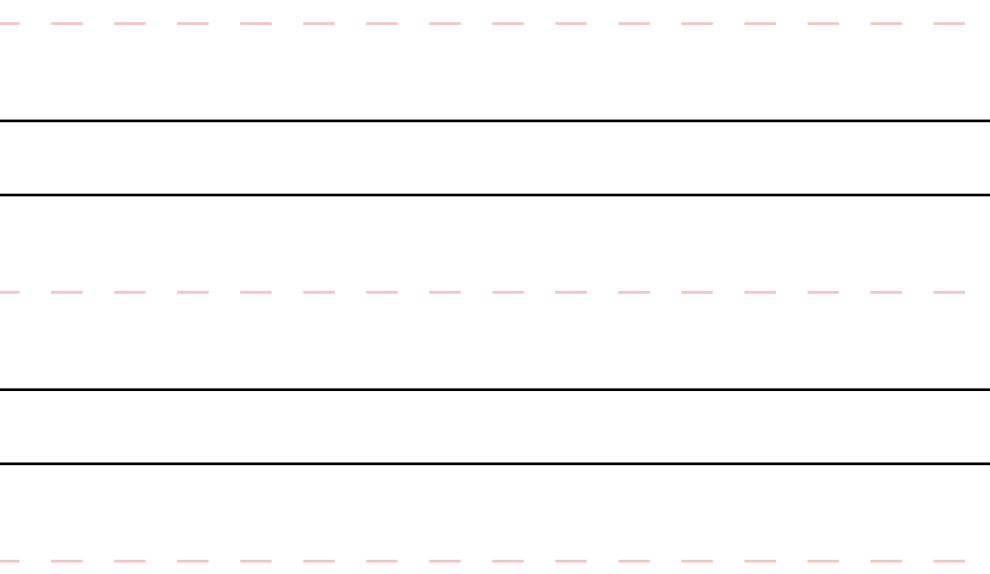
Activity Page

Ann's Hat Box

1. What did Ann set on the bed?

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

2. Which hat had a dent?



Handwriting practice lines consisting of three horizontal lines: a solid black line for uppercase letters, a dashed red line for lowercase letters, and a solid black line for uppercase letters.

Handwriting practice lines consisting of three horizontal lines: a solid black line for uppercase letters, a dashed red line for lowercase letters, and a solid black line for uppercase letters.

Handwriting practice lines consisting of three horizontal lines: a solid black line for uppercase letters, a dashed red line for lowercase letters, and a solid black line for uppercase letters.

Handwriting practice lines consisting of three horizontal lines: a solid black line for uppercase letters, a dashed red line for lowercase letters, and a solid black line for uppercase letters.

3. Did Zack pick the nap cap?

Yes

Ono

NAME: _____

DATE: _____

23.1

Activity Page

CONTINUED

4. Zack said that _____ was the best.

- the red hat
- the nap cap
- the top hat

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



NAME: _____

DATE: _____

23.2

Activity Page

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

top hat

NAME: _____

DATE: _____

23.3

Activity Page

Directions: For each picture, have students fill in the circle next to the matching sentence and then copy it on the line.



- No dogs are in the box.
- Dogs are in the box.



- This is a bed.
- This is a bath.



- There is a man here.
- There is a mat here.



- Beth has a doll.
- Beth has a dog.

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together. The tricky parts of words are underlined. Encourage your student to point with a finger word by word as they read.

The Pots and Pans Band

Zack and Ann are in a band.

It's a pots and pans band.

Zack and Quinn bang on pots.

Ann and Nell bang on pans.

Bang, bang! Ding, ding!

Mom wants to sing songs.

“Stop!” Mom says.

Mom asks the band to sing not bang.



Mom sets up snacks and says, “Snacks!”

The kids drop the pots and pans and run to get the snacks.

Mom grabs the pots and pans and sets them on a shelf.

And that is the end of the pots and pans band!



1. chop ship shop shot

2. smack mash mesh smash

3. quit bench queen quench

4. then sing thin thing

5. them thug thump trip

6. **tee** trade tree free

7. poke Jade junk joke

8. wake wade wide woke

9. fine fire five fish

10. cut cute kite cube

NAME: _____

DATE: _____

24.2

Assessment

1. what where was were

2. here were where when

3. why which when what

4. all a are the

5. they your the their

6. you why no your

7. me she he be

8. one once from word

9. so from of one

10. their says said so

NAME: _____

DATE: _____

24.3

Assessment

Kindergarten End-of-Year Summary

Record the following information, and place Activity Pages 24.1, 24.2, and 25.1 in a folder for next year's teacher.

Student Name: _____

Date: _____

Kindergarten Teacher Name: _____

Recommended Placement for Next Year (check one)

<input type="checkbox"/>	On Level	<input type="checkbox"/>	Slightly Below Level
<input type="checkbox"/>	Above Level	<input type="checkbox"/>	Needs Intensive Remediation

Assessment Scores

<input type="checkbox"/>	Activity Page 24.1: Part 1A Decodable Word Reading Score (___ /10)
<input type="checkbox"/>	Activity Page 24.2: Part 1B Tricky Word Score (___ /10)
<input type="checkbox"/>	Activity Page 25.1: Part 2 Sound Writing Score (___ /15)
<input type="checkbox"/>	Activity Page 25.2: If needed, Part 3 Individually Administered Letter Sounds Score (___ /35)
Optional <input type="checkbox"/>	Activity Page 26.1: Part 4 Writing Lowercase Letters (___ /26) (This is an optional assessment and is not included in the End-of-Year Student Performance Assessment Scoring Interpretation.)
Optional <input type="checkbox"/>	Activity Page 26.2: Part 5 Uppercase Letter Names (___ /26) (This is an optional assessment and is not included in the End-of-Year Student Performance Assessment Scoring Interpretation.)

Missed Spellings from Activity Page 24.1 (list spellings)

Missed Tricky Words from Activity Page 24.2 (list words)

If Needed, Missed Sounds from Activity Page 25.1 (list sounds)

NAME: _____

DATE: _____

25.1

Assessment

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

Letter Sounds Assessment Summary Sheet

1.	'm' > /m/ as in <i>mat</i>	19.	'r' > /r/ as in <i>red</i>
2.	'a' > /a/ as in <i>at</i>	20.	'u' > /u/ as in <i>up</i>
3.	't' > /t/ as in <i>tip</i>	21.	'w' > /w/ as in <i>wet</i>
4.	'd' > /d/ as in <i>dig</i>	22.	'j' > /j/ as in <i>job</i>
5.	'o' > /o/ as in <i>odd</i>	23.	'y' > /y/ as in <i>yes</i>
6.	'c' > /k/ as in <i>cat</i>	24.	'x' > /x/ as in <i>box</i>
7.	'g' > /g/ as in <i>get</i>	25.	'k' > /k/ as in <i>kid</i>
8.	'i' > /i/ as in <i>it</i>	16.	'ch' > /ch/ as in <i>chip</i>
9.	'n' > /n/ as in <i>nut</i>	27.	'sh' > /sh/ as in <i>ship</i>
10.	'h' > /h/ as in <i>hug</i>	28.	'th' > /th/ as in <i>thin</i> or / <u>th</u> / as in <i>this</i>
11.	's' > /s/ as in <i>sit</i>	29.	'qu' > /qu/ as in <i>quit</i>
12.	'f' > /f/ as in <i>fun</i>	30.	'ng' > /ng/ as in <i>sing</i>
13.	'v' > /v/ as in <i>van</i>	31.	'ss' > /s/ as in <i>toss</i>
14.	'z' > /z/ as in <i>zip</i>	32.	'ck' > /k/ as in <i>rock</i>
15.	'p' > /p/ as in <i>pet</i>	33.	'll' > /l/ as in <i>bill</i>
16.	'e' > /e/ as in <i>end</i>	34.	'ff' > /f/ as in <i>stuff</i>
17.	'b' > /b/ as in <i>bug</i>	35.	'ee' > /ee/ as in <i>bee</i>
18.	'l' > /l/ as in <i>leg</i>	Total correct _____ /35	

NAME: _____

DATE: _____

26.1

Assessment

1.

2.

3.

4.

5.

6.

7.

8.

Handwriting practice lines for the number 8. The first line is solid black, the middle line is dashed red, and the third line is solid black.

9.

Handwriting practice lines for the number 9. The first line is solid black, the middle line is dashed red, and the third line is solid black.

10.

Handwriting practice lines for the number 10. The first line is solid black, the middle line is dashed red, and the third line is solid black.

11.

Handwriting practice lines for the number 11. The first line is solid black, the middle line is dashed red, and the third line is solid black.

12.

Handwriting practice lines for the number 12. The first line is solid black, the middle line is dashed red, and the third line is solid black.

13.

Handwriting practice lines for the number 13. The first line is solid black, the middle line is dashed red, and the third line is solid black.

NAME: _____

DATE: _____

26.1
CONTINUED

Assessment

14.

15.

16.

17.

18.

19.

20.

Handwriting practice lines for number 20. The first line is solid black, the middle line is dashed red, and the bottom line is solid black.

21.

Handwriting practice lines for number 21. The first line is solid black, the middle line is dashed red, and the bottom line is solid black.

22.

Handwriting practice lines for number 22. The first line is solid black, the middle line is dashed red, and the bottom line is solid black.

23.

Handwriting practice lines for number 23. The first line is solid black, the middle line is dashed red, and the bottom line is solid black.

24.

Handwriting practice lines for number 24. The first line is solid black, the middle line is dashed red, and the bottom line is solid black.

25.

Handwriting practice lines for number 25. The first line is solid black, the middle line is dashed red, and the bottom line is solid black.

26.

Handwriting practice lines for number 26. The first line is solid black, the middle line is dashed red, and the bottom line is solid black.

NAME: _____

DATE: _____

26.2**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

S

D

7.

D

X

Z

B

8.

N

I

H

M

9.

C

R

N

M

10.

L

Y

P

G

11.

E

A

I

W

12.

N

H

T

K

13.

B

D

P

Q

14. R L T F

15. S T M K

16. X V T Z

17. I T J L

18. Y I J F

19. I E U J

20. B O D Q

21. Z S N T

22. N M Q K

23. Z U W D

24. T A G E

25. U B V D

26. A W E X

Dan the Cab Man

1. Was Dan's cab fast?

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

2. What did the cab pass?

- a van and a bus
- a truck
- a ship

3. What did the man hand to Dan?

A horizontal line with two dashed red lines above and below it.

NAME: _____

DATE: _____

PP.2

Activity Page

Help from Pals

1. What did Ann want to help do?

2. Why did Ann want to help Mom and Dad?

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

3. Did Zack's pals help Ann?

4. What is a task?

NAME: _____

DATE: _____

PP.2
CONTINUED

Activity Page

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



Ann's Cut

1. Where did Ann get a cut?

2. What did Mom get to help?

- a glass of milk
- a pad to scrub the cut
- a bag with pills

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

3. Did the cut sting?

A horizontal line with a dashed red border.

4. Did Ann get well?

NAME: _____

DATE: _____

PP.3

Activity Page

CONTINUED

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



Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together. The tricky parts of words are underlined. Encourage your student to point with their finger word by word as they read.

Dan the Cab Man

Zack's dad, Dan, has a cab.

A man jumps in the cab.

“Where to?” Dan asks.

“Tenth and Hill,” says the man.

“And step on it!” the man adds.

“I’m in a big rush!”

Dan nods and steps on the gas.



Dan zips past a van.

Dan zips past a bus.

In a flash, the cab is
there.

“This is the spot!” says
Dan.

The man grabs a
bunch of cash and
hands it to Dan.



Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together. The tricky parts of words are underlined. Encourage your student to point with their finger word by word as they read.

Help from Pals

Ann wants to help.

Ann's mom feels sick.

Ann's dad feels sick.

Ann looks at the list of tasks.

"I will do the tasks," says Ann.

"I will ask Zack to help," says Ann.



Ann asks Zack to help with the tasks.

Zack runs and gets Rod and Ed.

Ann cuts the grass.

Zack and Ed scrub the pots.

Ann trims the shrubs.

Rod scrubs the dog.

Then there are no tasks left!



NAME: _____

PP.6

DATE: _____

Take-Home

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together. The tricky parts of words are underlined. Encourage your student to point with their finger word by word as they read.

Ann's Cut

Ann has a cut on one
leg.

It's not just a cut.

It's a red gash.

“Mom!” Ann yells.

“Dad!”



Mom and Dad run up.

Mom gets a pad to scrub the cut.

“No!” yells Ann. “That will sting!”

“It will sting,” says Dad, “but it will help.”

Mom rubs the cut with the pad.

“It stings! It stings!” yells Ann.

“There!” Mom says. “All set!”

Ann gets a kiss from Dad and a big hug from Mom.



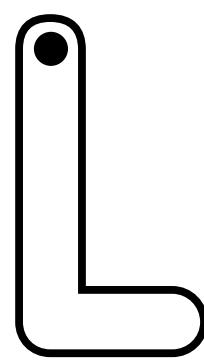
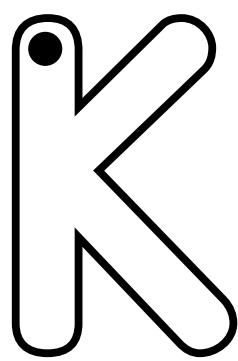
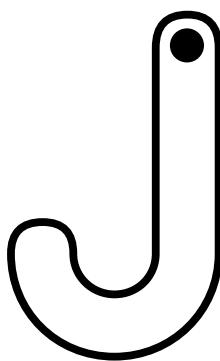
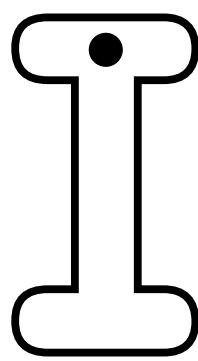
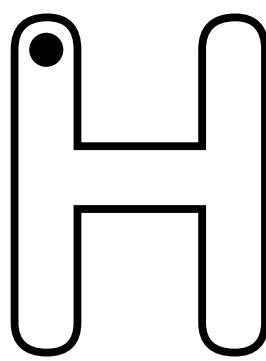
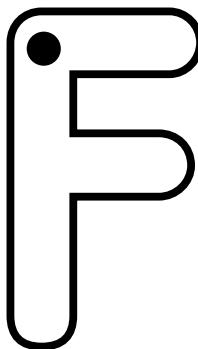
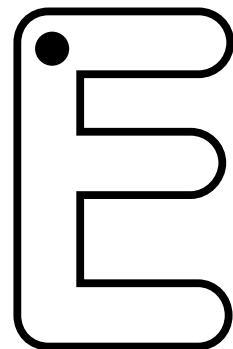
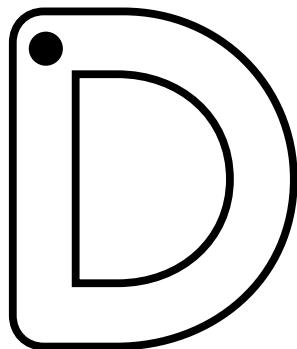
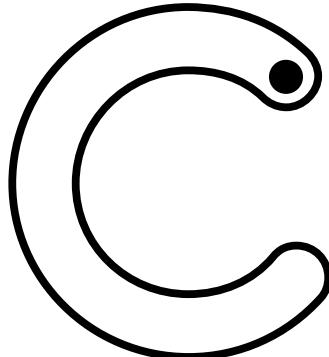
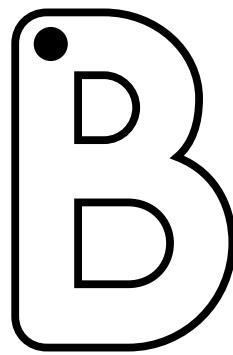
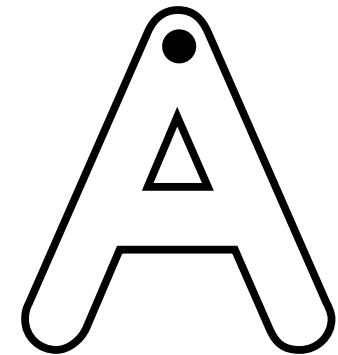
NAME: _____

DATE: _____

PP.7

Activity Page

Directions: Have students trace each uppercase letter several times inside of the outline, using a different-colored crayon each time. Make sure students start to trace the letters at the starting dots.



N

O

P

Q

R

S

T

U

V

W

X

Y

Z

NAME: _____

PP.8

DATE: _____

Activity Page

Fill in the gaps.

A _ C _ _

F G H _ J

_ L _ _ _ O

P _ R _ T U

W _ Y Z

NAME: _____

DATE: _____

PP.9

Activity Page

Directions: Have students copy the uppercase letters next to the matching lowercase letters.

A

B

C

D

E

F

G

H

I

J

K

L

h

i

l

b

c

a

j

k

f

d

e

g

Directions: Have students draw lines connecting the uppercase letters to the matching lowercase letters.

Q
U
V
W
X
Y
Z

q
u
v
w
x
y
z

NAME: _____

PP.10

DATE: _____

Activity Page

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

to

to

no

no

so

so

I

I

once

once

word

wond

to

no

so

I

once

word

NAME: _____

DATE: _____

PP.11

Activity Page

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

when

where

why

what

which

which

when

where

why

what

which

which

when

where

why

what

which

which

NAME: _____

PP.12

DATE: _____

Activity Page

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

said

says

are

were

there

here

said

says

are

were

there

here

said

says

are

were

there

here

Where When 1. _____ are Kim and Scott?

Which Why 2. _____ can't I jump on one leg?

When Which 3. _____ dog ran up to Tim?

When What 4. _____ did Pam get a snack?

Directions: Have students complete each sentence with the correct question word.

Why Which

5. _____ dog has
black spots?

What Why

6. _____ was in
the box?

When Which

7. _____ did Jill
get there?

Why What

8. _____ is the
best snack?

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