

1

Grade 1

Skills 1 | Activity Book

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Activity Book

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Skills 1

Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 1. 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.

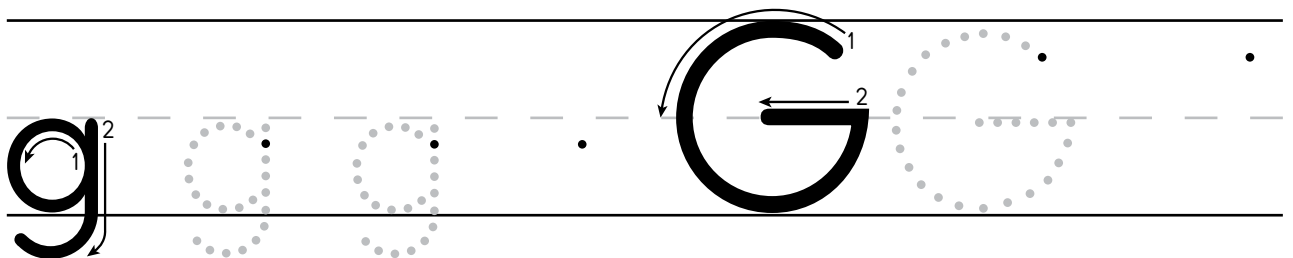
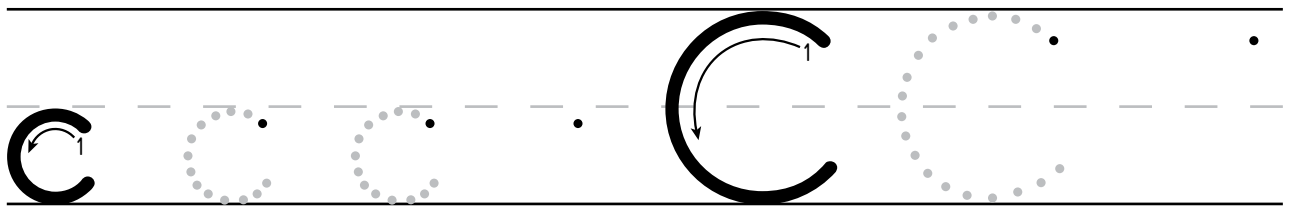
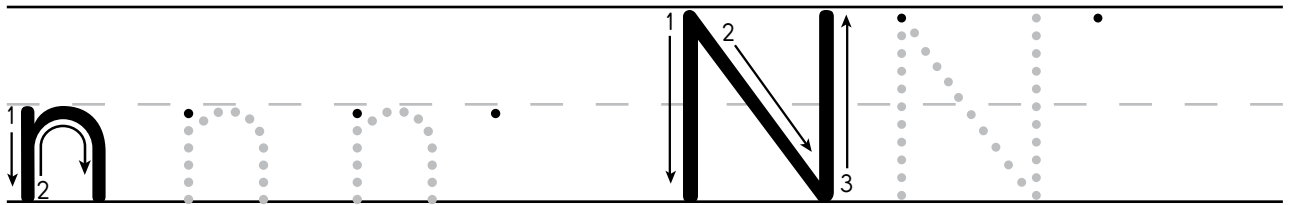
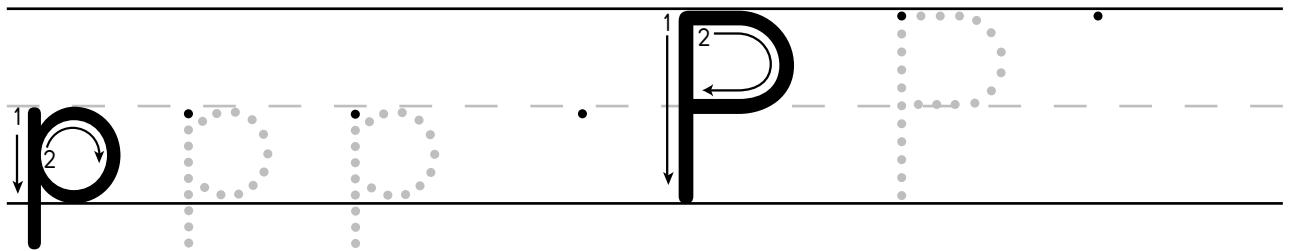
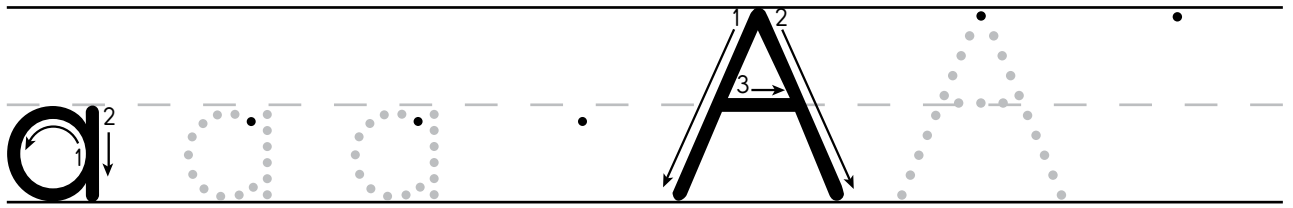
NAME: _____

DATE: _____

1.1

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.



Directions: Have the student write each word under its matching picture.

pan

cap

nap

can





NAME: _____

DATE: _____

1.2

Take-Home

Dear Family Member,

It is exciting to start the school year—a warm welcome back to you and your child!

During the early weeks of school, we will review the skills taught in Kindergarten. This review period will also give us the opportunity to get to know your child better so we can identify his or her particular areas of strength and weakness in reading. It is important that we determine exactly what level of instruction is most appropriate for your child.

Once we have completed our evaluations, your child will be placed in the instructional materials most appropriate for his or her learning needs. You will begin to see more examples of class work, as well as homework, on a regular basis.

It is important that parents become involved in the education of their child. If you would like information on how you can help your child at home, please do not hesitate to contact me. You will continue to receive periodic family letters that will give you tips and activities to do with your child at home. I look forward to teaching your child this year and helping each student to grow as a reader!

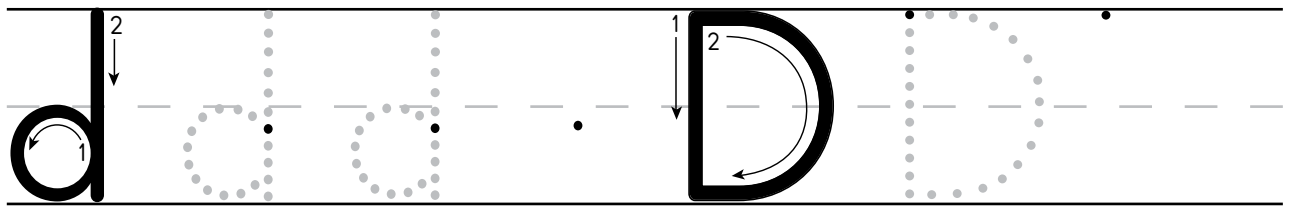
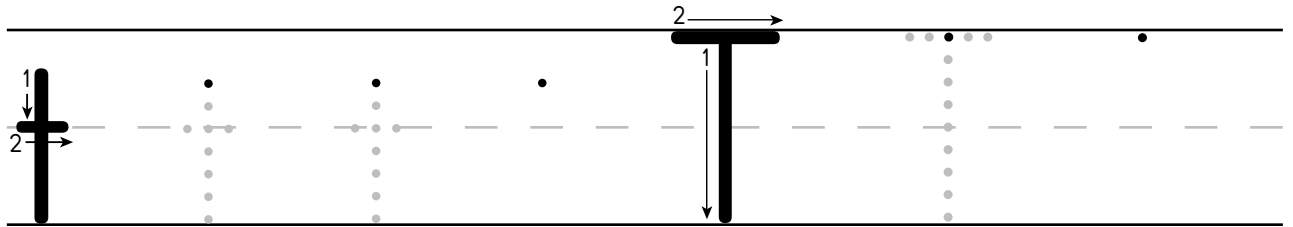
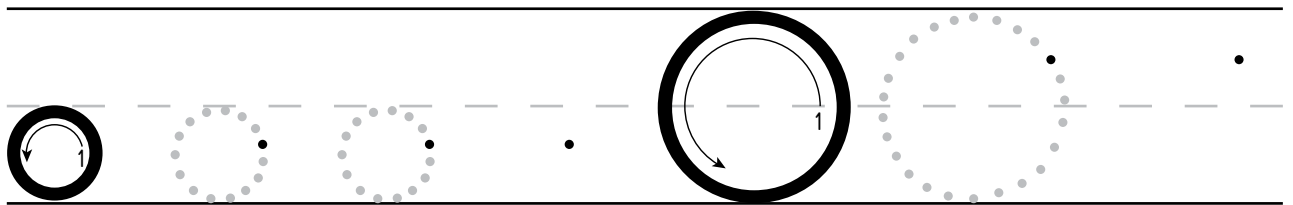
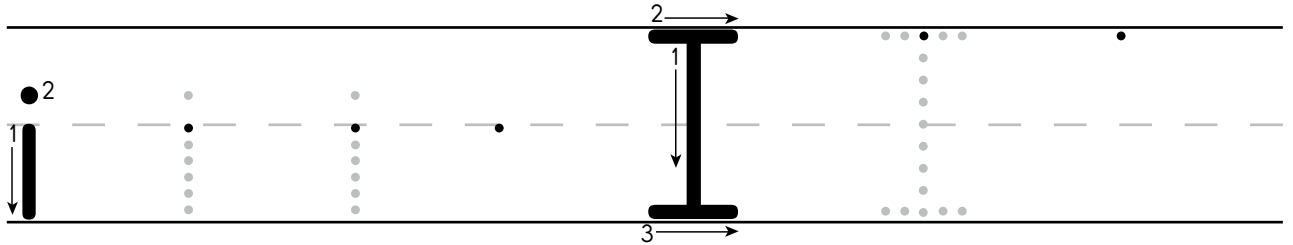
NAME: _____

DATE: _____

2.1

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.



NAME: _____

DATE: _____

2.2

cat

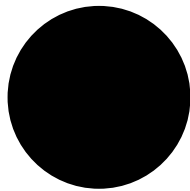
pot

dot

dad

cap

dig





Directions: Have the student write each word under its matching picture.

NAME: _____

DATE: _____

2.3

Take-Home

Dear Family Member,

Ask your child to cut out the letter cards. Arrange the cards to make the word *cat*. Have your child read the word, sound by sound. Repeat with the following words: *pat, pot, pit, nap, it, got, dog, dig, not*. If your child does well reading the words, read the words aloud one at a time, and ask him or her to spell the word by arranging the letter cards.

a	p	n
c	g	i
o	t	d

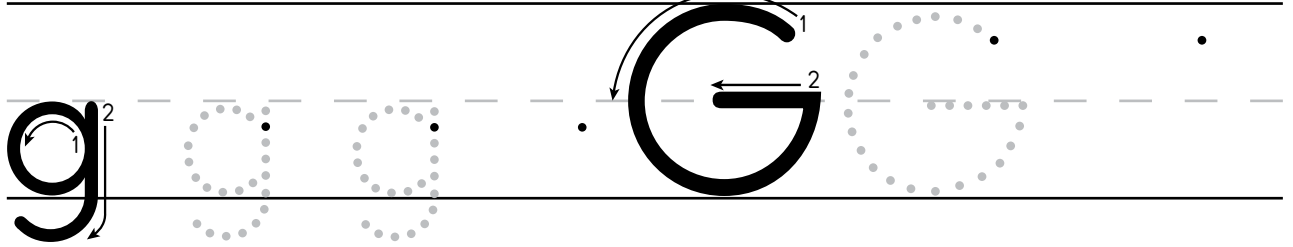
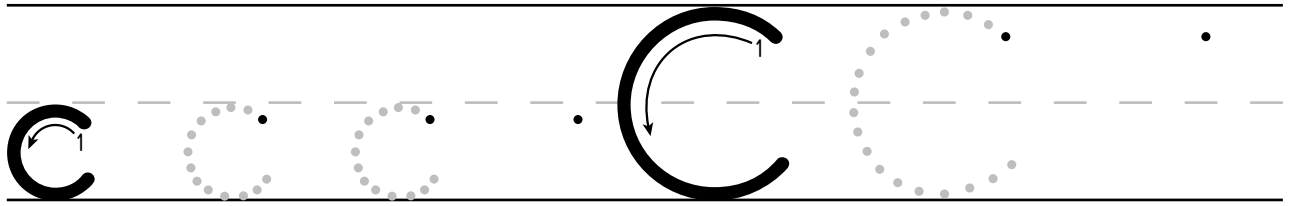
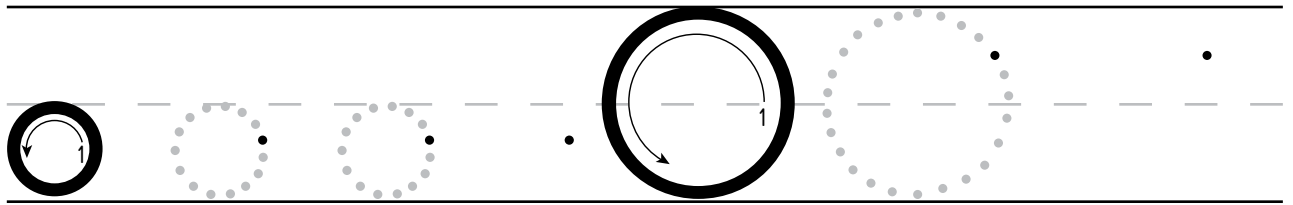
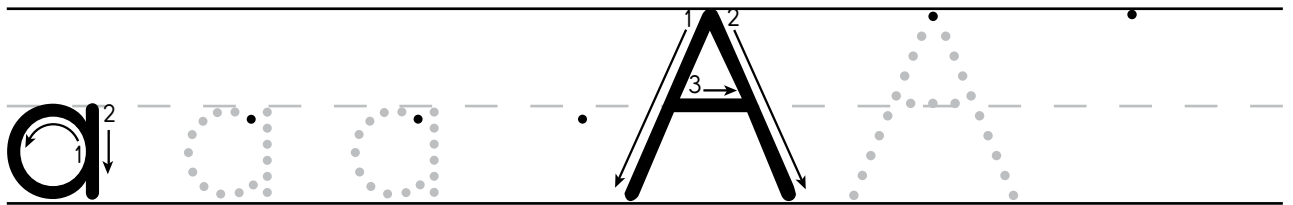
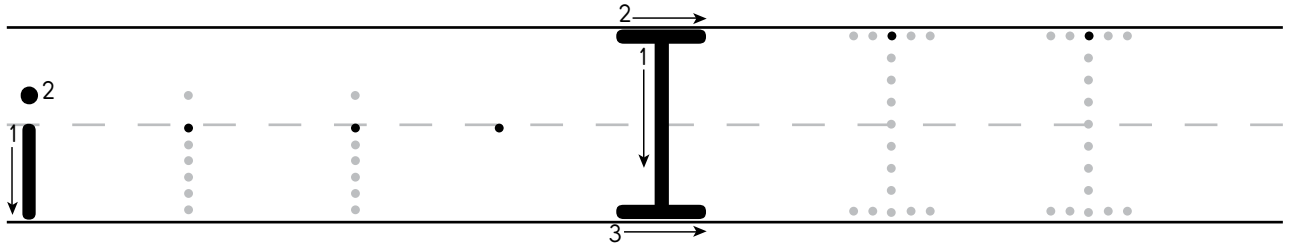
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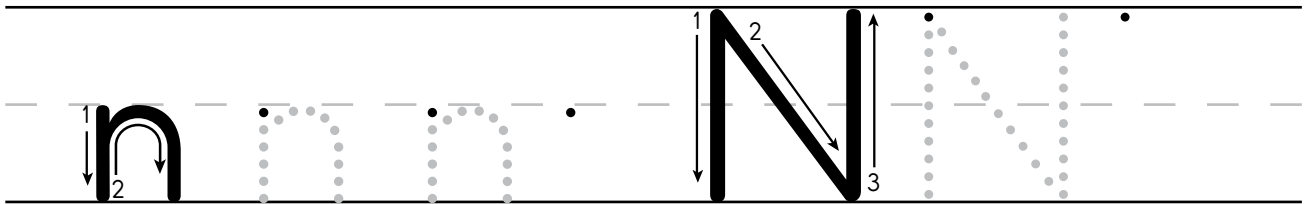
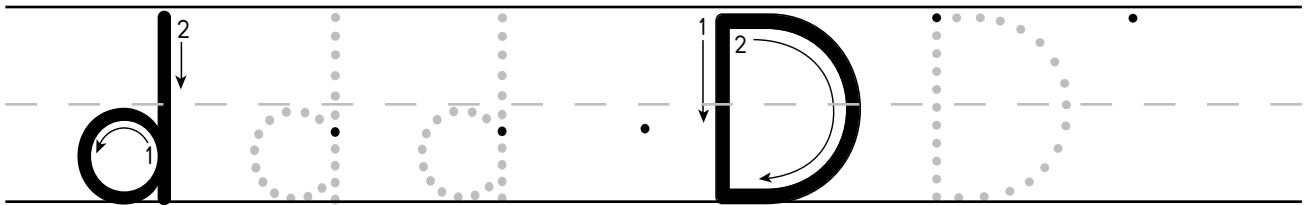
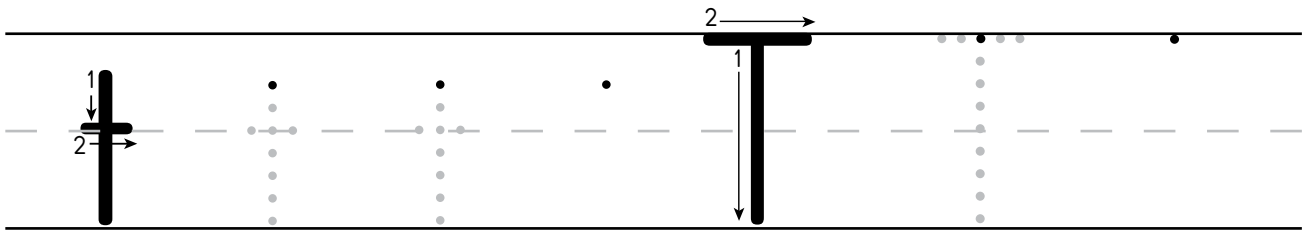
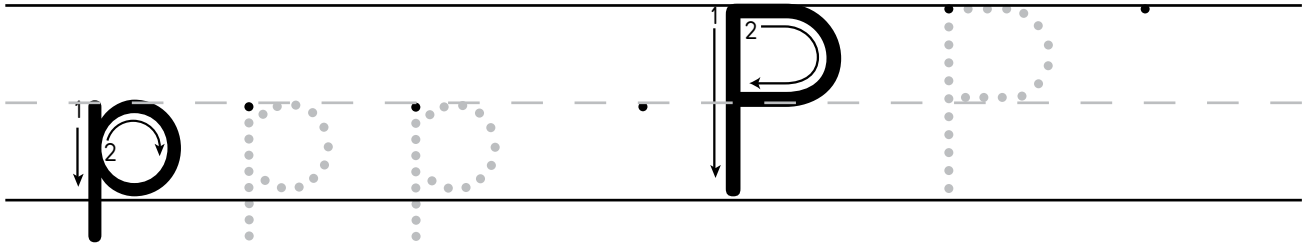
DATE: _____

3.1

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.





NAME: _____

DATE: _____

3.2

pan

dot

dad

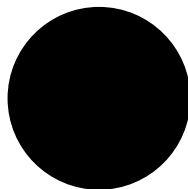
dog

pin

nap



Directions: Have the student write each word under its matching picture.

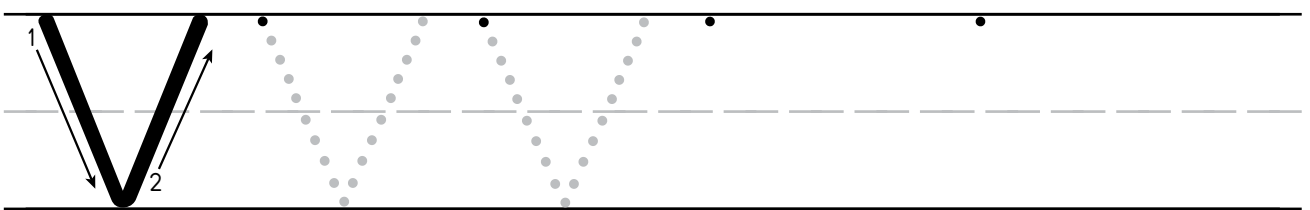
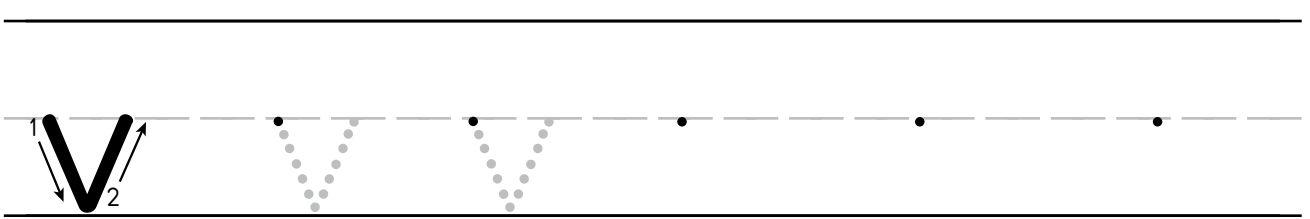
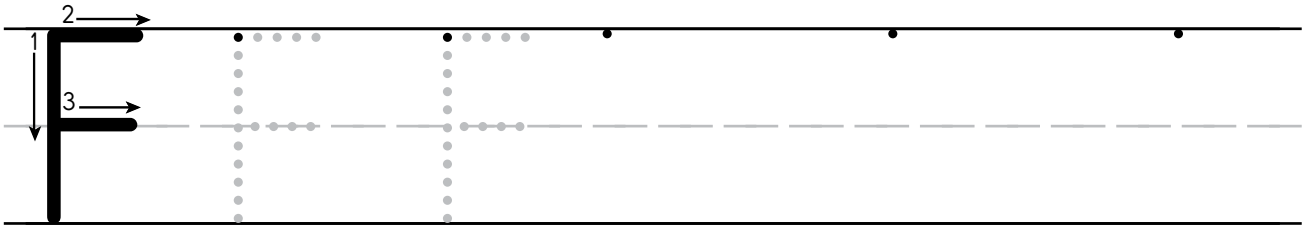
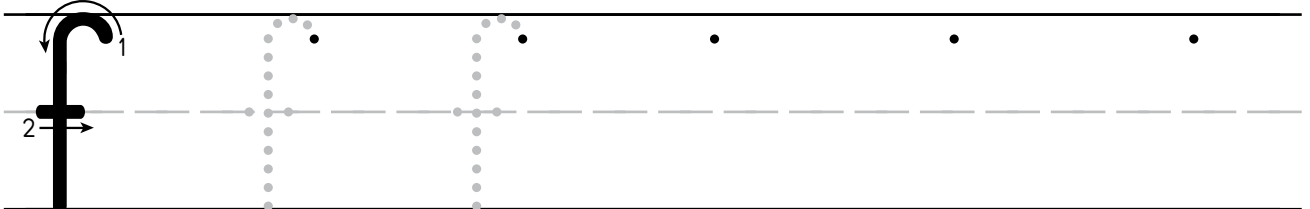
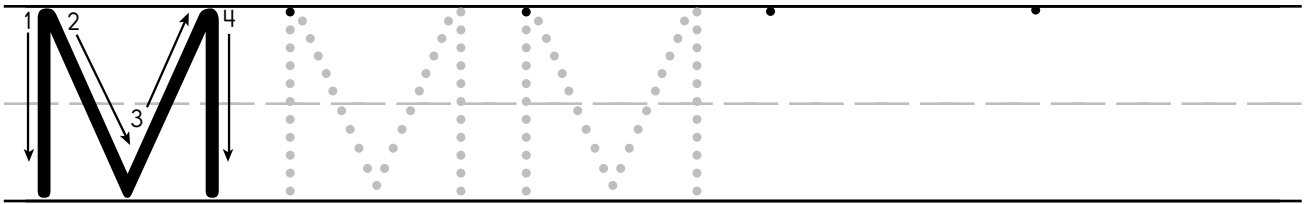
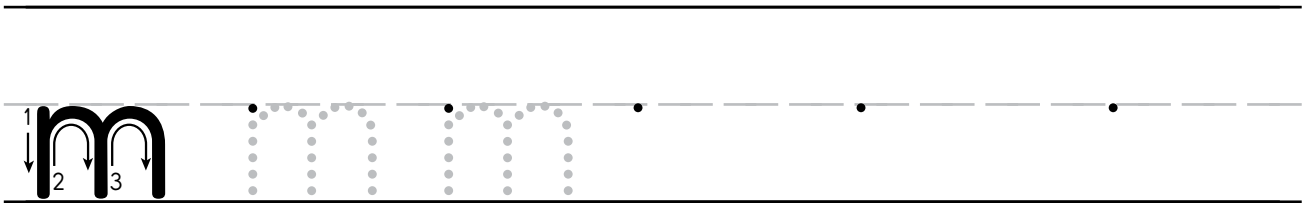
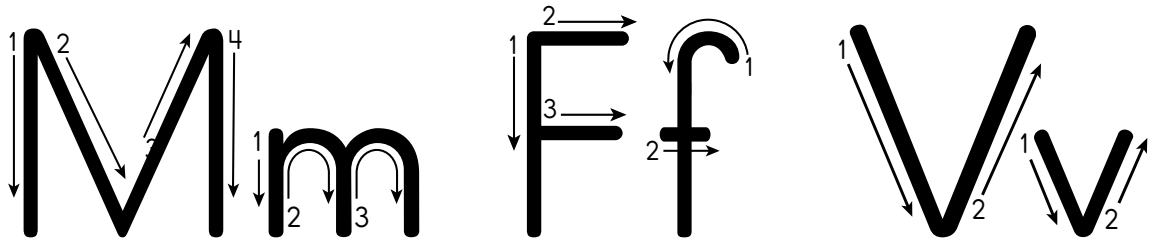


NAME: _____

DATE: _____

4.1

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.



NAME: _____

DATE: _____

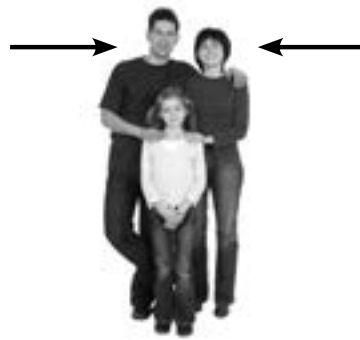
4.2

a dog

mom and dad

a fat pig

a tin can





Directions: Have the student write each phrase under its matching picture.

a dog

mom and dad

a fat pig

a tin can





NAME: _____

DATE: _____

4.3

Take-Home

Dear Family Member,

Your child has been taught to read words by saying the sounds and then blending them together to make a word. Below are some words your child should be able to read with practice. Ask your child to cut out the word cards. Show the cards to your child and have him or her read them. Please encourage your child to read the words by saying individual sounds and then blending them together to make a word. The words marked with a star are Tricky Words. These are words that are not pronounced as students may expect; we say that Tricky Words do not play by the rules. As an extension of this activity, ask your child to copy the words onto a sheet of paper. Please keep the word cards for future practice.

fat	did	pig
and	dog	not
mad	cat	mats
vet	damp	gift
★ a	★ I	

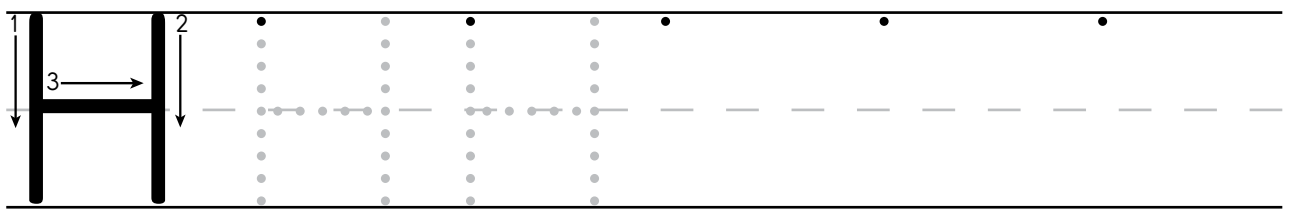
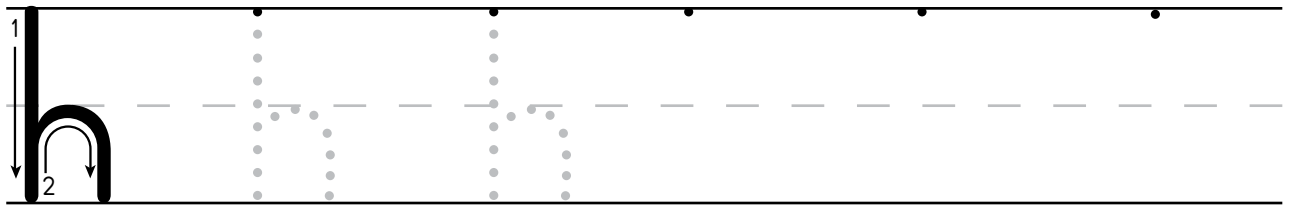
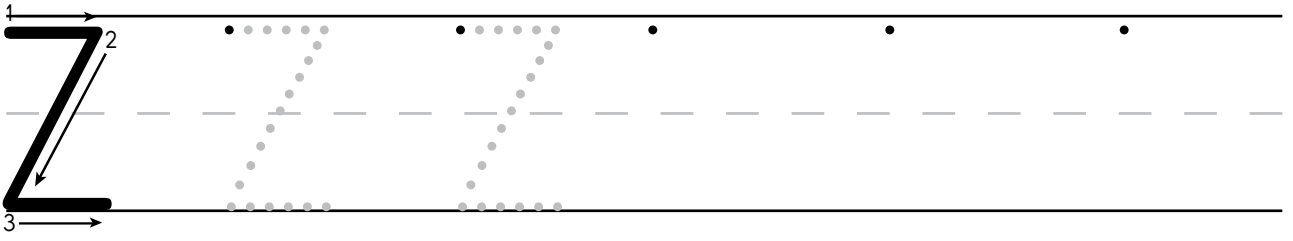
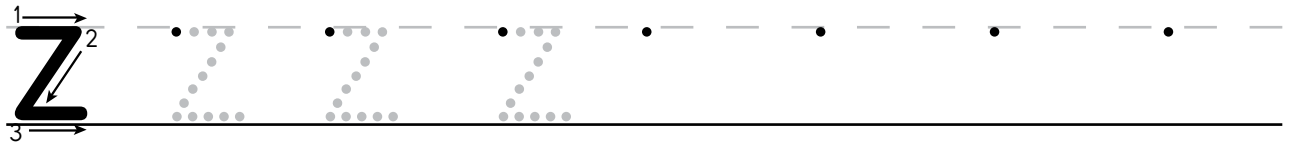
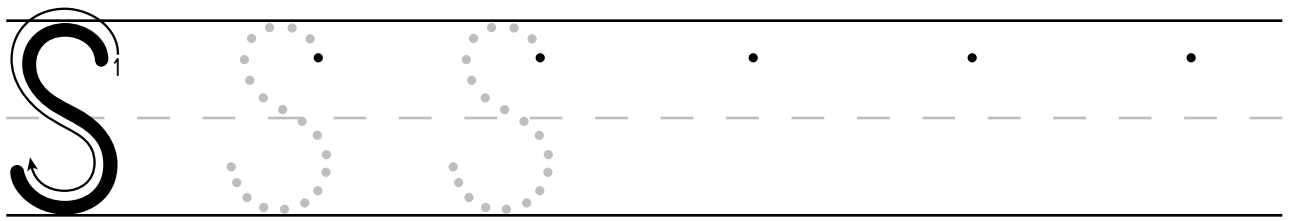
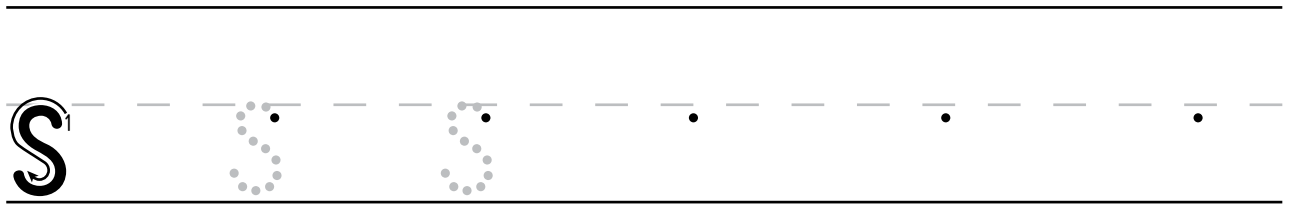
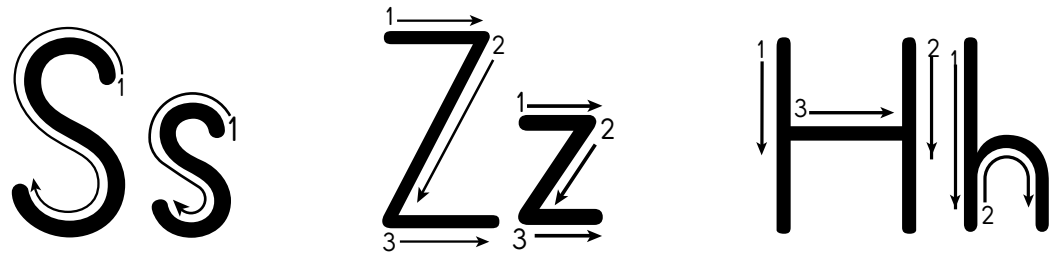
NAME: _____

DATE: _____

5.1

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.



Directions: Have the student write each word under its matching picture.

stamp

hat

fist

ham





NAME: _____

DATE: _____

6.1

Assessment

1. met man mat bat

2. zip zap sip vat

3. cut cot got gut

4. pet vet vat fat

5. rot rob rod red

6. fox fix fax fan

7. spill grab stop spit

8. clip drip drop drum

9. cabs dogs crabs crust

10. flint flag print flap

11. mess mass miss muss

12. kong king kin ken

13. wack wax wick wicks

14. ships chops chips chaps

15. chin shin shun sin

16. that fin this thin

17. chin jill chill spill

18. quest chest quill best

19. bus buzz boss buff

20. ebb edd odd bibb

NAME: _____

DATE: _____

6.1
CONTINUED

Assessment

21. the was of to

22. a from your are

23. have one who their

24. you said were says

25. here I is no

NAME: _____

DATE: _____

6.1
CONTINUED

Assessment

Scoring Sheet for Word Recognition Assessment

Lines	Code Knowledge Tested	Items Correct	Specific Errors
1–6	CVC word with single-letter spellings (e.g., <i>fax</i> , <i>fat</i>)	___/6	Sound spellings missed, and/or confusion, e.g., ‘b’ and ‘d’, ‘s’ and ‘z’, ‘a’ and ‘o’
7–13	Consonant clusters (e.g., ‘dr’ in <i>drip</i>)	___/7	Clusters missed:
14–20	Consonant digraphs and double-letter spellings (e.g., ‘ss’ and ‘th’)	___/7	Consonant digraphs/ double-letter spellings missed:
21–25	Tricky Words (e.g., <i>the</i> and <i>I</i>) (Do not count as a part of the total score.)	___/5	Tricky Words missed:

Total Score: _____ /20

- Students who scored **18 out of 20 (90%)** or above have strong word recognition skills and are making good progress. They will next take the **Story Reading Assessment, “Gwen’s Hens.”**
- Students who scored **17 or less** should be assessed one-on-one. They will first receive the **Pseudoword Reading Assessment.**

NAME: _____

DATE: _____

6.2

Activity Page

Seth

This is Seth Smith.

Seth is ten.



Seth must get in bed at ten.

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

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



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



NAME: _____

DATE: _____

6.3

Activity Page

Seth's Mom

This is Pat.

Pat is Seth's mom.



Pat can fix things.



Pat can scrub, plan, and think.



Pat is strong.

Pat can run fast.



Pat can sing songs.



NAME: _____

DATE: _____

6.4

Activity Page

Kit

Kit can run.



Kit can skip.



Kit can flip and flop.



Kit can swim.



NAME: _____

DATE: _____

6.5

Activity Page

Kit and Stan

Kit ran and hid.



Stan ran and got Kit.



Stan ran and hid.



Kit ran and got Stan.



Kit and Stan had fun.



NAME: _____

DATE: _____

7.1

Assessment

Gwen's Hens

Gwen had a red hen.

Gwen kept the hen in a pen.

The hen sat on its eggs.

It sat and sat and sat.

When Gwen got up, the hen was still on its eggs.

When Gwen went to bed, the hen was still there.

Then the hen was a mom!

Note to Teacher: If a student re-reads this story aloud to you one-on-one after independently reading the story, use this page as a running record, marking any words the student misreads.

NAME: _____

DATE: _____

7.2

Assessment

Note to Teacher: If you ask these questions orally, after the student has independently marked responses, use this page and a different color pen to mark the student's oral responses.

1. Gwen had a:
 - dog
 - cat
 - hen

2. The hen was:
 - wet
 - red
 - mad

3. Gwen kept the hen in a:
 - box
 - pen
 - pet

4. The hen sat on:

- a bed
- a mat
- its eggs

5. When Gwen went to bed, the hen:

- sat and sat
- had a snack
- went with Gwen

6. The hen sat and sat and was a:

- kid
- dad
- mom

NAME: _____

DATE: _____

7.3

Assessment

Pseudoword Reading Assessment Scoring Sheet

Directions: If a student misreads a word, write the letter for the sound that is misread above the corresponding letter in the word. If student reads "wug" as /wag/, mark "wug" as follows:

a
wug

CVC Words 1. wug rab sep zat het

CVC Words 2. kem jid pog lum yod

CVC Words 3. lin fod cax ved mip

Consonant Cluster 4. nist brin clup stent gloop

Consonant Digraphs 5. thock shup chim quib ling

Double-Letter Spellings 6. muzz vell tass beff dagg

Words correct _____ / 30

Error Analysis

Short Vowel Letter-Sound Errors:

Consonant Letter-Sound Errors:

Consonant Cluster Errors:

Consonant Digraph Errors:

Double-Letter Spellings:

NAME: _____

DATE: _____

7.4

Assessment

Code Knowledge Diagnostic Assessment

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

Letter/sounds correct _____ / 35

NAME: _____

DATE: _____

7.5

Assessment

Letter Name Test

1. a w e

2. t y u

3. o p s

4. f g h

5. k l z

6. c v b

7. d x j

8. n i m

9. u r q

10. l y g

Letter names correct _____ / 10

NAME: _____

DATE: _____

7.6

Activity Page

Seth's Dad

This is Ted.

Ted is Seth's dad.



Ted brings his lunch
with him.



Ted **thinks** and plans.

Ted is fast **with** math.



Ted is **strong**.

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



NAME: _____

DATE: _____

7.7

Activity Page

Sal's Fish Shop

Pat and Seth went in Sal's Fish Shop.



Sal had fresh fish.

Sal had fresh shrimp.

Sal had crabs.

Sal had clams.

Sal had squid.



Pat got fish and shrimp.



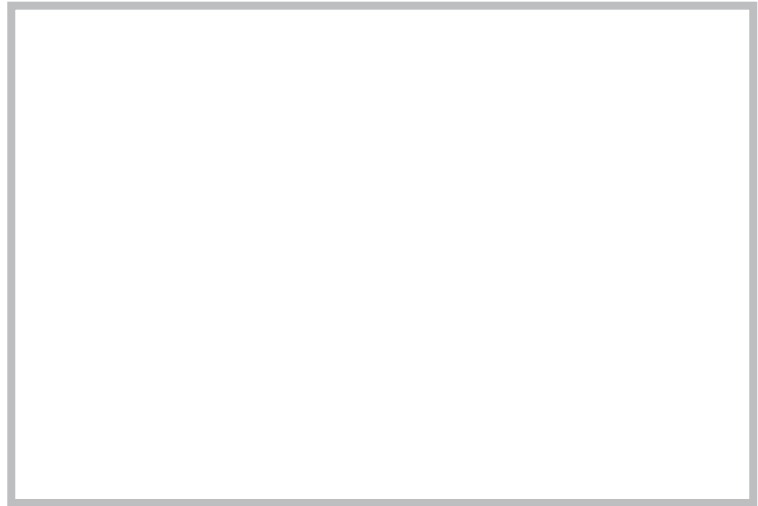
NAME: _____

DATE: _____

7.8

Directions: Have the student draw a picture for each phrase.

1. flip flops



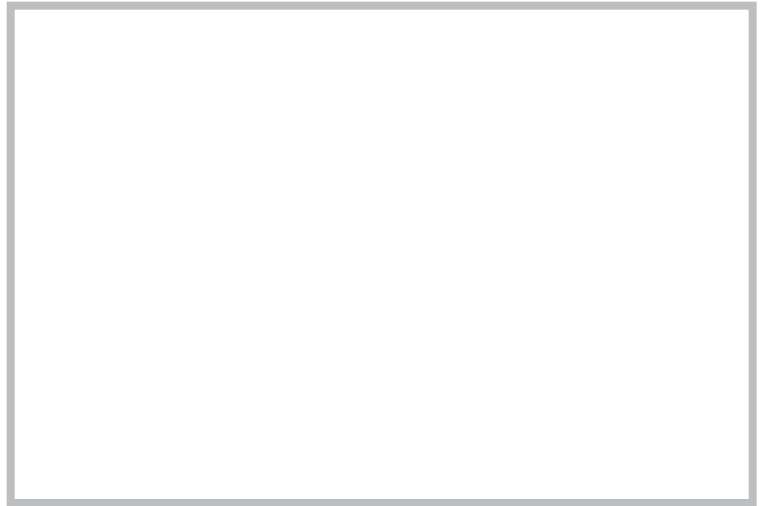
2. big drop



3. tin can



4. red mat



5. big hat



6. mom and dad



Kit's Hats

Kit has hats.



Kit has big hats.



Kit has flat hats.



Kit has fun hats.



NAME: _____

DATE: _____

7.10

Activity Page

Kit's Cats

Kit has cats.



Kit's cats run fast.



Kit's cats lap up milk.



Kit's cats jump up on Kit's bed.



NAME: _____

DATE: _____

8.1

Activity Page

Lunch

Seth had lunch with his mom and dad.

Pat had shrimp and chips.

Ted had shrimp, fish, and chips.

Seth had ham and chips.



Munch, munch.

Crunch, crunch.

Yum, yum.



NAME: _____

DATE: _____

8.2

Activity Page

Seth's Finch

That's Seth's pet finch, Chip.

Chip can flap his wings.

Chip can munch on ants and bugs.

Chip can sing.



Chip can land on Seth's hand.

That finch is fun!



NAME: _____

DATE: _____

8.3

Activity Page

Directions: Have the student draw a picture for each phrase.

1. big dog



2. red cap



3. mad dad



4. fat cat



5. wet frog



6. pig and hen



NAME: _____

DATE: _____

8.4

Activity Page

Kit's Mom

Kit's mom gets up at six.



Kit's mom gets dad up.



Kit's mom gets Kit up.

Kit's mom gets dad fed.

Kit's mom gets Kit fed.

Kit's mom gets Kit's pets fed



NAME: _____

DATE: _____

8.5

Activity Page

Mumps

Kit has mumps.

Kit is in bed.

Kit can't get up.



Kit can't run and jump.

Kit can't skip and hop.

Kit is sad.



NAME: _____

DATE: _____

9.1

Activity Page

Lost Finch

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

Seth can't spot him.

Pat can't spot him.

Ted can't spot him.



Chip is not on Seth's bed.

Chip is not on Seth's desk.

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

Chip hid in Pat's hat and slept.



NAME: _____

DATE: _____

9.2

Activity Page

Seth's Sled

Seth's sled went fast.

Seth held on.

Seth hit bumps but did not stop.

Seth hit slush but did not stop.



Then Seth's sled hit mud.

Splash!

Seth got mud on his sled.

Seth got mud on his pants.

Seth got mud on his hat.



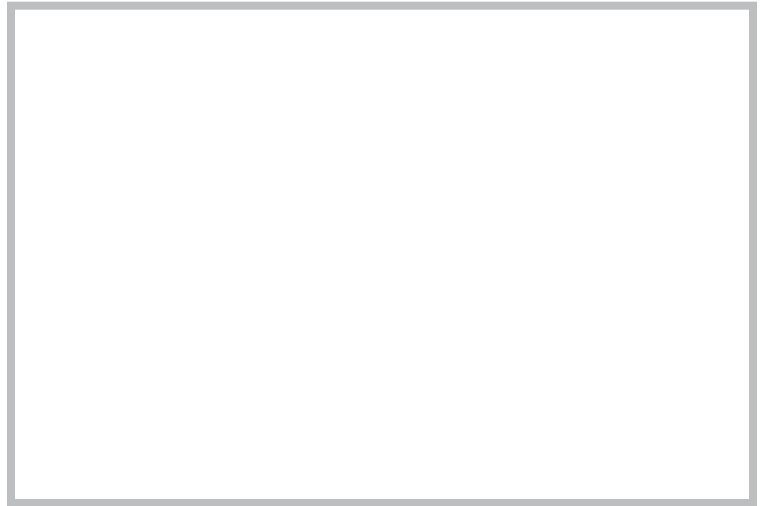
NAME: _____

DATE: _____

9.3

Directions: Have the student draw a picture for each phrase.

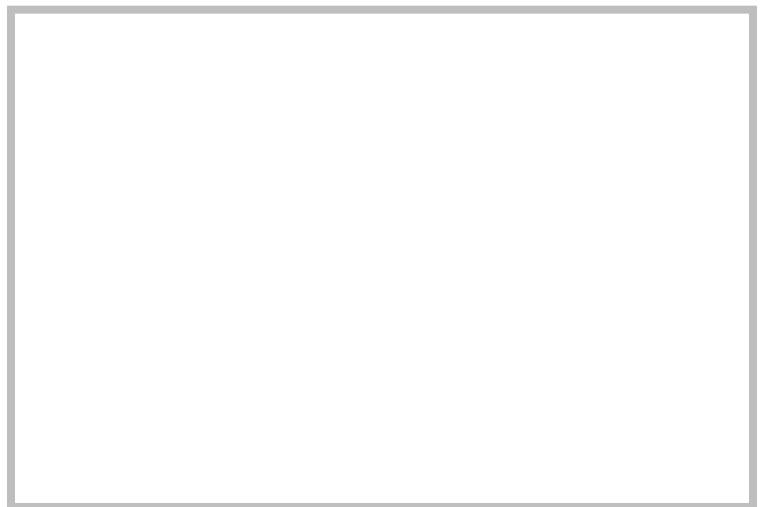
1. a cup



2. wet mop



3. big log



4. red ball



5. sad pal



6. hot dog



NAME: _____

DATE: _____

9.4

Up

Kit gets up on top.

Kit helps Max get up.



Max helps Jen get up.

Jen helps Kent get up.



Kent helps Ted get up.

Ted helps Peg get up.



NAME: _____

DATE: _____

9.5

Fast Fred

Kit's pal Fred gulps his milk.

Fast Fred gulps and gulps.

Fred gets milk on his desk.

Fred gets milk on his pants.



Fred gets milk on Kit.

Kit gets mad at Fred.

“Stop it, Fred!”



NAME: _____

DATE: _____

10.1

Activity Page

Meg's Tots

This is Meg.

Meg is Pat's best pal.



Pat has 1 lad—Seth.

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

Meg has **quints**!



Pat and Ted help Meg.

Pat sets Tim and Tom on Seth's rug.

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

Pat sets Max on Seth's bed.

Ted helps Wes stand up on Seth's desk.



NAME: _____

DATE: _____

10.2

Hash and Milk

Pat and Ted had lunch with
Meg's tots.

Max got hash on his chin.

Wes got hash on his bib.

Tim's milk is on Tom.

Then Tom got milk on Tim.

Sam got milk on Pat and Ted.



NAME: _____

DATE: _____

10.3

Pip's Cats

Pip is Kit's pal.



Pip has six cats.

Pip's cats got in mud.



Pip's cats left mud on his rug.

Pip's mom got mad.



Vic Gets Lost

Pip's cat Vic got lost.

Pip felt sad.



Kit ran and got Vic.

Kit set Vic on Pip's lap.

Pip felt glad.



NAME: _____

DATE: _____

10.5

Activity Page

Directions: Have the student cut out the letters and see how many words he or she can make. Ask him or her to write the words on a piece of paper.

<u>b</u>	x	l
<u>u</u>	o	j
g	r	<u>n</u>

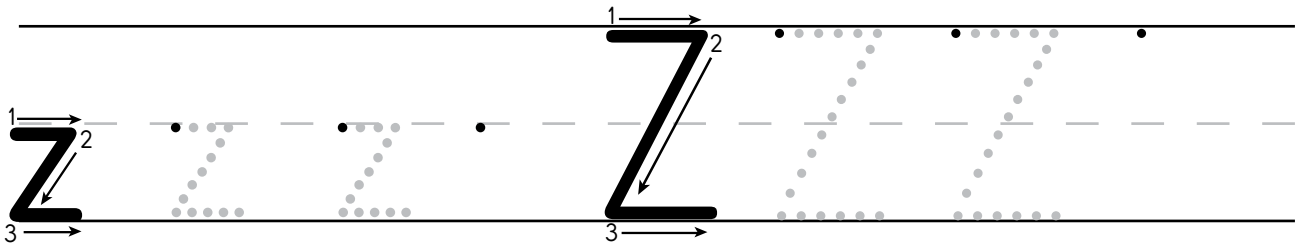
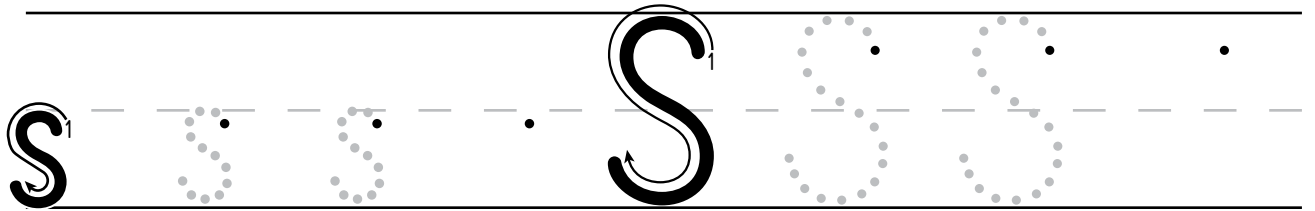
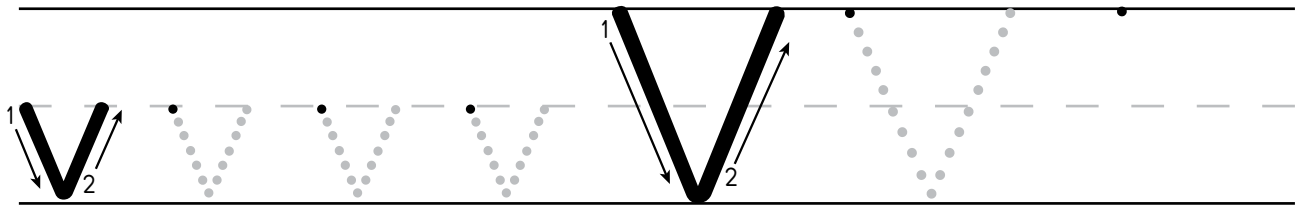
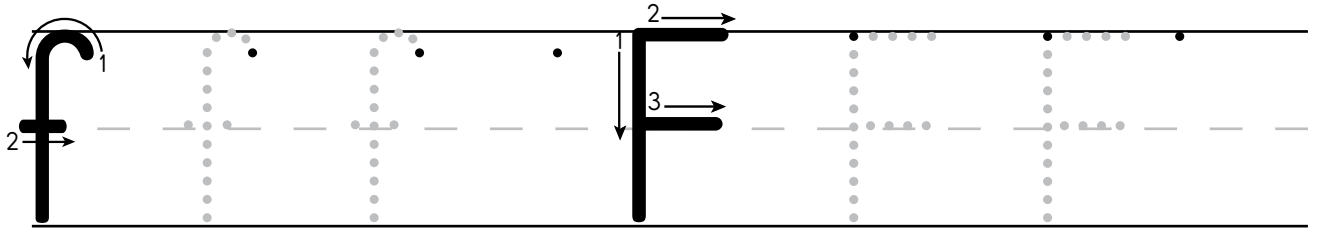


NAME: _____

DATE: _____

11.1

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.



Directions: Have the student write each word under its matching picture.

fan

van

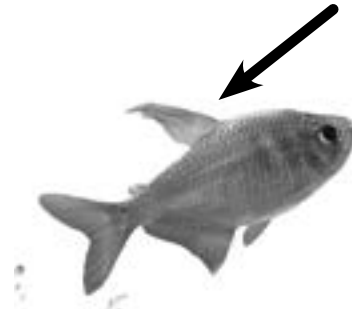
zip

sit

fin

cats





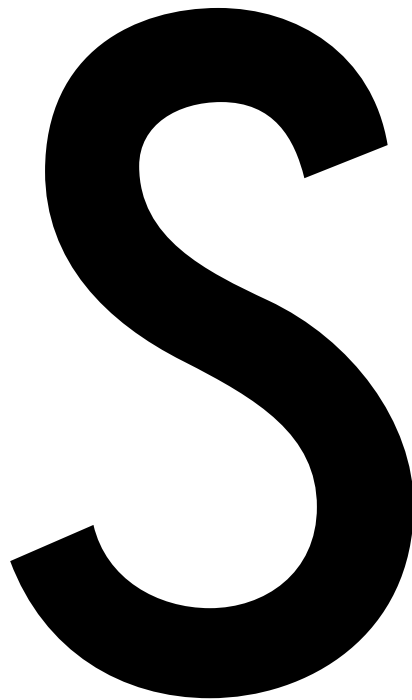
NAME: _____

DATE: _____

11.2

Activity Page

Directions: Have the student cut out the letter cards.





Z

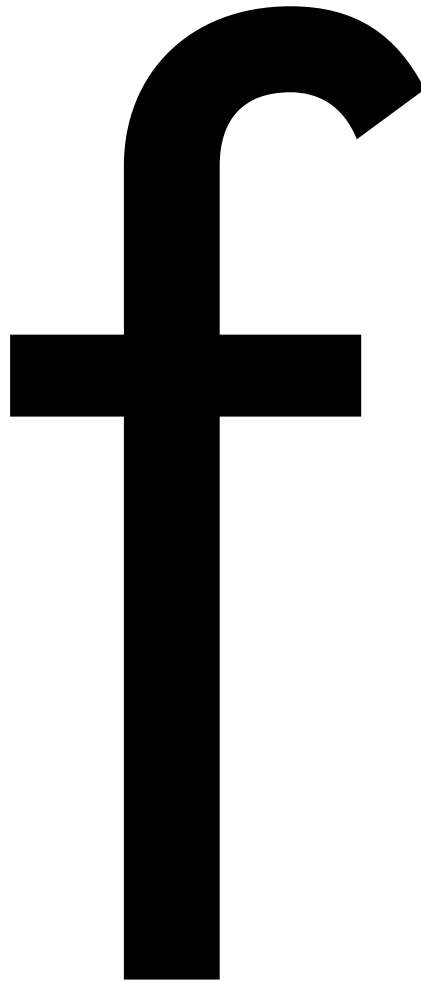
NAME: _____

DATE: _____

11.2

Activity Page

CONTINUED





V

NAME: _____

DATE: _____


11.3

Take-Home

Dear Family Member,

Ask your child to cut out the letter cards and arrange the cards to make the word *sit*. Have your child read the word, sound by sound. Repeat with the following words: *sat, mat, man, van, hit, hat, fit, fan, in*. If your child does well reading the words, read the words aloud one at a time and ask your child to spell the word by arranging the letter cards.

s	m	f
<u>n</u>	i	t
a	h	v

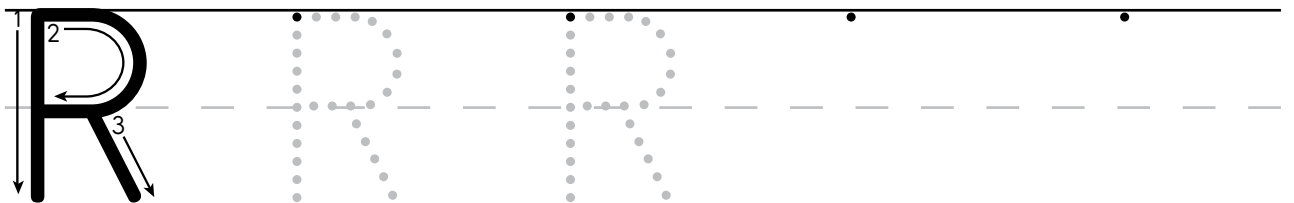
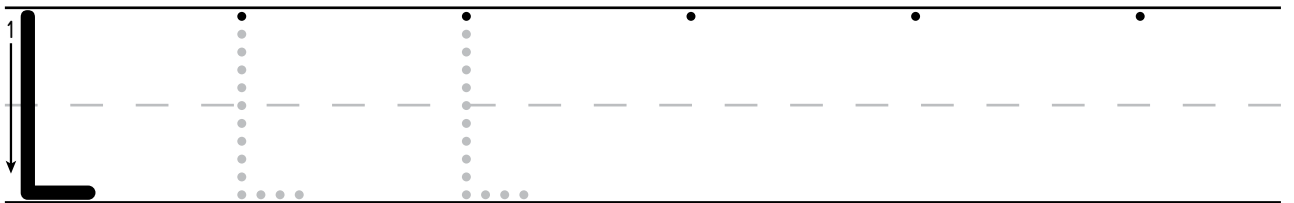
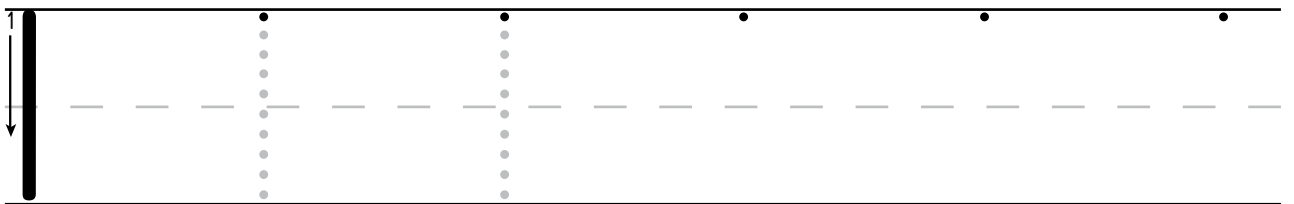
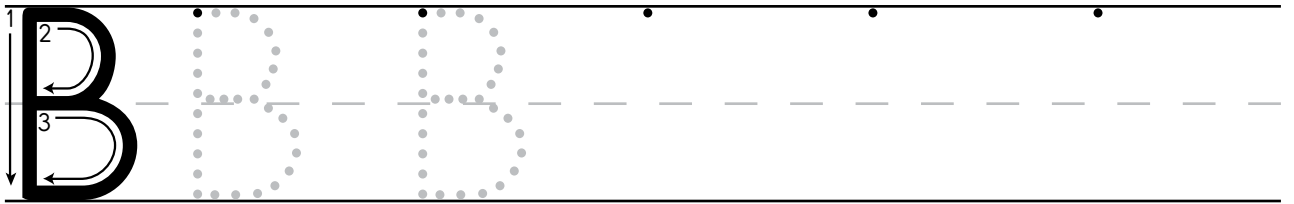
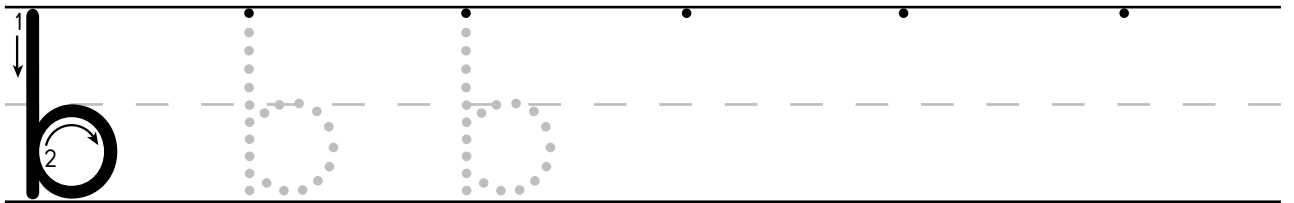
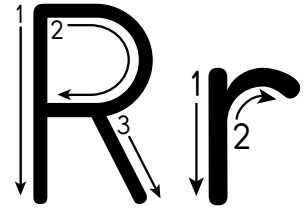
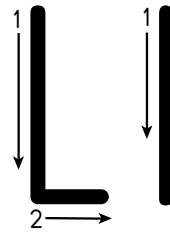
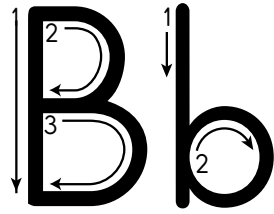


NAME: _____

DATE: _____

12.1

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.



Directions: Have the student count the sounds in each word, circle the spellings, and write the number of sounds in the box. Then have the student copy the words on the lines.

1. rat

rat

2. land

3. trip

4. lip

5. trim

NAME: _____

DATE: _____

12.1

CONTINUED

Activity Page

Directions: Have the student count the sounds in each word, circle the spellings, and write the number of sounds in the box. Then have the student copy the words on the lines.

6. stop

7. hip

8. cup

9. drop

10. plot

NAME: _____

DATE: _____

1. kid



_____	_____	_____
-----	-----	-----
_____	_____	_____

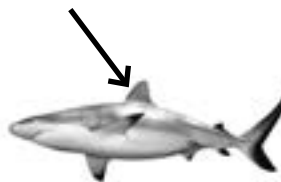
2. lamp



_____	_____	_____
-----	-----	-----
_____	_____	_____

Directions: Have the student write each word under its matching picture.

3.cats



4.jog

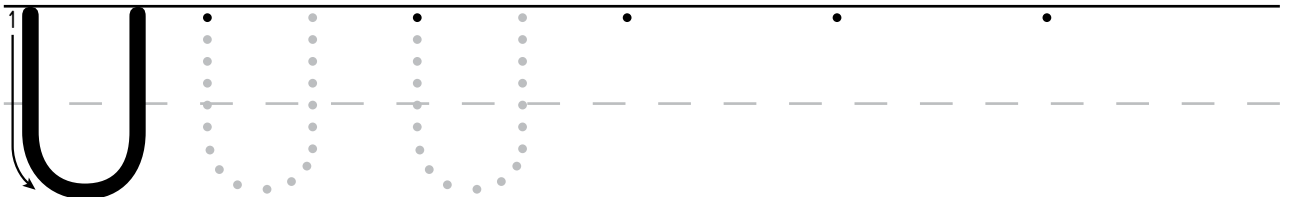
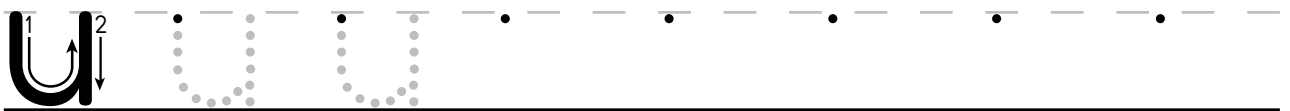
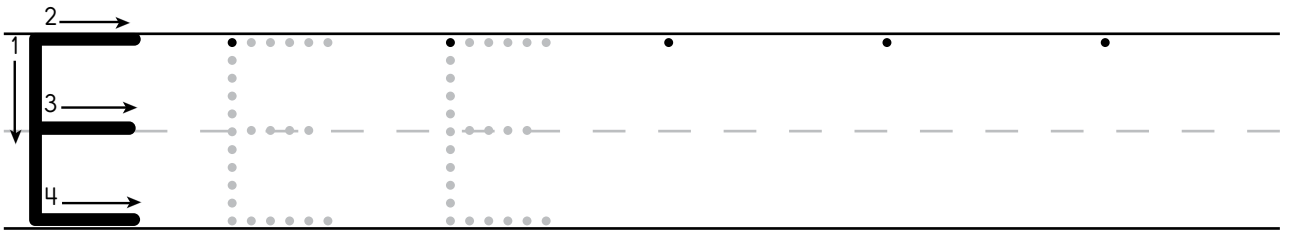
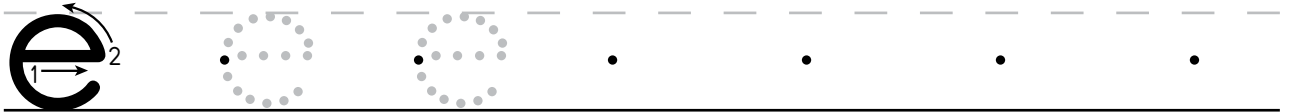
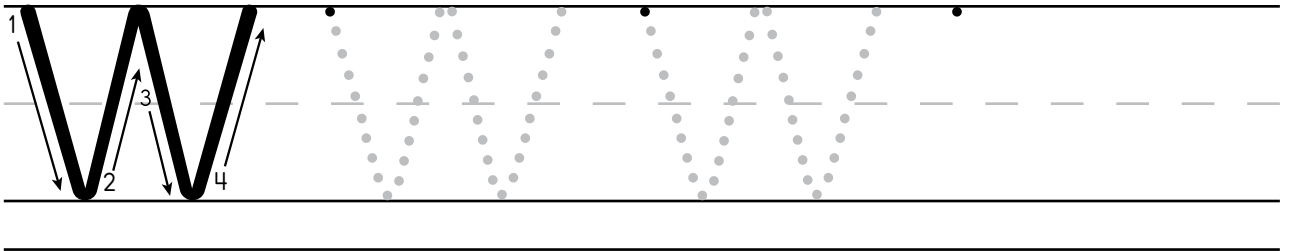
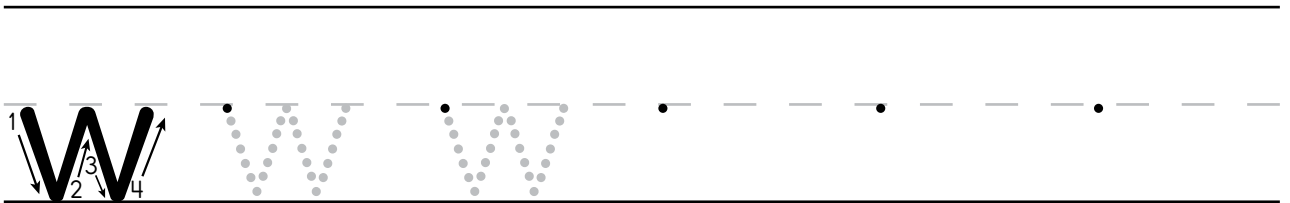
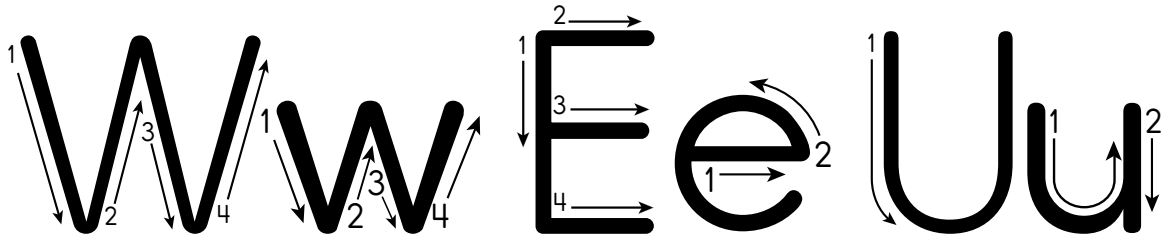


NAME: _____

DATE: _____

13.1

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.



NAME: _____

DATE: _____

13.2

Directions: Have the student read the Tricky Words in the box. Then, have the student circle, say, and write the Tricky Words in each sentence in the space provided below.

a I no to all of is

1. It is a big bus.

2. No, it is not a tent.

a I no to all of is

3. all of us

4. a hint of it

5. I went to bed.

NAME: _____

DATE: _____

13.3

Take-Home

Dear Family Member,

Ask your child to cut out the word cards and arrange the cards to make phrases. You may ask your child to copy the phrases onto a sheet of paper. Modifications: Arrange the cards yourself and have your child read the phrases. Note that the tricky parts in Tricky Words are underlined. Please keep the cards for future practice. Remember that the words marked with a star are Tricky Words, which are words that don't play by the spelling rules.

★ <u>all</u>	rest	★ <u>to</u>
must	sit	run
in	cats	★ <u>some</u>
men	bed	wet
★ <u>a</u>	★ <u>I</u>	★ <u>no</u>

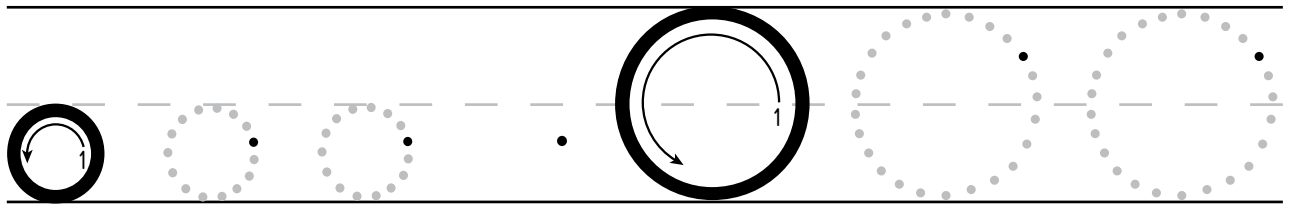
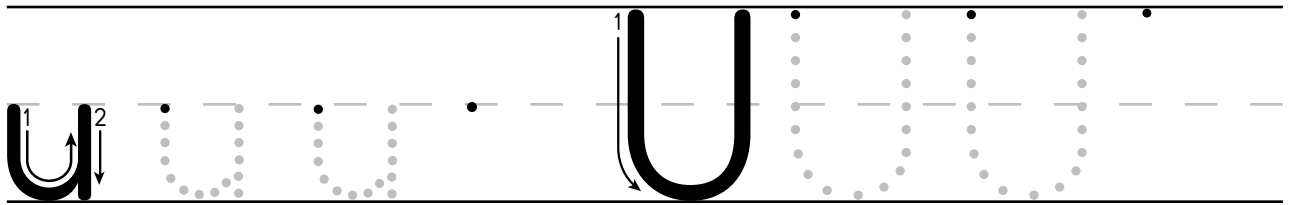
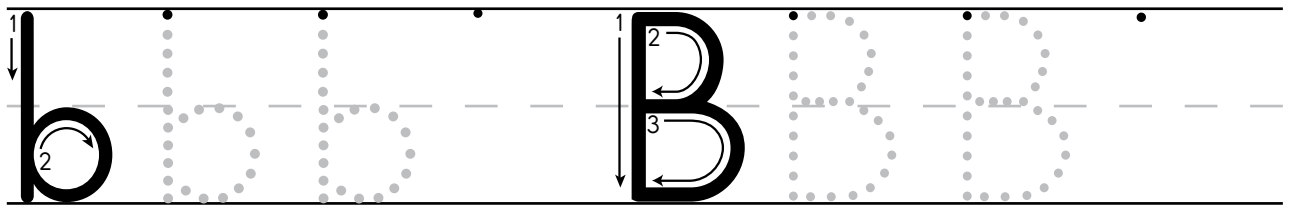
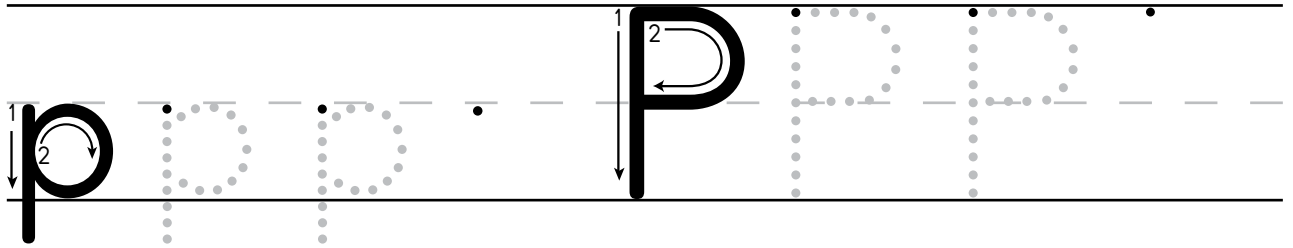
NAME: _____

DATE: _____

14.1

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.



Directions: Have the student write each word under its matching picture.

tub

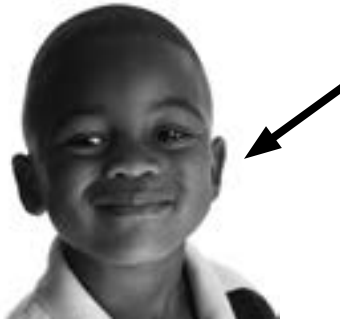
bug

rat

nuts

grin

wig



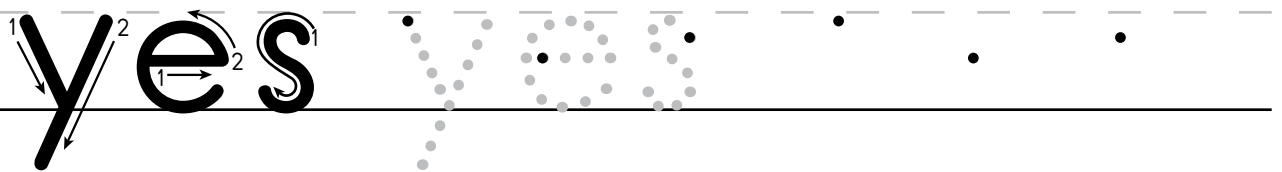
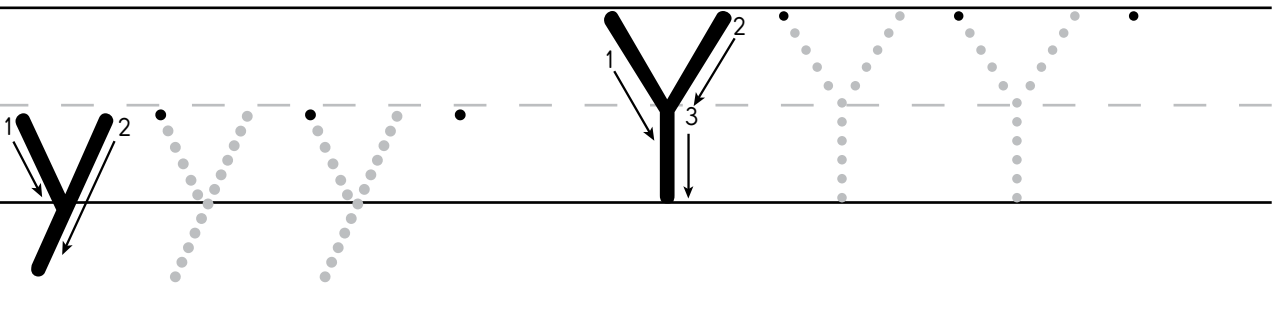
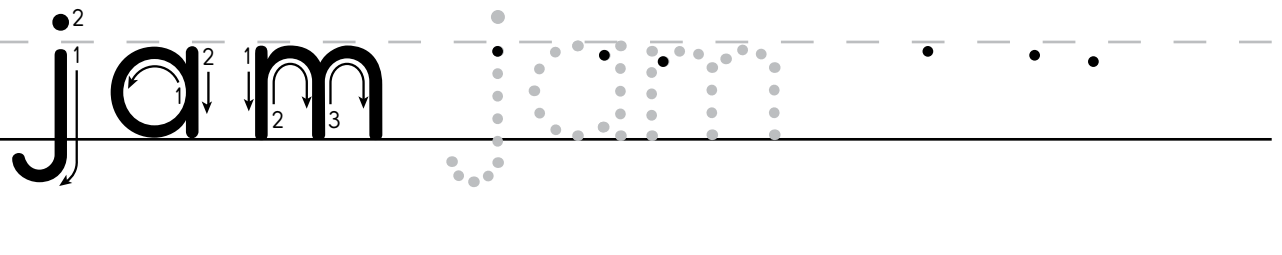
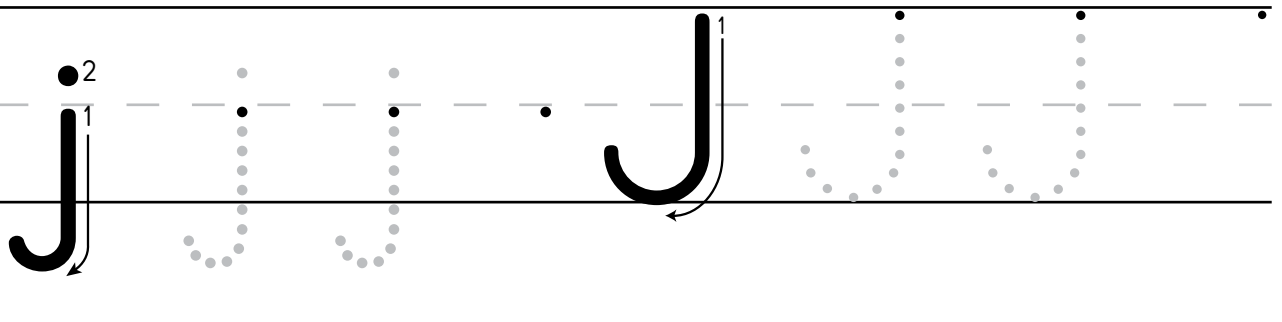
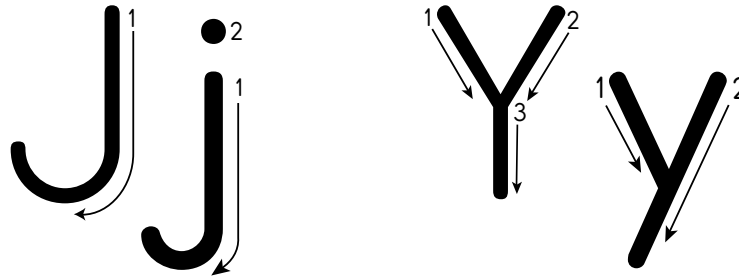
NAME: _____

DATE: _____

15.1

Activity Page

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.



Directions: Have the student write each word under its matching picture.

1. bed



2. jet



3. jog



4. jam



NAME: _____

DATE: _____


15.2

Take-Home

Dear Family Member,

Ask your child to cut out the word cards and arrange the cards to make phrases. You may ask your child to copy the phrases onto a sheet of paper. Modification: Arrange the cards yourself and have your child read the phrases. Note that the tricky parts in Tricky Words are underlined. Please keep the cards for future practice.

and	★ have <u> </u>	rug
fast	sad	mad
jumps	gets	red
dog	frog	bug
★ <u>are</u>	★ <u>were</u>	yes

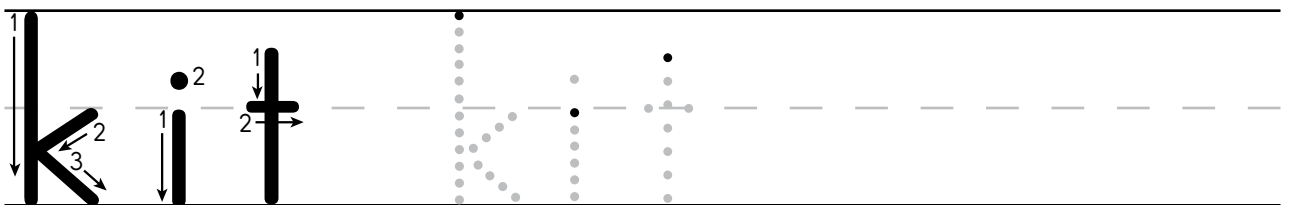
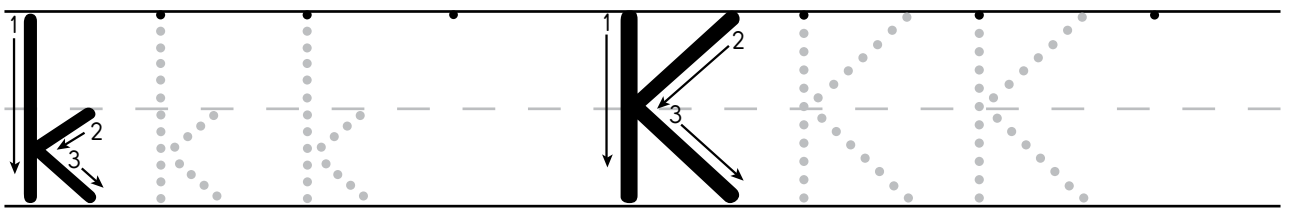
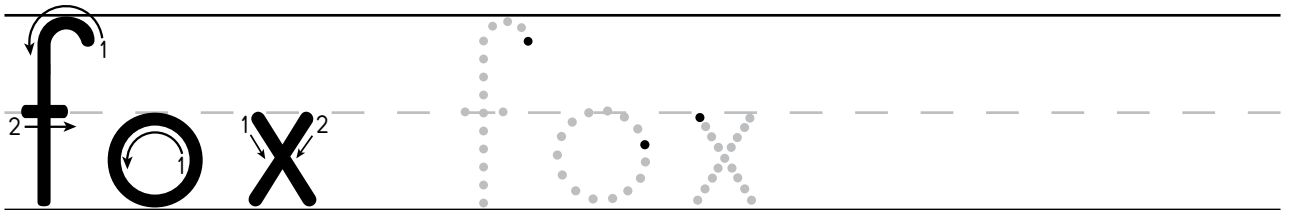
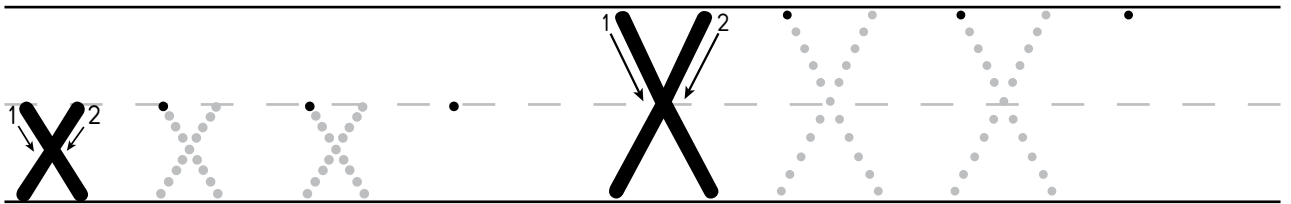
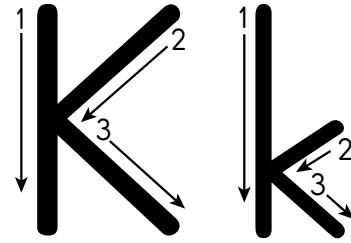
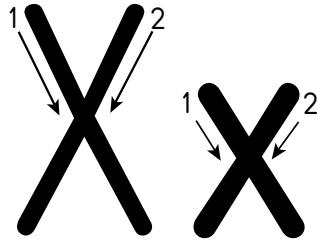


NAME: _____

DATE: _____

16.1

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.



Directions: Have the student write each word under its matching picture.

1. box



2. mix



3. kid



4. six

6

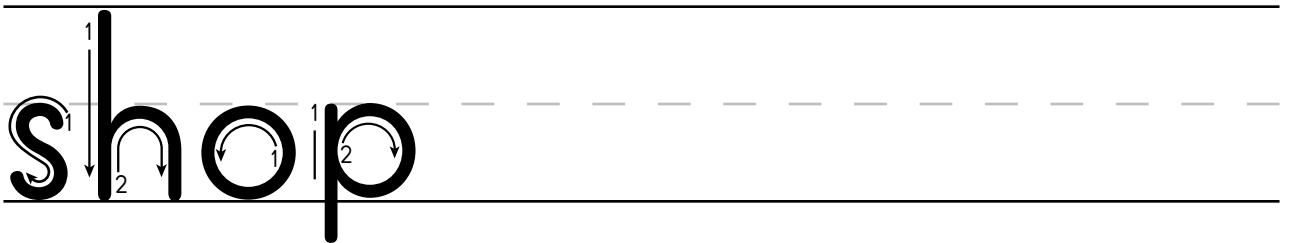
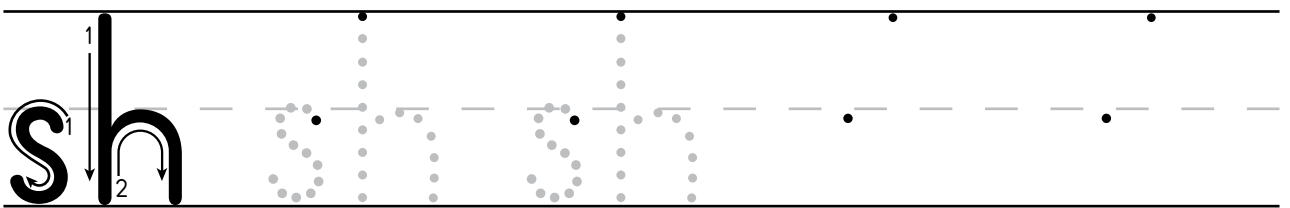
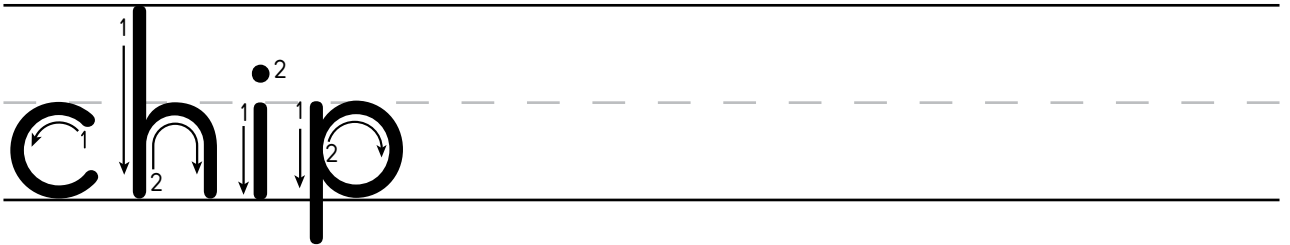
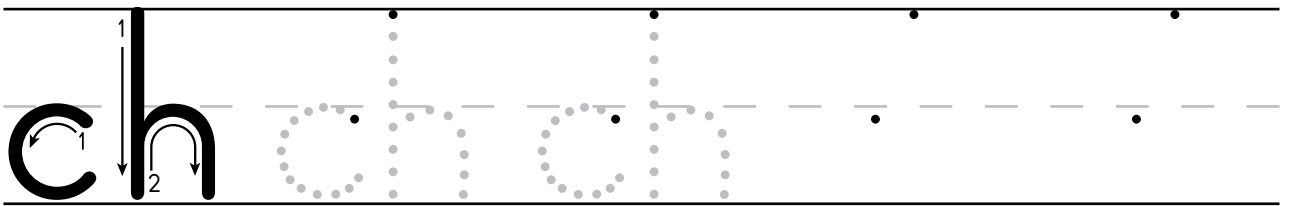
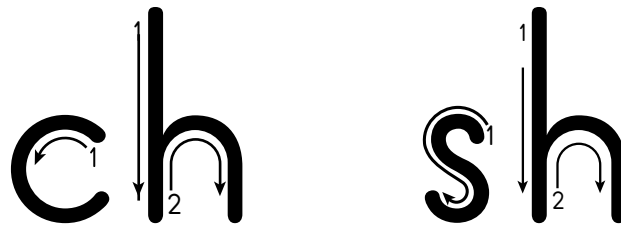


NAME: _____

DATE: _____

17.1

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.



Directions: Have the student write each word under its matching picture.

ship

chips

fish

chimp





NAME: _____

DATE: _____

17.2

Take-Home

Dear Family Member,

Your child has been taught to read Tricky Words. Tricky Words are hard to read because they contain parts that are not pronounced the way one would expect. Have your child read the Tricky Words in the box and the sentences below. Note that the tricky parts of the Tricky Words are underlined. Have your child write the matching Tricky Words for each sentence on the line. Extension: Have your child copy the completed sentences on a blank sheet of paper or dictate the sentences to your child.

<u>is</u>	<u>two</u>	<u>to</u>
<u>are</u>	<u>from</u>	<u>do</u>

1. Mom and dad _____ mad.

2. Max _____ six.

3. Dad had _____ cats.

is
are

two
from

to
do

4. Mom went _____ bed.

5. Just _____ it!

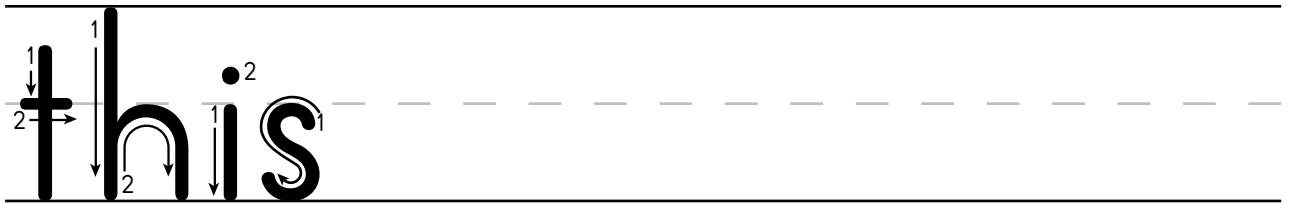
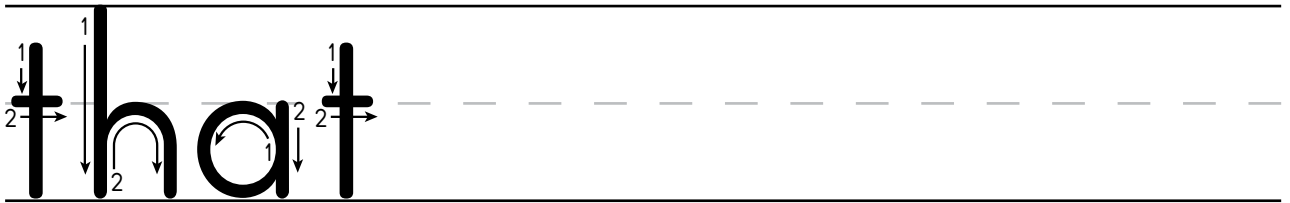
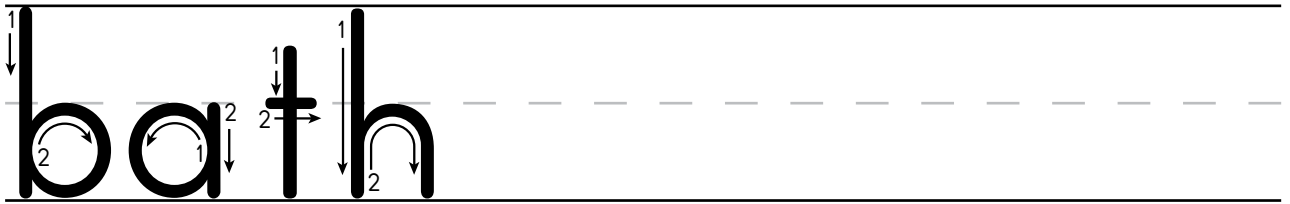
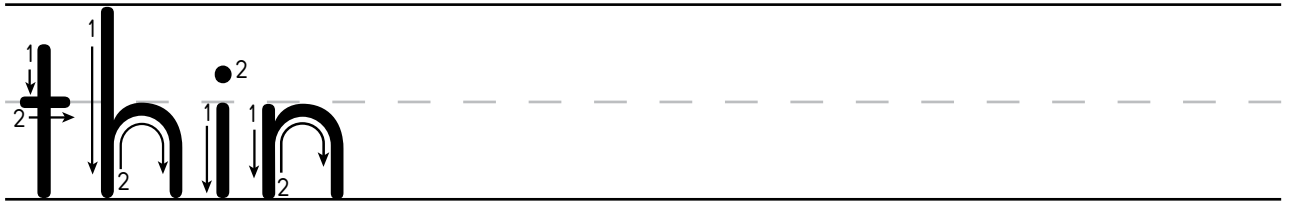
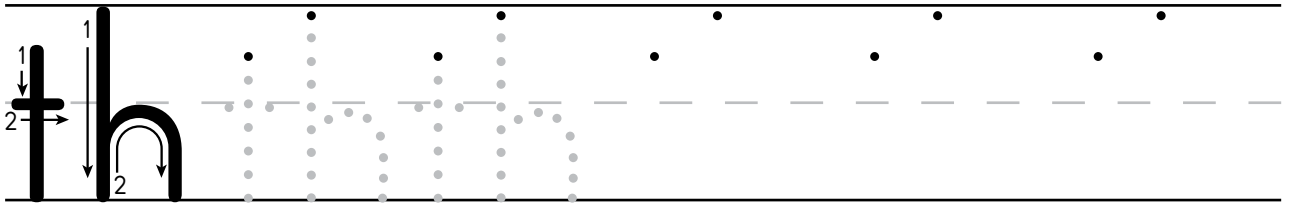
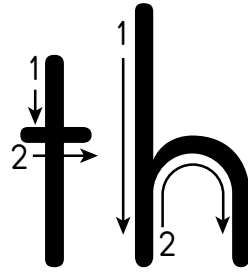
6. That gift is _____ dad.

NAME: _____

DATE: _____

18.1

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.



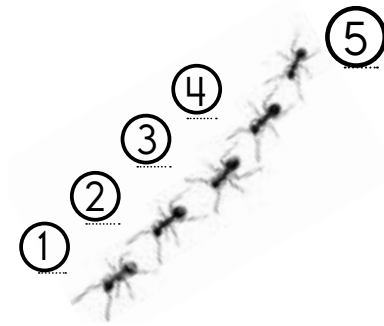
Directions: Have the student write each word under its matching picture.

bath

moth

cloth

fifth





NAME: _____

DATE: _____


18.2

Take-Home

Dear Family Member,

Your child has been taught to read words with the digraphs 'ch' as in *chips*, 'sh' as in *shin*, and 'th' as in *thin* or *then*. Below are some words your child should be able to read with practice. Ask your child to cut out the word cards. Show the cards to your child and have him or her read them. Please encourage your child to read the words by saying sounds and then blending them to make a word. As an extension of this activity, ask your child to copy the words onto a sheet of paper. Please keep the word cards for future practice.

dish	chop	shelf
that	brush	rich
this	chin	bath
shop	thin	much



NAME: _____

DATE: _____

19.1

Beth

1. Who went on top of a path at the pond?

Directions: Have the student reread the story and answer the questions

2. Who got some snap shots?

3. Did Beth get a snap shot of a cat?

NAME: _____

DATE: _____

4. Dad got a snap shot of . . .

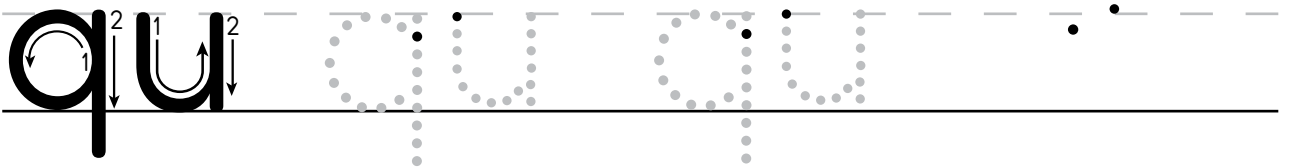
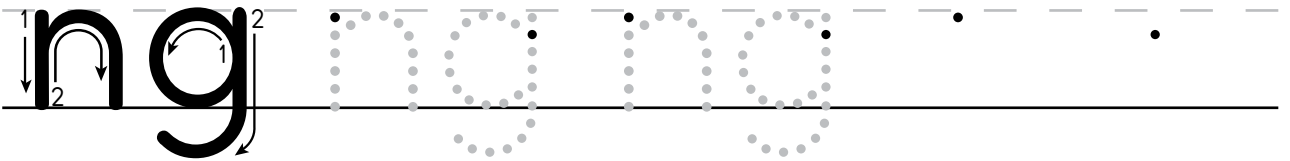
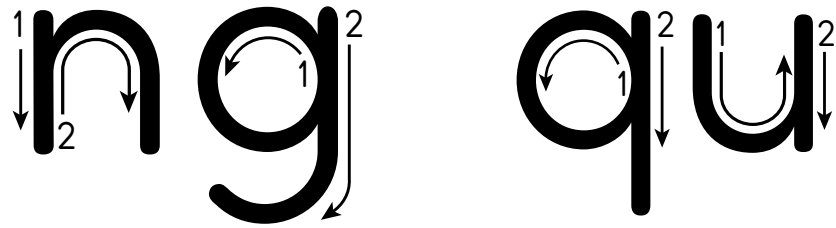
- a fish.
- Mom.
- Beth.

NAME: _____

20.1

DATE: _____

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.



Directions: Have the student write each word under its matching picture.

quilt

swing

king

sing



NAME: _____

DATE: _____

20.2

Activity Page

Nat

1. Beth and Nat met . . .
 - in the U.K.
 - at camp.
 - on a bus.

2. Who got a lot of snap shots of Nat?
 - Beth
 - kids at camp
 - Nat's mom

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

3. Beth got a snap shot of Nat with

a mask on.

a frog.

a fish.

4. Who got a job in the U.K.?

Beth's mom

Nat's mom

Nat's dad

NAME: _____

20.3


Take-Home

DATE: _____

Dear Family Member,

Ask your child to cut out the letter cards. Have your child arrange the cards to make a series of real words and/or silly words (e.g., *shup*). Have your child read the words. Discuss whether each word is real or silly. Modification: Arrange the cards yourself and have your child read the words. Extension: Have your child copy the words onto a sheet of paper. Please keep the cards for future practice.

ch	<u>p</u>	i	s
m	a	j	z
u	sh	x	th
qu	<u>b</u>	t	o
w	e	ng	g



NAME: _____

DATE: _____

21.1

Directions: Have the student cut out the letter cards.

A 3x2 grid of dotted boxes for cutting out letter cards. The letters are: 'a' and 'e' in the top row; 'o' and 'u' in the middle row; and 'i' in the bottom row. A scissors icon is in the top right corner of the grid.

NAME: _____

DATE: _____

21.2

The Trip to the U.K.

1. Mom and Beth went to the U.K. on
- a bus.
 - a ship.
 - a jet.

2. Who had a nap on the jet?

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

3. Who met Mom and Beth at the end of the ramp?

Handwriting practice lines consisting of four sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

NAME: _____

DATE: _____

22.1

Bud the Cat

Directions: Have the student copy or paste the sentences onto Activity Page 22.2 in the correct order.

The vet had to fix Bud's leg.

Nat's mom let him have Bud.

Bud had a bad leg.

Bud sat in a box with a cast on one leg.

NAME: _____

DATE: _____

22.2

*Directions: Have the student paste the sentences from Activity Page 22.1 onto this activity page in the correct order.
Then have the student illustrate each sentence.*

	2.		
1.			3. 4.

NAME: _____

22.3

Take-Home

DATE: _____

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you and talk about it together. Note that the tricky parts of the Tricky Words are underlined.

Bud the Cat

This is a snap shot of Nat's cat, Bud.

Nat got Bud from a vet.

Bud had a bad leg.

The vet had to fix Bud's leg.



Bud had to sit in a box with a cast on one leg.

Then Nat said, "Mom, can I have him? Can I? Can I? Can I?"

Dot said yes.



NAME: _____

DATE: _____

23.1

The Fish

1. Nat had . . .

- fish.
- two cats.
- one dog.

2. The fish munch on . . .

- a hot dog.
- chips.
- fish snacks.

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

3. Can the cat smell the fish?

Handwriting practice lines consisting of four sets of three horizontal lines each. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

NAME: _____

DATE: _____

23.1
CONTINUED

4. Can the the cat get the the fish?

NAME: _____

23.2

Take-Home

DATE: _____

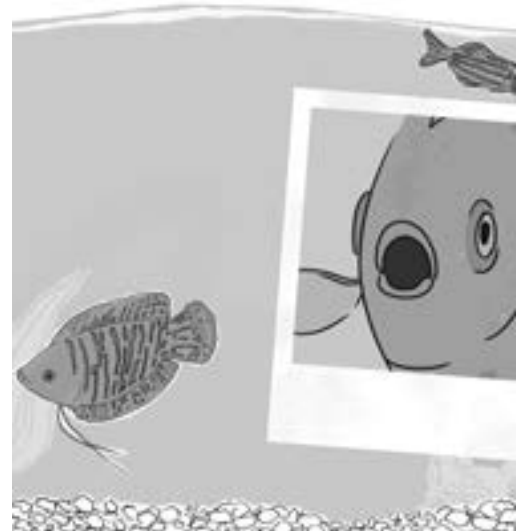
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you and talk about it together. Note that the tricky parts of the Tricky Words are underlined.

The Fish

This is a snap shot of Nat's fish.

The fish swim and splash and munch on fish snacks.



The cat can smell the fish.

It can press on the glass.

It can grab at the fish.

But it can not get them.



NAME: _____

DATE: _____

24.1

Directions: Have the student read the words in the box and underline all of the spellings for /k/. Then have the student write the words that contain the /k/ sound spelled 'c' under the /k/ > 'c' header, the words that contain the /k/ sound spelled 'k' under the /k/ > 'k' header, and the words that contain the /k/ sound spelled 'ck' under the /k/ > 'ck' header.

cat

kit

Jack

king

sock

cot

cost

pick

kid

/k/ > 'c'

/k/ > 'k'

/k/ > 'ck'

NAME: _____

DATE: _____

25.1

Take-Home

Dear Family Member,

Ask your child to cut out the word cards and arrange the cards to make phrases. Ask your child to copy the phrases onto a sheet of paper. Modification: Arrange the cards yourself and have your child read the phrases. Note that the tricky parts in Tricky Words are underlined. Please keep the cards for future practice.

his	★ all	pigs
strong	★ <u>two</u>	with
★ <u>have</u>	run	★ <u>the</u>
kick	sniff	legs

NAME: _____

DATE: _____

26.1

The Flag Shop

1. The U.K. flag has . . .

a red dot.

a black box.

a red cross.

2. Who went to the shop?

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

Directions: In line 4, have the student mark the nouns that name a thing; in line 5, have the student mark the nouns that name a person; in line 6, have the student mark nouns.

3. Who is in the the snap shot of the the U.K. flag?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated five times.

4. egg doll Nat boss brick

5. Beth flag mat dog shell

6. cat stiff yell plum Bud

NAME: _____

26.2


Take-Home

DATE: _____

Dear Family Member,

Have your child cut out the word cards. Tell your child that all of these words are nouns. Nouns are words that name people or things. Ask your child to sort the nouns: one column for nouns that name a person and one column for nouns that name a thing. Extension: Have your child make a sentence with each noun.

egg	chick	man
kid	Jeff	clock
rock	drum	king



NAME: _____

DATE: _____

28.1

Which Is the Best?

1. Who had to huff and puff to get to the top?

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

2. Where are Nat and Beth in snap
shot one?

Handwriting practice lines consisting of four sets of three horizontal lines each. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

NAME: _____

DATE: _____

28.1

CONTINUED

Activity Page

Directions: In line 4, have the student mark the nouns that name a thing; in line 5, have the student mark the nouns that name a person; in line 6, have the student mark nouns.

3. Why did Mom and Dot lift Nat up?

4. steps Jack rocks Dot dress

5. kid moms glass Beth pill

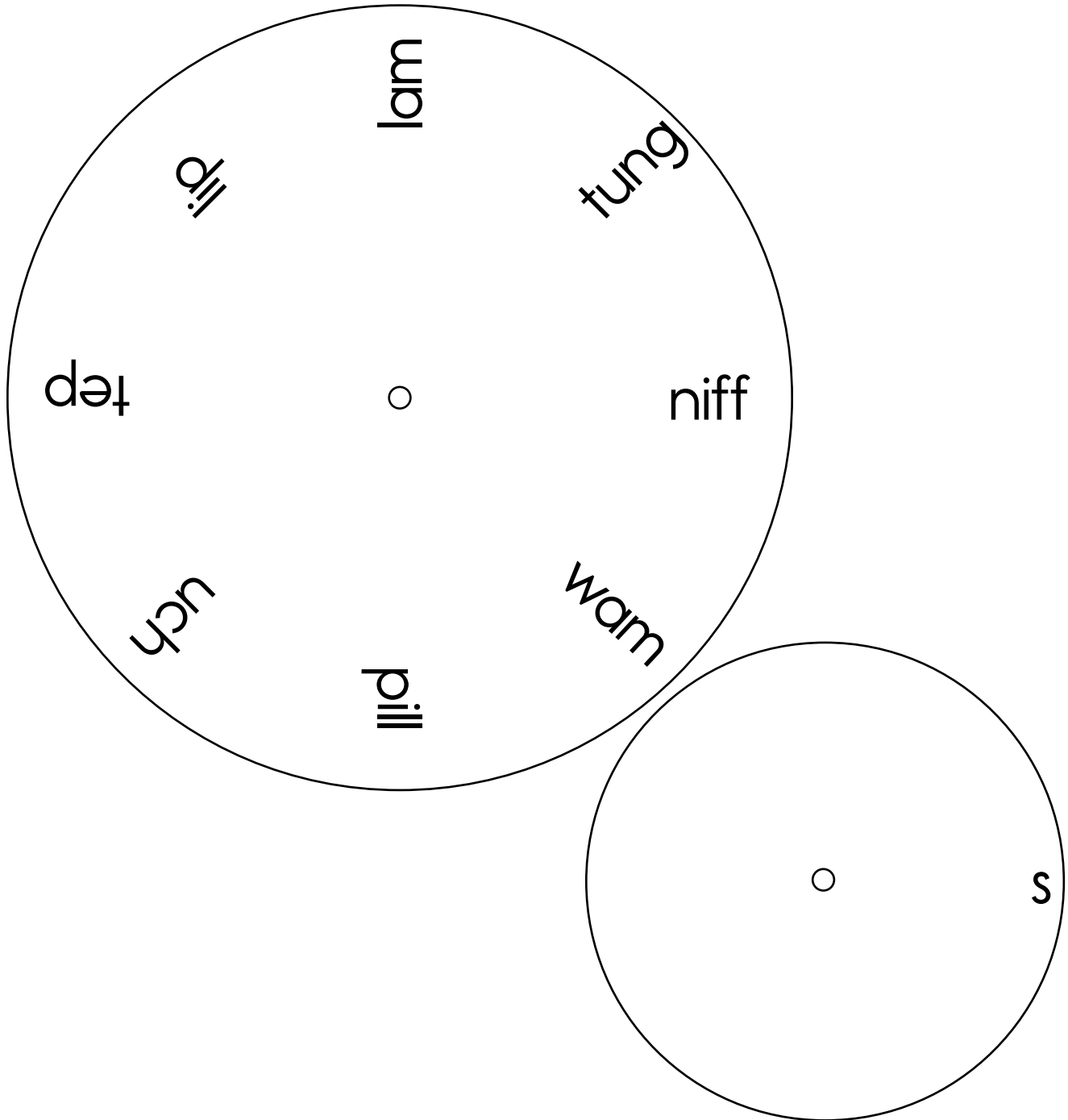
6. huff sock said Nat bed

NAME: _____

DATE: _____

Dear Family Member,

Ask your child to cut out the two circles. Pin the smaller circle on top of the larger circle using a brass fastener. Ask your child to spin the smaller circle to make words. Have your child read the words. Extension: Ask your child to copy the words onto a sheet of paper. Modification: Arrange the circles yourself and have your child read the words.



NAME: _____

DATE: _____

29.1

The Bus Stop

It was a big red bus with a top deck.

A thrush was all set to land on Nat's hand.

Nat said that this is the best bus.

Nat, Dot, Beth, and Beth's mom all went to the bus stop.

Directions: Have the student copy or paste the sentences onto Activity Page 29.2 in the correct order.

NAME: _____

DATE: _____

29.2

*Directions: Have the student paste the sentences from Activity Page 29.1 onto this activity page in the correct order.
Then have the student illustrate each sentence.*

	1.	2.	3.
			4.

NAME: _____

DATE: _____

30.1

On the Bus

1. Where did Nat and Beth sit on the bus?

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

2. The bus went past . . .

- a wind mill.
- Big Ben and two sheds.
- a big shop and Big Ben.

3. What is Big Ben?

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated five times.

NAME: _____

DATE: _____

30.1
CONTINUED

Activity Page

4. Big Ben went . . .

- bam bam.
- click clack.
- ding dong.

NAME: _____


30.2

Take-Home

DATE: _____

Dear Family Member,

Ask your child to cut out the word cards. Have your child arrange the cards to make questions. Extension: Ask the child to copy the words onto a sheet of paper. Modification: Arrange the cards yourself and have your child read the questions. Note that the tricky parts in Tricky Words are underlined. Please keep the cards for future practice.

★ <u>Who</u>	★ <u>the</u>	★ <u>was</u>	
★ <u>When</u>	man	★ <u>What</u>	
★ <u>Why</u>	★ <u>there</u>	is	
that	★ <u>here</u>	★ <u>Where</u>	
	?		

NAME: _____

DATE: _____

31.1

Directions: Have the student copy the word onto the left side of the paper, fold it in half, and then write the word from memory on the right side of the paper.

1.	_____		1.	_____
	- - - - -			- - - - -
	_____			_____
	_____			_____
2.	_____		2.	_____
	- - - - -			- - - - -
	_____			_____
	_____			_____
3.	_____		3.	_____
	- - - - -			- - - - -
	_____			_____
	_____			_____
4.	_____		4.	_____
	- - - - -			- - - - -
	_____			_____
	_____			_____
5.	_____		5.	_____
	- - - - -			- - - - -
	_____			_____
	_____			_____

6. _____ | _____
- - - - - | 6. - - - - -
_____ | _____

7. _____ | _____
- - - - - | 7. - - - - -
_____ | _____

8. _____ | _____
- - - - - | 8. - - - - -
_____ | _____

9. _____ | _____
- - - - - | 9. - - - - -
_____ | _____

10. _____ | _____
- - - - - | 10. - - - - -
_____ | _____

NAME: _____

DATE: _____

31.2

The Man in the Black Hat

1. What is the job of the man in the black hat?

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

2. Did Beth get the man to grin?

Handwriting practice lines consisting of four sets of three horizontal lines each. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

NAME: _____

DATE: _____

31.2
CONTINUED

3. What did Nat do to get the man to
grin?

4. Who did Nat get to grin?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated multiple times for writing practice.

NAME: _____

DATE: _____

32.1

Directions: Have the student copy the word onto the left side of the paper, fold it in half, and then write the word from memory on the right side of the paper.

1.	_____		_____
	- - - - -		- - - - -
	_____		_____
	_____		_____
2.	_____		_____
	- - - - -		- - - - -
	_____		_____
	_____		_____
3.	_____		_____
	- - - - -		- - - - -
	_____		_____
	_____		_____
4.	_____		_____
	- - - - -		- - - - -
	_____		_____
	_____		_____
5.	_____		_____
	- - - - -		- - - - -
	_____		_____
	_____		_____

6. _____	_____
_____ | _____

7. _____	_____
_____ | _____

8. _____	_____
_____ | _____

9. _____	_____
_____ | _____

10. _____	_____
_____ | _____

NAME: _____

32.2

DATE: _____

The Man in the Kilt

1. Who was the man that Nat and Beth met?

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

NAME: _____

DATE: _____

32.2

CONTINUED

Directions: In line 4, have the student mark the nouns that name a thing; in line 5, have the student mark the nouns that name a person; in line 6, circle the nouns that name a place.

4. kilt dog clock Todd stamp

5. word Scot rug king man

6. U.K. U.S. twig Rick tell

NAME: _____

DATE: _____

32.3

Take-Home

Dear Family Member,

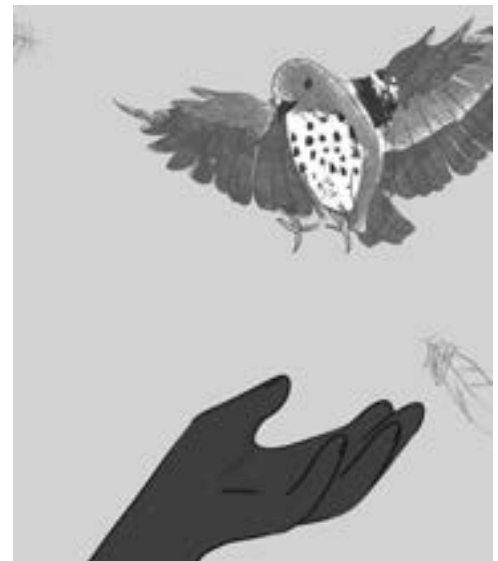
This is a story your child has read at school at least once, possibly several times. Encourage your child to read the story to you and talk about it together.

The Bus Stop

Dot led us to a bus stop. At the bus stop there was a thrush.

Nat held up his hand. The thrush was all set to land on his hand, but then Dot said, “Nat, stop that!”

Nat let his hand drop.



At the bus stop, Nat said, “Beth, this is the best bus!”

I said, “Why? Is it fast?”

“No,” Nat said, “it is not that fast.”

“Then why is it the best?”

Just then, Nat said, “There it is!”

It was a big red bus with a top deck!



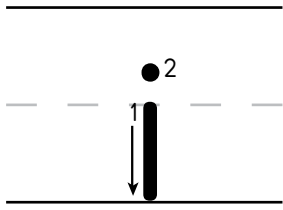
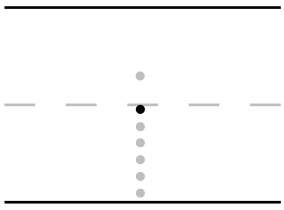
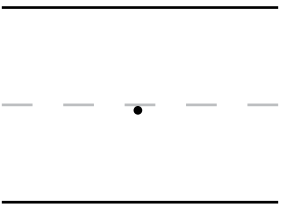
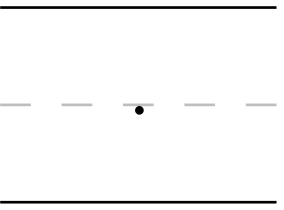
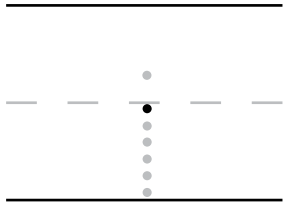
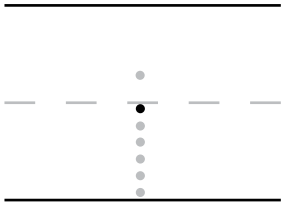
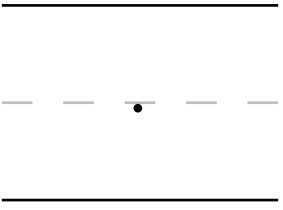
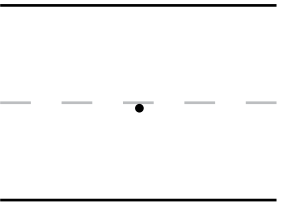
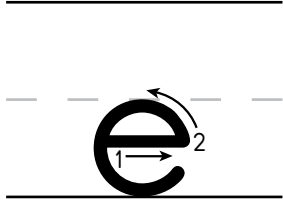
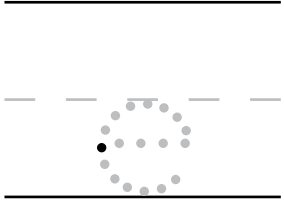
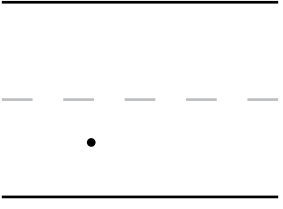
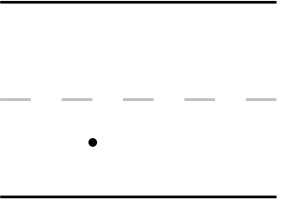
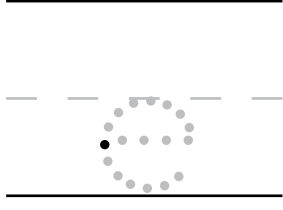
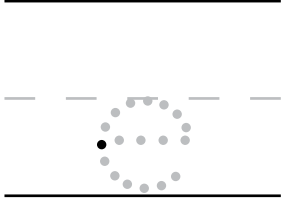
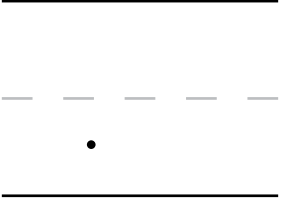
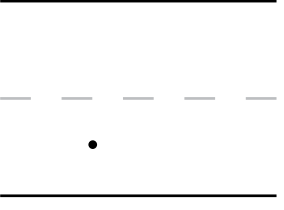
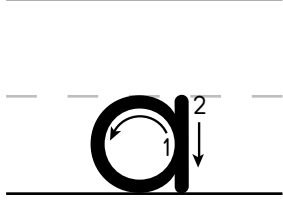
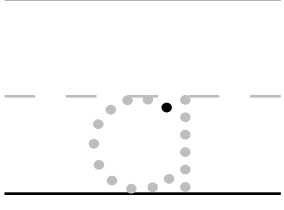
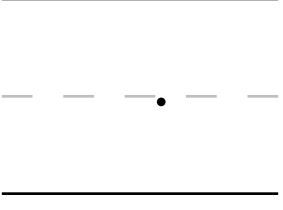
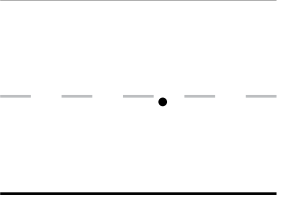
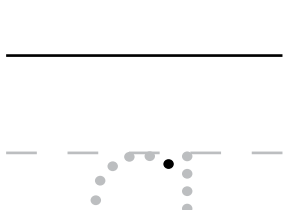
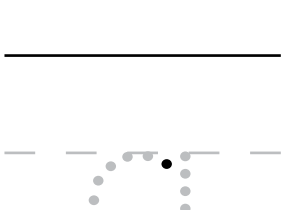
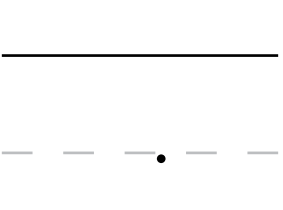
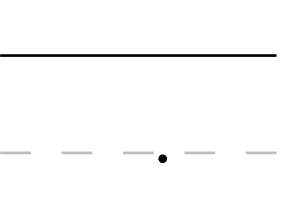
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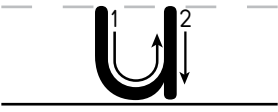
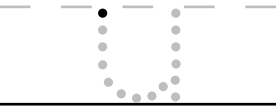


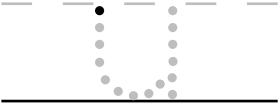
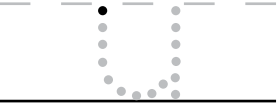



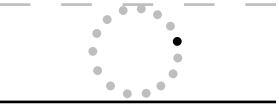


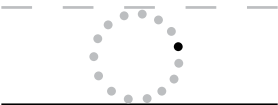
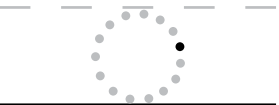


DATE: _____

PP.1

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

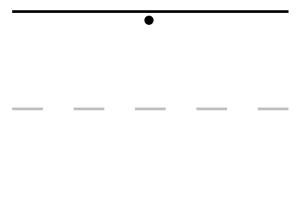
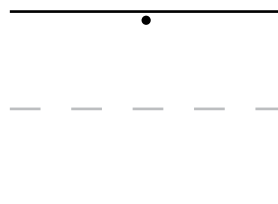
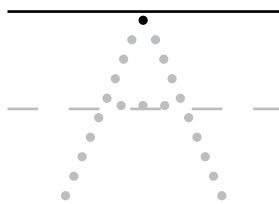
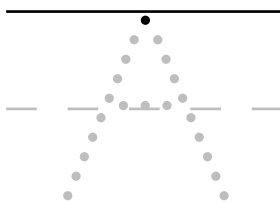
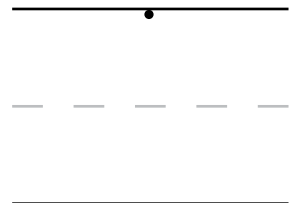
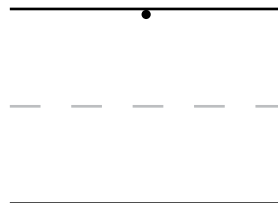
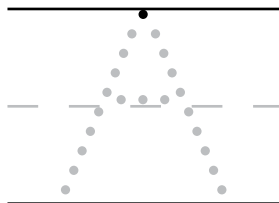
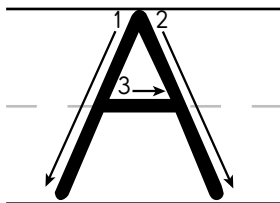
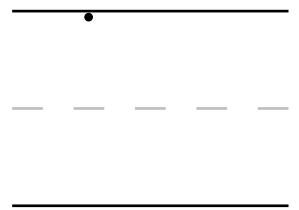
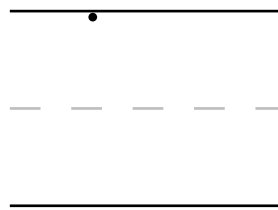
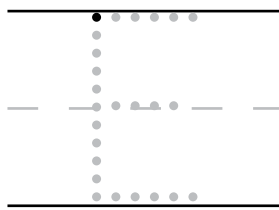
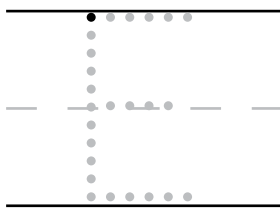
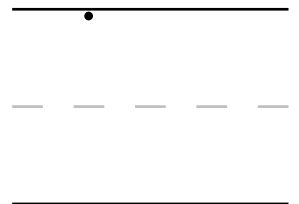
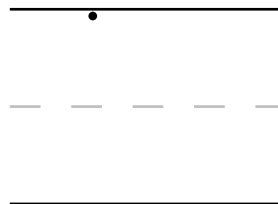
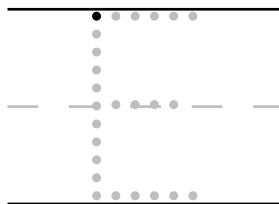
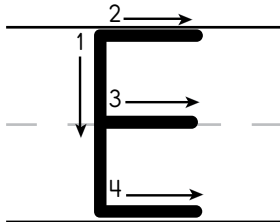
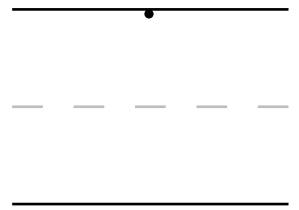
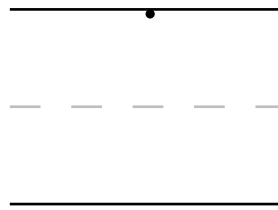
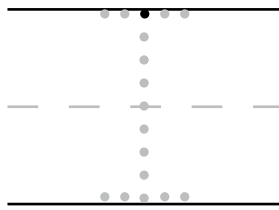
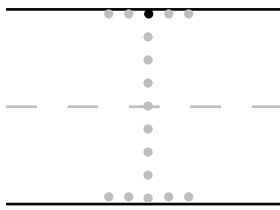
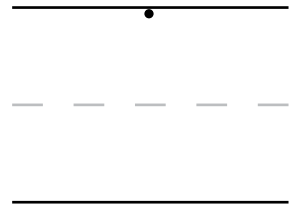
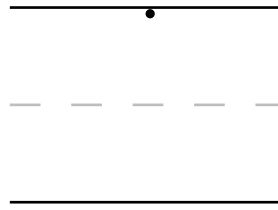
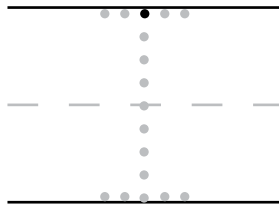
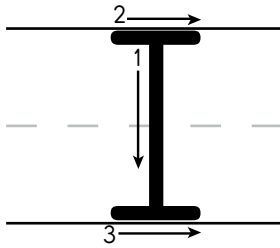
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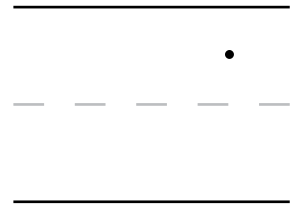
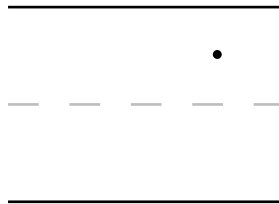
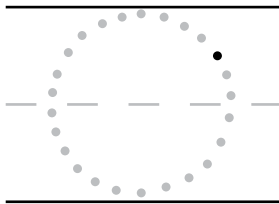
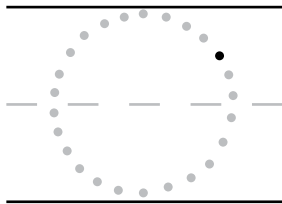
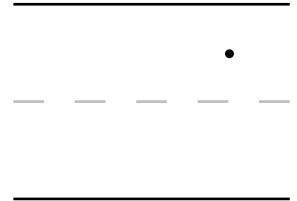
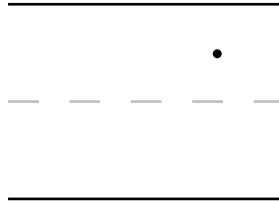
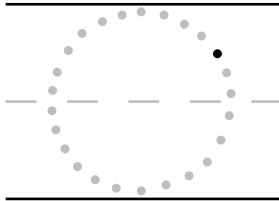
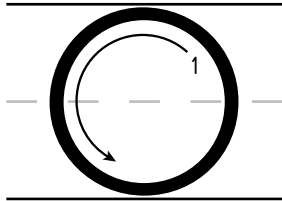
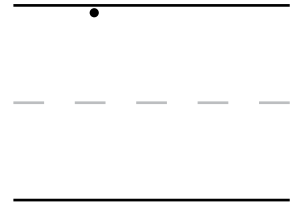
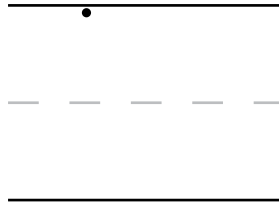
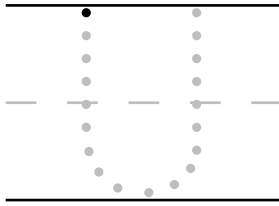
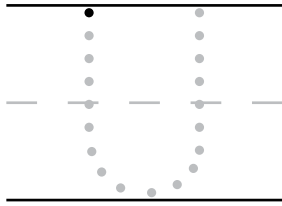
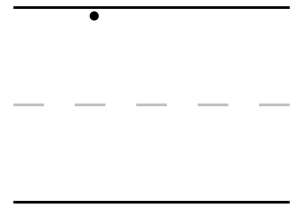
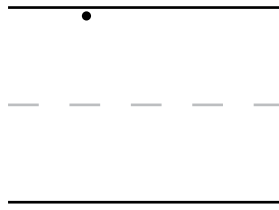
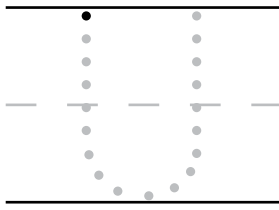
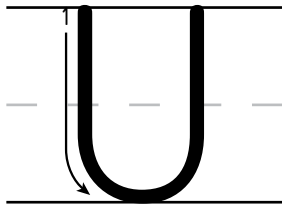
DATE: _____

PP.2

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.





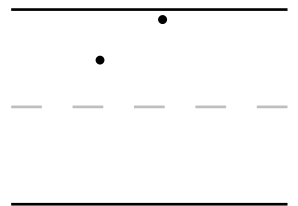
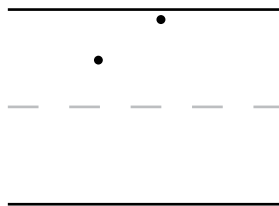
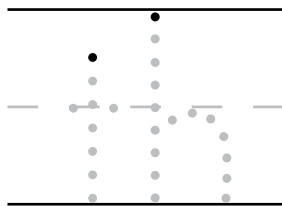
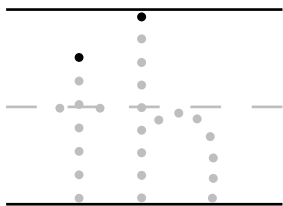
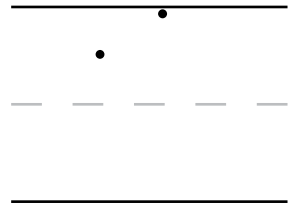
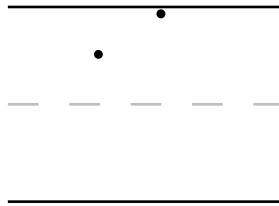
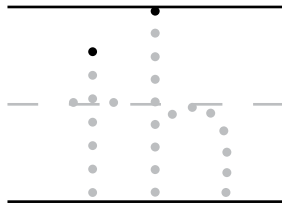
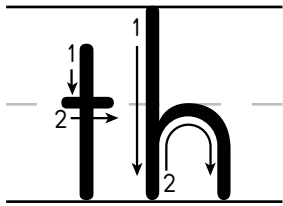
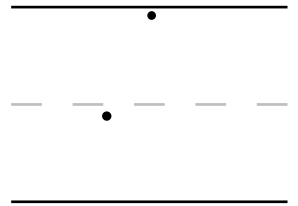
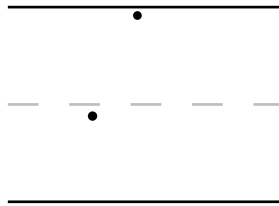
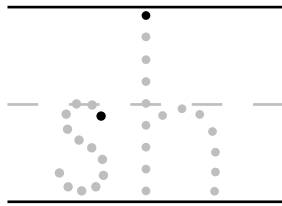
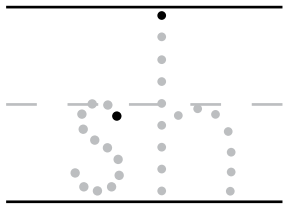
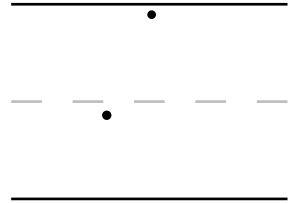
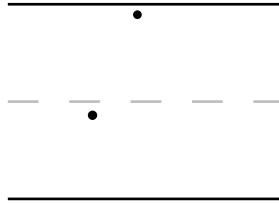
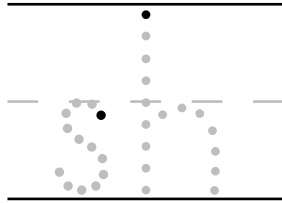
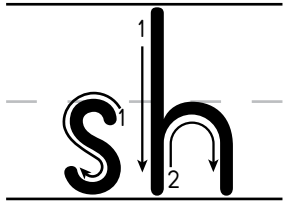
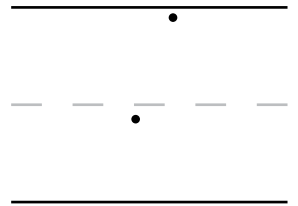
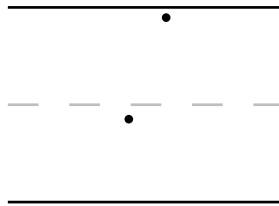
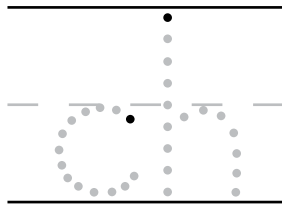
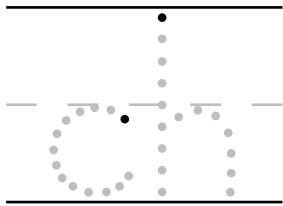
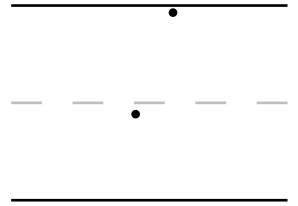
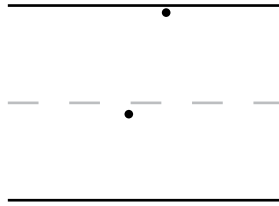
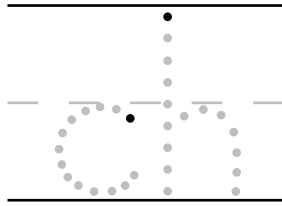
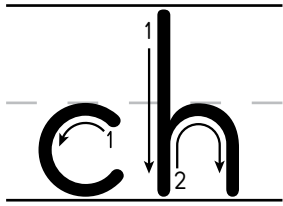
NAME: _____

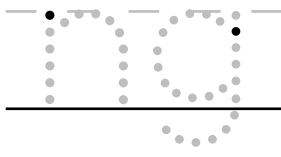
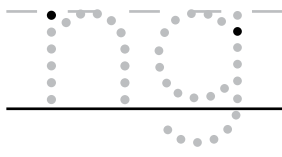
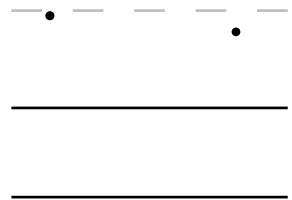
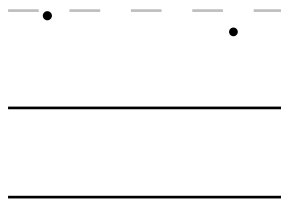
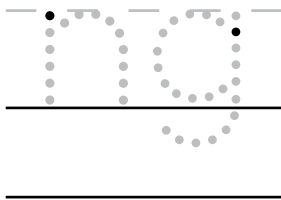
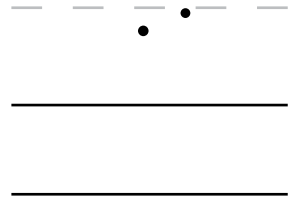
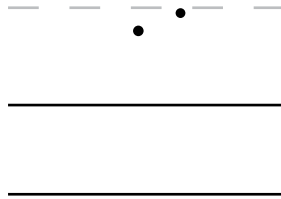
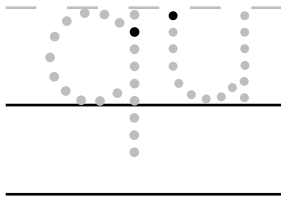
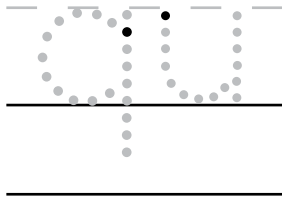
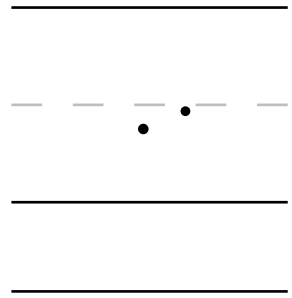
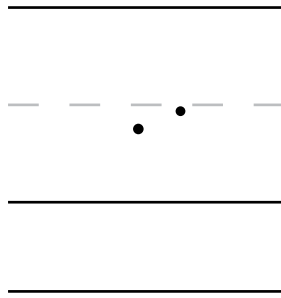
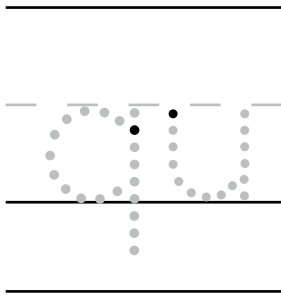
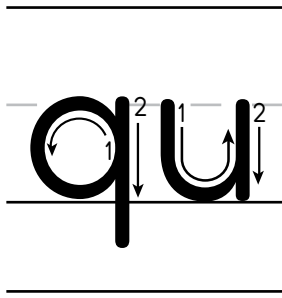
DATE: _____

PP.3

Activity Page

Directions: Have the student trace and copy the letters.






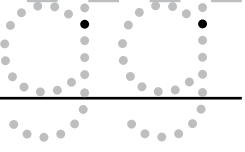
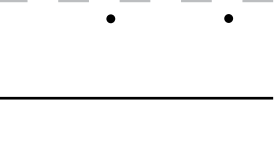
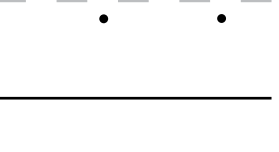
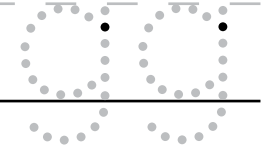
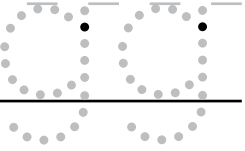
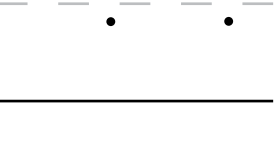
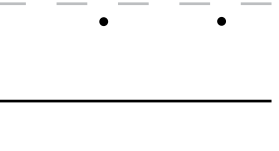
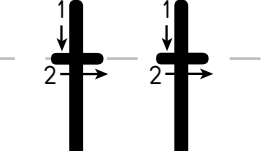

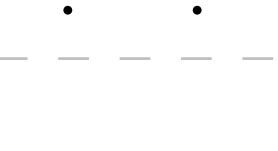
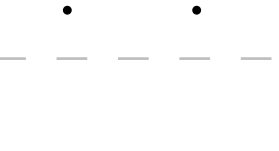
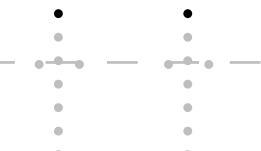
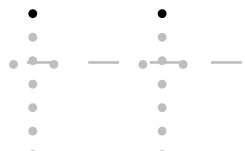
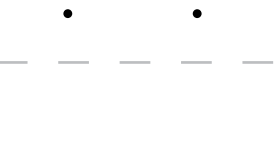
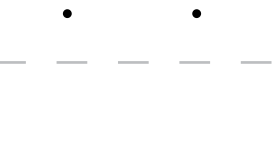
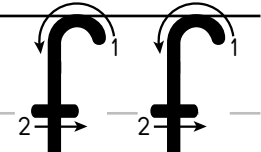
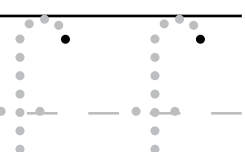
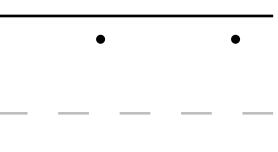
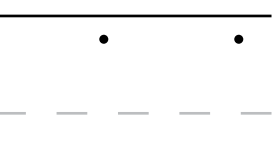
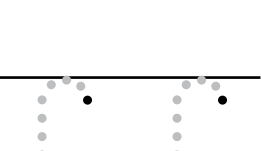
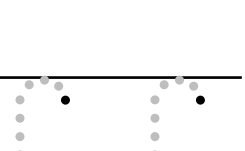
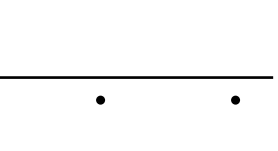
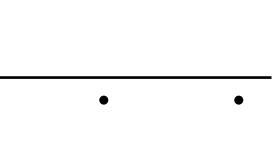
NAME: _____

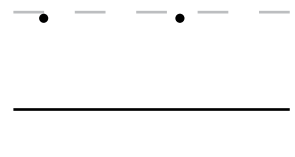
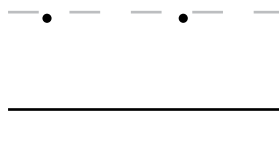
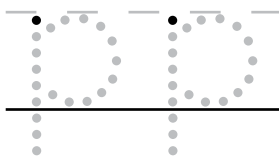
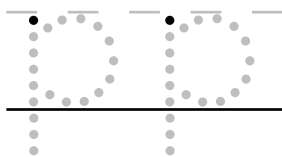
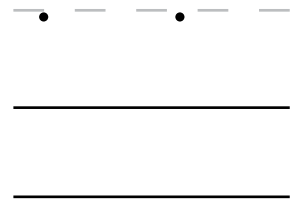
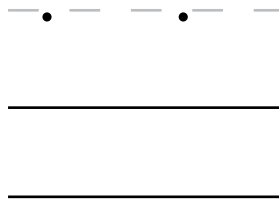
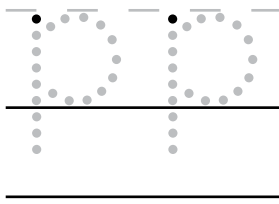
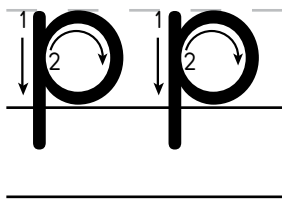
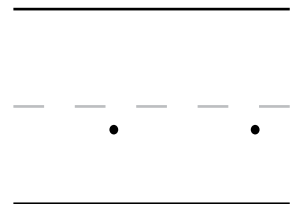
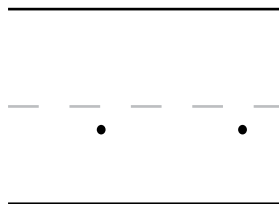
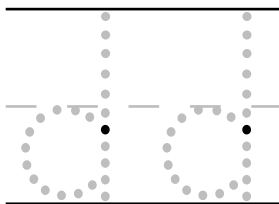
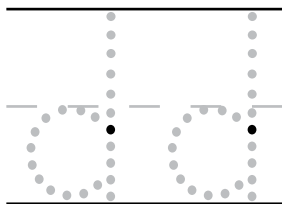
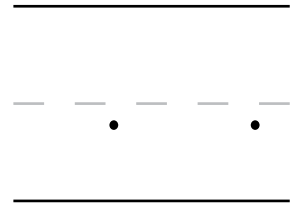
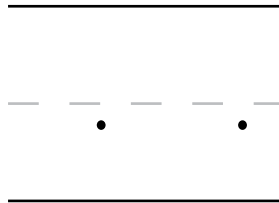
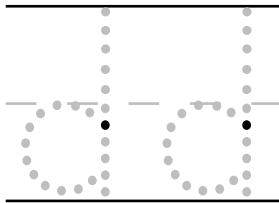
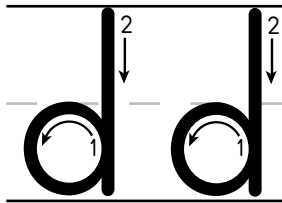
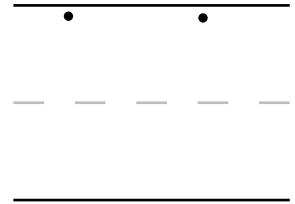
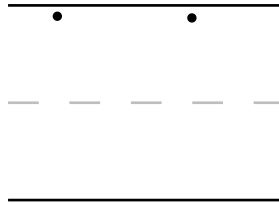
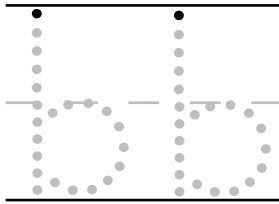
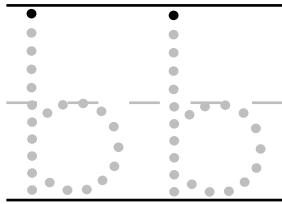
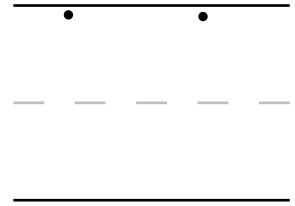
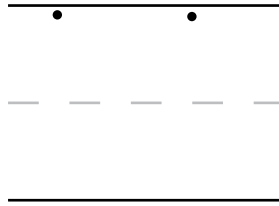
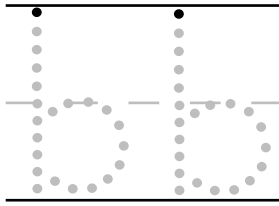
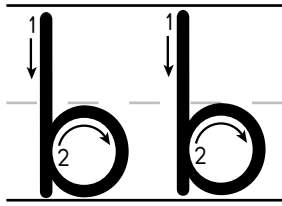
DATE: _____

PP.4

Activity Page

Directions: Have the student trace and copy the double-letter spellings.



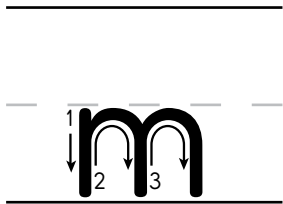
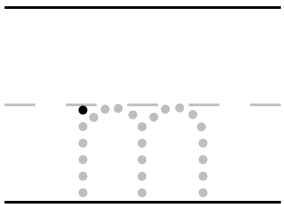
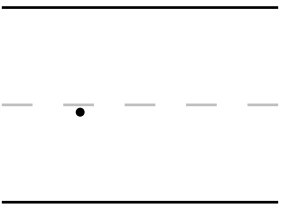
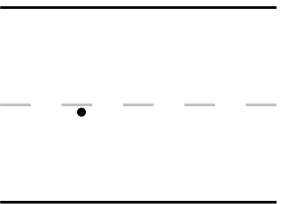
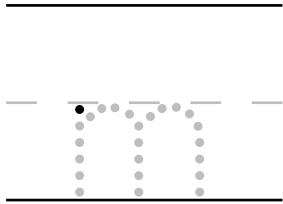
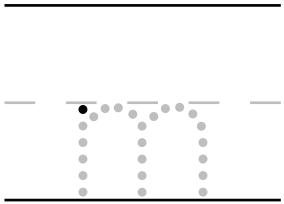
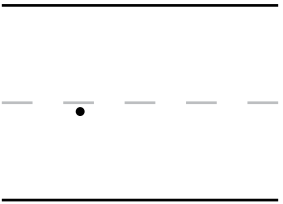
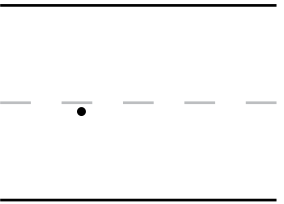
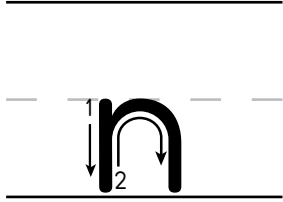
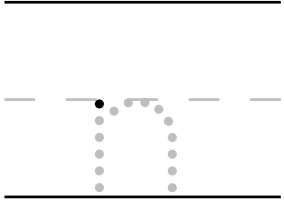
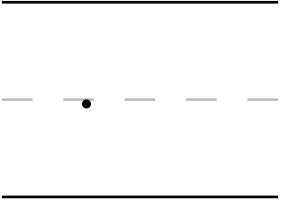
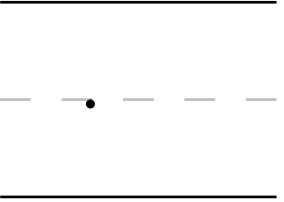
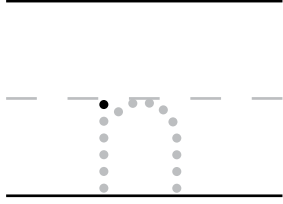
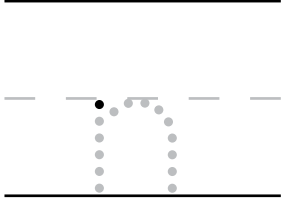
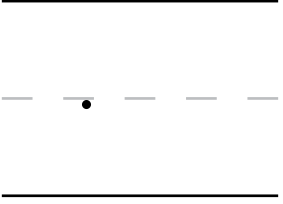
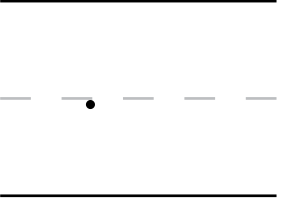
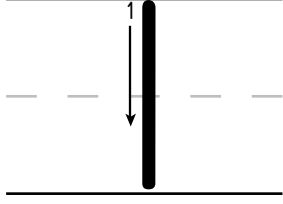
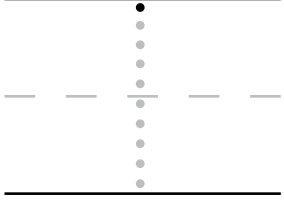
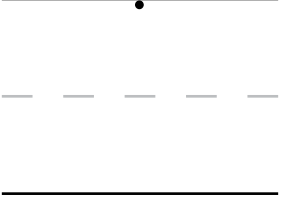
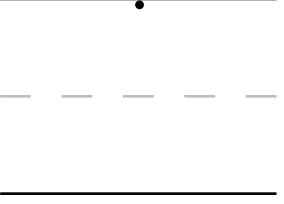
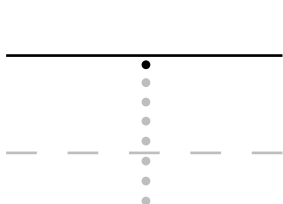
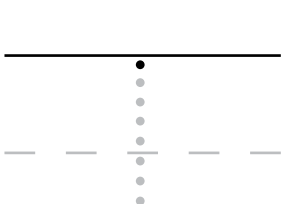
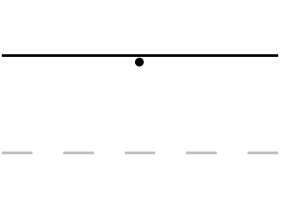
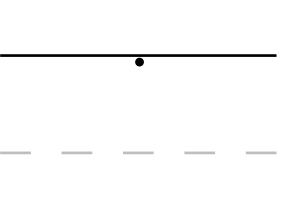
NAME: _____

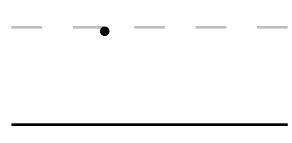
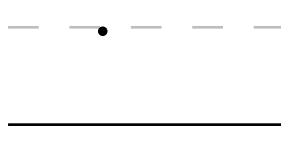
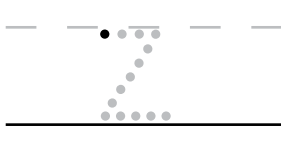
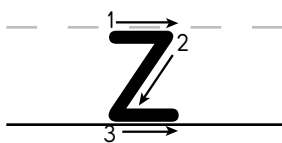
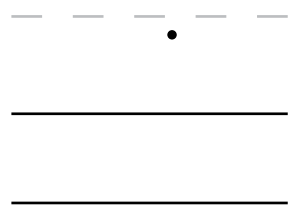
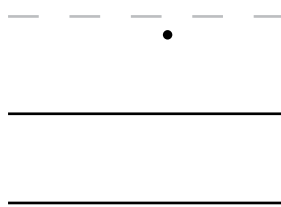
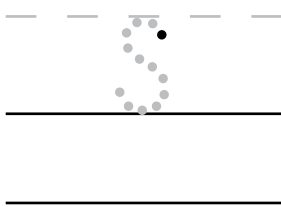
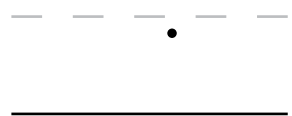
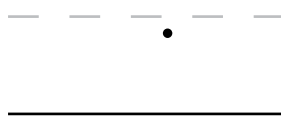
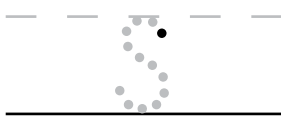
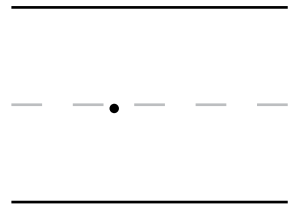
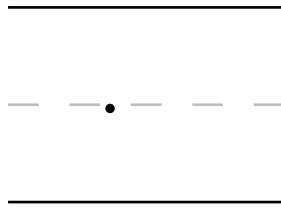
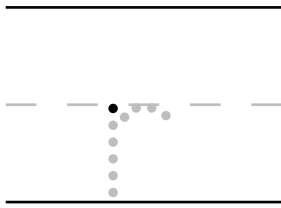
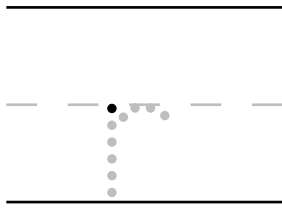
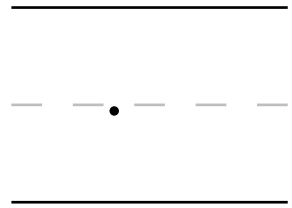
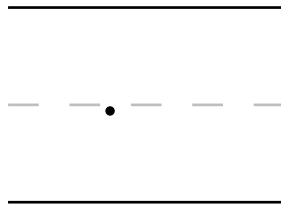
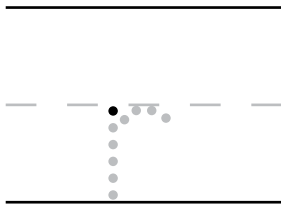
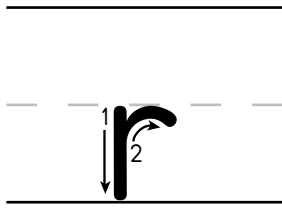
DATE: _____

PP.5

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.



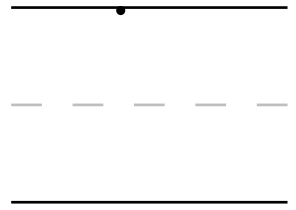
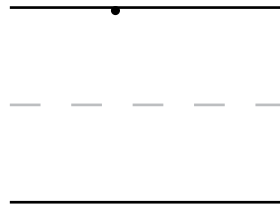
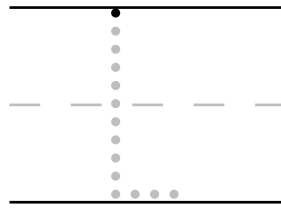
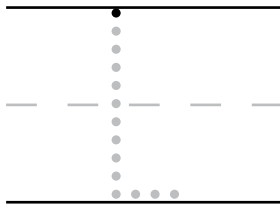
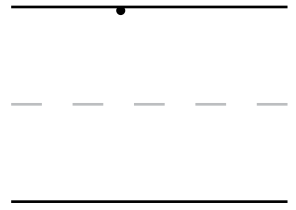
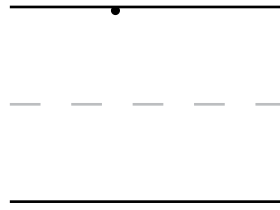
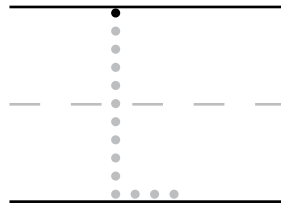
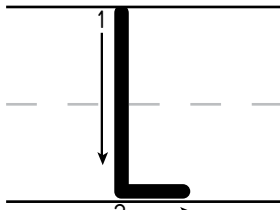
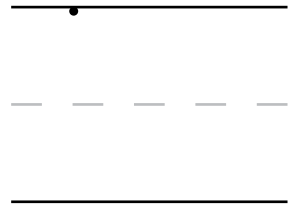
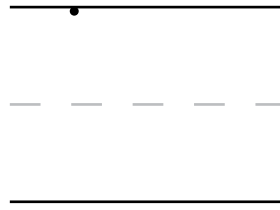
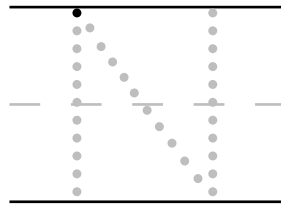
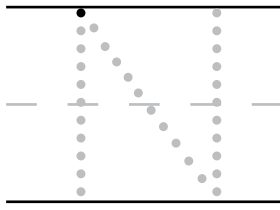
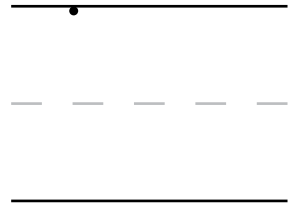
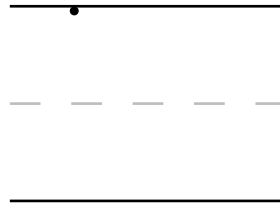
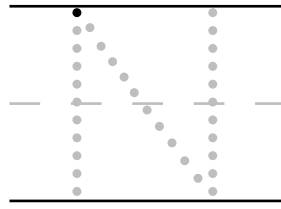
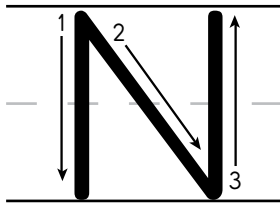
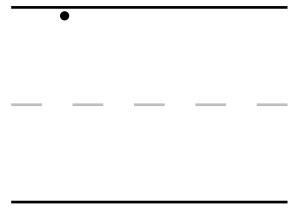
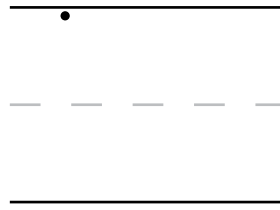
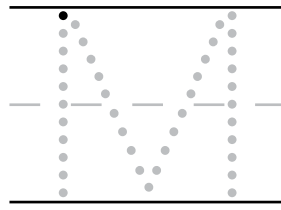
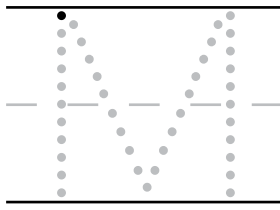
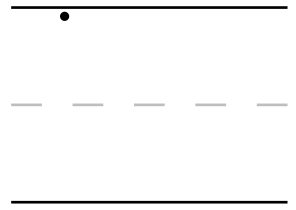
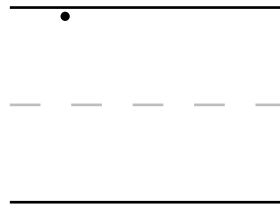
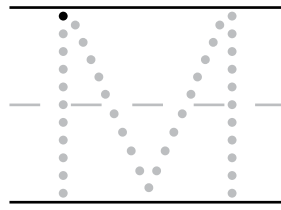
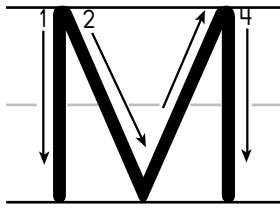
NAME: _____

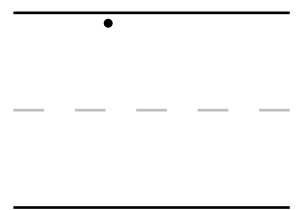
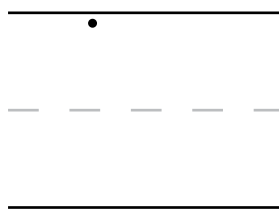
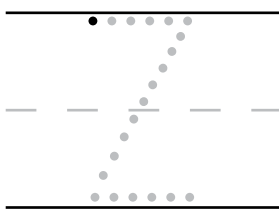
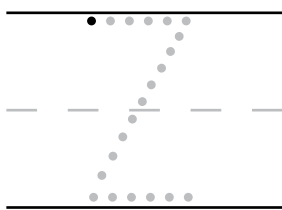
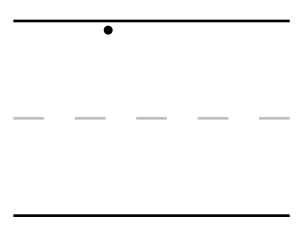
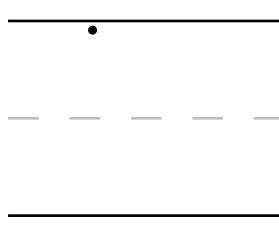
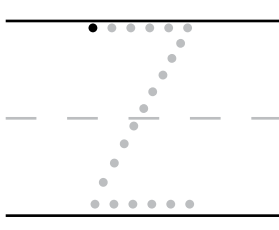
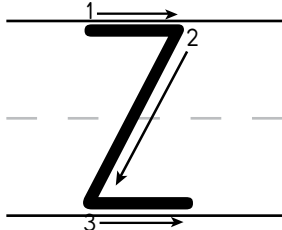
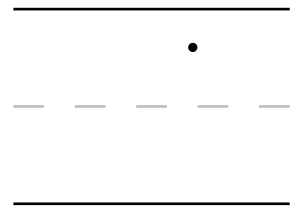
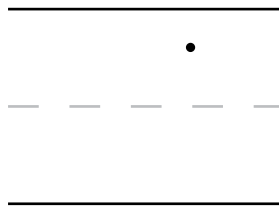
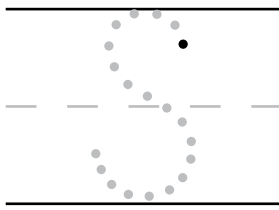
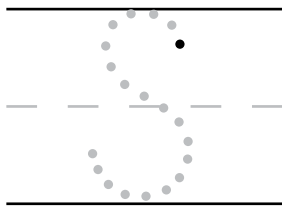
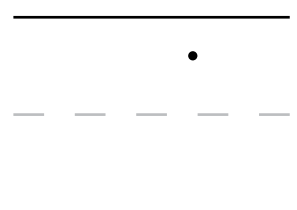
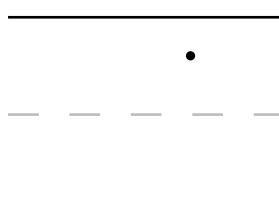
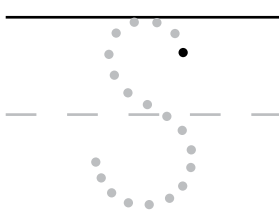
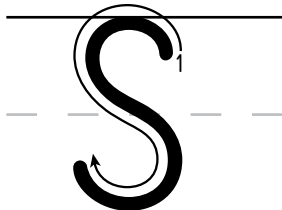
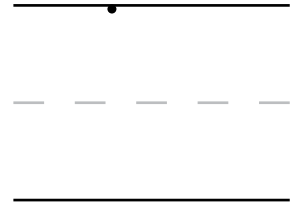
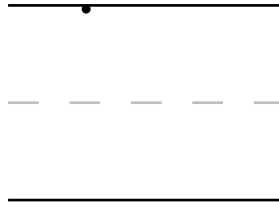
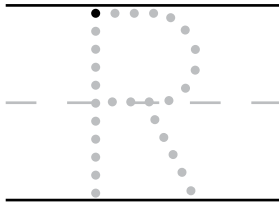
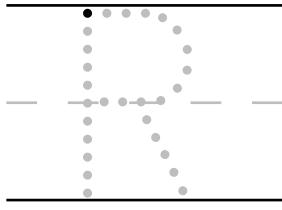
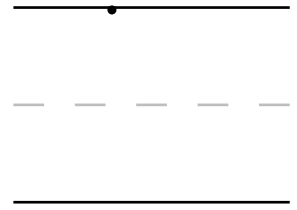
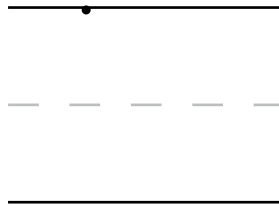
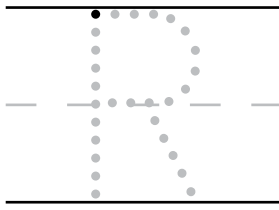
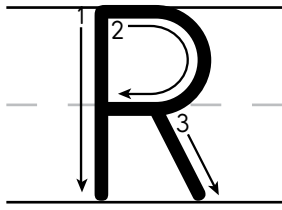
DATE: _____

PP.6

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.





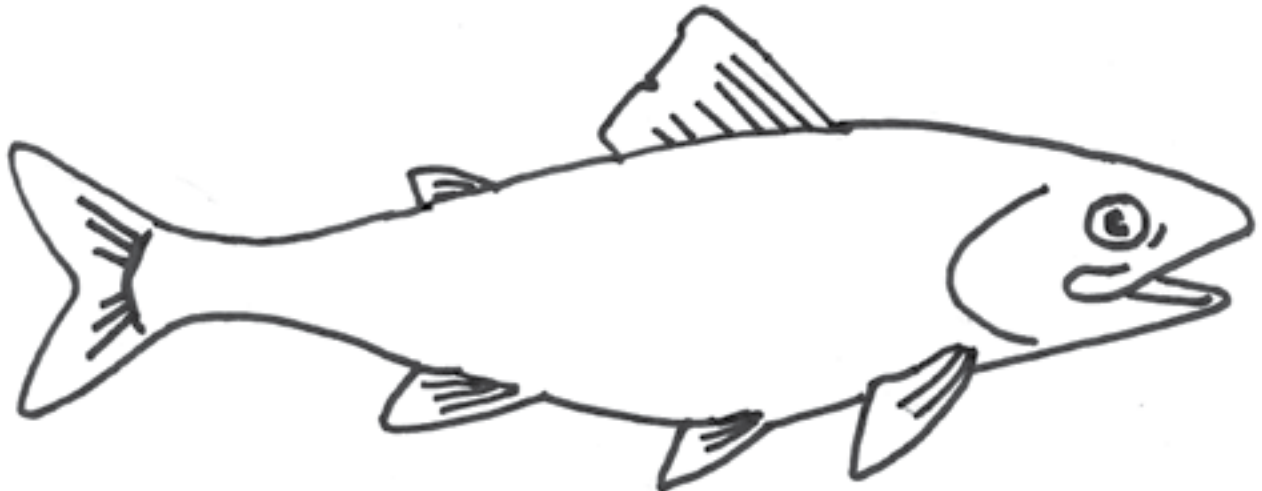
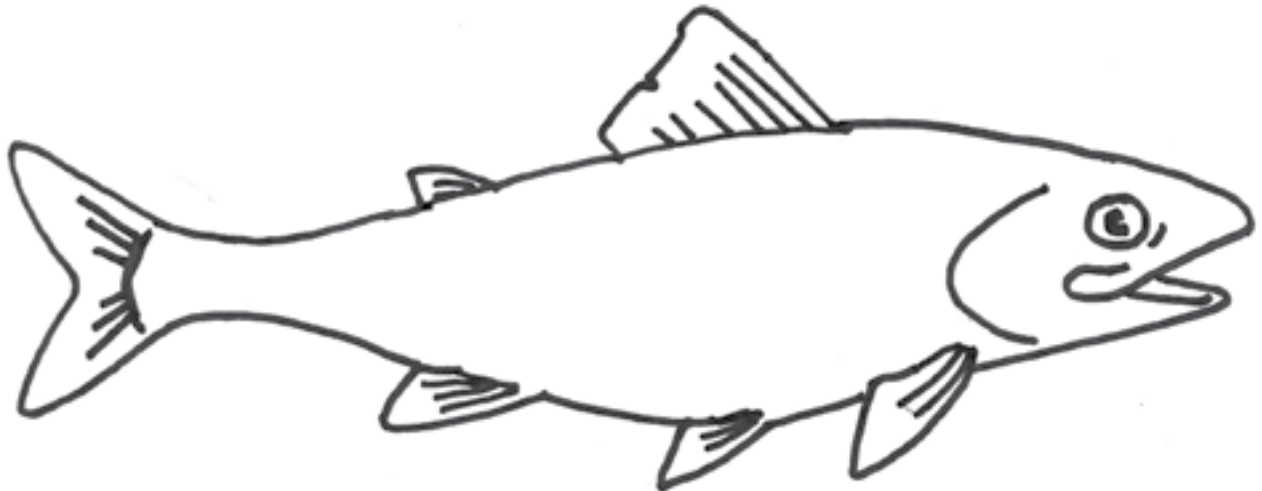
NAME: _____

DATE: _____

PP.7

Activity Page

Template for Fishing Pond Exercise



NAME: _____

DATE: _____


PP.8

Take-Home

Dear Family Member,

Ask your child to cut out the word cards. Have your child arrange the cards to make phrases. Extension: Ask your child to copy the phrases onto a sheet of paper. Modification: Arrange the cards yourself and have your child read the phrases. Note that the tricky parts in Tricky Words are underlined. Please keep the cards for future practice.

the	a	to
sat	and	has
Greg	in	one
pig	ran	shed



NAME: _____

DATE: _____

PP.9

crack an egg

sit on grass

bring a stick

two bricks





Directions: Have the student write each phrase under its matching picture.

crack an egg

sit on grass

bring a stick

two bricks





NAME: _____

DATE: _____

PP.10

Activity Page

Directions: Have the student read the words and phrases. Then have the student write the matching word for each phrase on the line.

dress

tub

soft

pond

ring

1. _____ the l bell

2. black _____

3. _____ chick

4. frogs in _____

5. fill the l _____

NAME: _____

PP.11

DATE: _____

Directions: Have the student read the words and phrases. Then have the student write the matching words for each phrase on the line.

<u>two</u>	glass	<u>word</u>
<u>here</u>		smell

1. milk in _____

2. _____ quilts

3. bad _____

4. spell the e _____

5. sit _____

NAME: _____

PP.12

Activity Page

DATE: _____

Directions: Have the student cut out the word cards. Have the student create phrases with the words and write them on a piece of paper.

the

a

two



black

and

one

hat

big

quilt

dress

best

kings

NAME: _____

PP.13

DATE: _____

Directions: Have the student read the words and sentences. Then have the student write the matching words for each sentence on the line.

fish	<u>Why</u>	<u>There</u>
<u>Who</u>	kilt	hill

1. Jack and Jill went up the

_____.

2. _____ is no one here.

3. Nat has a cat and

_____.

fish	<u>Why</u>	There <u>e</u>
<u>Who</u>	kilt	hill

4. Beth and Nat met a man in a

 _____.

5. _____ did Dot's map
 rip?

6. _____ has a pet?

NAME: _____

DATE: _____

PP.14

Directions: Have the student read the words and sentences. Then have the student write the matching words for each sentence on the line.

pig	fish	from
licks	sand	cracks

1. The crab runs on the sa

_____.

2. The cat runs _____
the dog.

3. The chick _____ the eg
egg.

pig

fish

from

licks

sand

cracks

4. Do swim in the pond?

5. The digs in the mud.

6. The dog _____ Mom's hand.

NAME: _____

DATE: _____

PP.15

Activity Page

Directions: Have the student cut out the cards. Then have the student create sentences with the words and write them on a piece of paper. Remind the student that sentences start with an uppercase letter and end with a period or question mark.

?		.
<u>When</u>	<u>Where</u>	<u>do</u>
<u>Who</u>	<u>are</u>	<u>The</u>
<u>here</u>	<u>did</u>	<u>was</u>
<u>kids</u>	<u>that</u>	<u>cat</u>
<u>the</u>	<u>jump</u>	<u>run</u>



NAME: _____

DATE: _____

PP.16

Activity Page

Directions: Have the student read the question words and questions. Then have the student write the matching question word for each question on the line.

When

Where

Why

What

Who

Which

1. _____ did the u dog
rip?

2. _____ is Dot?

3. _____ man had a
kilt on?

When

Where

Why

What

Who

Which

4. _____

_____ did the man
in the black hat stand?

5. _____

_____ was Bud at
the vet?

6. _____

_____ was Beth sad?

NAME: _____

DATE: _____

PP.17

Directions: Have the student read the Tricky Words and sentences. Then have the student write the matching Tricky Word for each sentence on the line.

Some

Once

All

says

Where

from

1. I got a gift _____

Dad.

2. _____ chicks are soft.

3. _____ there was a
strong king.

<u>Some</u>	<u>Once</u>	<u>All</u>
<u>says</u>	<u>Where</u>	<u>from</u>

4. _____ did Tom fling the rock?

5. Josh _____ that one plus one is two.

6. _____ kids have pets.

NAME: _____

DATE: _____

PP.18

Take-Home

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.

The Flag Shop

Mom and I went in a lot of shops in the U.K. One of the shops was a flag shop.

The shop had the U.S. flag, the French flag, and the U.K. flag.

That's Mom in the snap shot, with the U.S. flag.



The U.K. flag has a big red cross on it.

Nat and his mom held one up.

I got this snap shot of the two of them with the flag.



NAME: _____

DATE: _____

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.

Which Is the Best?

This is a snap shot Mom got.

All of us had to run up a bunch of steps to get to this spot.

Nat and I ran up fast. The moms had to huff and puff to get to the top.



This next snap shot is one that I got. It is Nat with a bunch of big rocks.

Nat had Mom and Dot lift him up.

Then Nat said, “Beth, get a snap shot of this! I am the rock on top! Get it?”

So which snap shot is the best?



NAME: _____

DATE: _____

PP.20

Take-Home

Dear Family Member,

This is a story your child has probably read at least once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. Note that the tricky parts in Tricky Words are underlined.

The Man in the Kilt

Once Nat and I met a man in a kilt.

I said, "Why is that man in a dress?"

Nat said, "That is not a dress. It is a kilt."

"A quilt?" I said.

"No," Nat said. "A kilt."

"What is a kilt?" I said.

Mom said, "The kilt tells us that the man is a Scot. The cloth on the kilt tells us where the man is from."

"So the kilt tells us his past?" I said.

"Yes," said Mom. "It is a bit of his past."

Mom got this snap shot of us with the man in the kilt!



Dear Family Member,

This is a story your child has probably read at least once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. Note that the tricky parts in Tricky Words are underlined.

The Map

Once all of us were on a trip when a dog ran up and bit the map.

Dot said, “Bad dog! Stop that! Drop that map! Drop it!”

But the dog did not drop the map. The dog ran up the block with the map.

Nat ran to get the map, but Dot said, “It is just a map. Let the dog have it.”

Just then the dog let the map drop. Nat got it and held it up.

“Here it is,” Nat said. “But it’s got a big rip in it.”

“Well,” Dot said, “I am just glad the dog bit the map and not one of us.”



NAME: _____

DATE: _____

PP.22

Take-Home

Dear Family Member,

This is a story your child has probably read at least once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. Note that the tricky parts in Tricky Words are underlined.

Lunch at the King's Pub

At the King's Pub, all of us had fish and chips.

All of the pubs in the U.K. sell fish and chips. The fish and chips I had in the King's Pub were the best I had in the U.K.

Yum, yum!



Nat had a glass of milk with his fish and chips.

Then his hand hit the glass. Splash!

The milk went on Dot's fish and chips.

This snap shot tells it all.



NAME: _____

DATE: _____

In the Cab

1. Nat, Dot, Beth, and Beth's mom got in a cab to the King's Pub to . . .

sit with the king.

get lunch.

have a chat.

2. Did Beth get to sit with the king?

Directions: In line 4, have the student mark the nouns that name a thing; in line 5, have the student mark the nouns that name a person; in line 6, have the student mark the nouns.

3. The pub has the best . . .

- squid and chips.
- plush beds.
- fish and chips.

4. squid map Dot brush pills

5. Nat fish Beth lunch Dot

6. chips sit cab posh with

NAME: _____

DATE: _____

Lunch at the King's Pub

1. What did Beth, Nat, and the moms get at the pub?

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

NAME: _____

DATE: _____

CONTINUED

3. What did Nat hit with the back of his hand?

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



Four sets of horizontal writing lines for a caption. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

NAME: _____

DATE: _____

The Trip Back

1. Was Beth glad when the trip had to end?

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

2. Who got on the jet?

Handwriting practice lines consisting of four sets of three horizontal lines each. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

NAME: _____

DATE: _____

3. What did Beth get back in the U.S.?

4. What did Beth send Nat?

Handwriting practice lines consisting of four sets of three horizontal lines each. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

NAME: _____

DATE: _____

The Map

The dog ran off with the map.

A dog bit Dot's map.

Nat said that the map got a big rip.

Nat ran and got the map back.

Directions: Have the student copy or paste the sentences onto Activity Page PP.27 in the correct order.

NAME: _____

DATE: _____

PP.27

Directions: Have the student paste the sentences from Activity Page PP.26 onto this activity page in the correct order. Then have the student illustrate each sentence.

	2.		4.
1.			3.

NAME: _____

DATE: _____

The Punt

Nat and Beth sat still in the punt and did not get wet.

All of them got in the punt.

The man said that the punt can tip.

There were two punts at the dock.

Directions: Have the student copy or paste the sentences onto Activity Page PP.29 in the correct order.

NAME: _____

DATE: _____

PP.29

Directions: Have the student paste the sentences from Activity Page PP.28 onto this activity page in the correct order. Then have the student illustrate each sentence.

1.			3.
	2.		4.

NAME: _____

DATE: _____

Directions: Have the student reread the stories from the Reader Snap Shots and find nouns that name persons or things. Have the student copy the nouns that name a person under the picture of the girl and the nouns that name a thing under the picture of the brush.



NAME: _____

DATE: _____

Directions: Have the student write the nouns that name a person under the picture of the girl and the nouns that name a thing under the picture of the brush.

brush

pal

plum

kid

clock

nest

Bob

man



NAME: _____

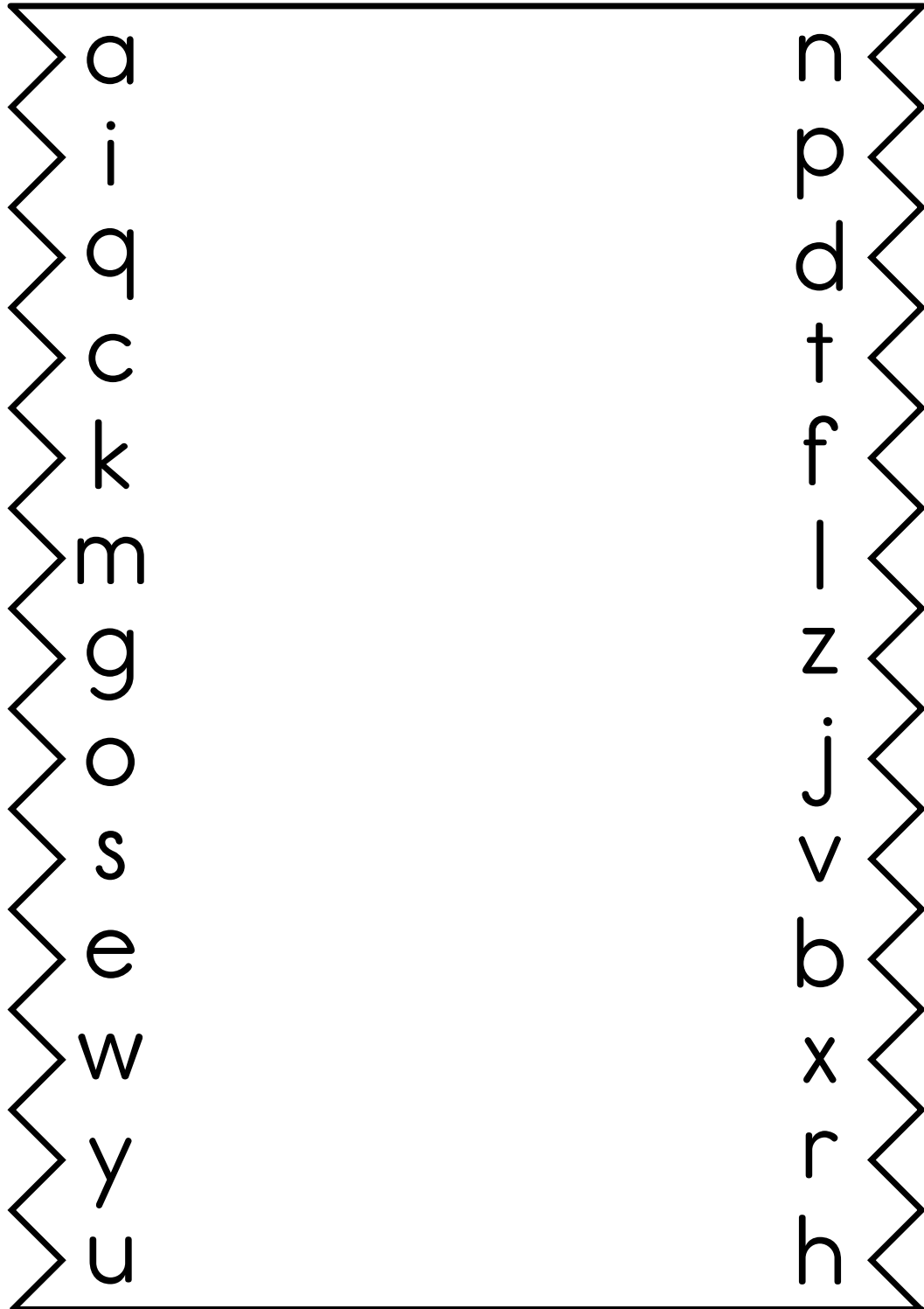
DATE: _____

PP.32

Activity Page

Template for Alphabet Wrap

Directions: Have the student connect the letters in alphabetical order with a pencil or string.



NAME: _____

DATE: _____

Directions: Have the student connect the letters in alphabetical order. Have the student say the letter names out loud.

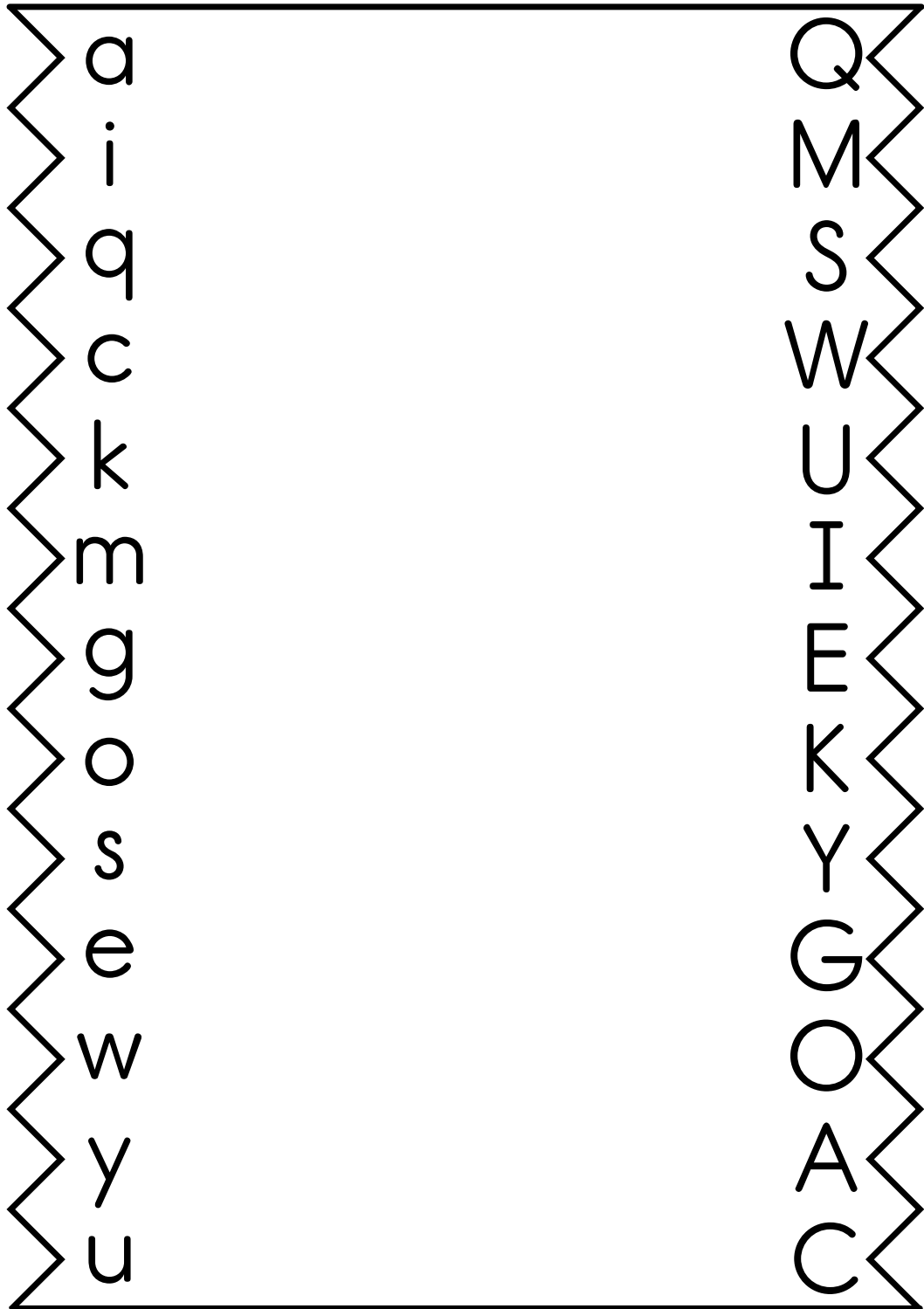
A collection of lowercase letters in circles scattered across the page. The letters are: e, f, d, j, k, i, h, g, c, l, m, n, o, b, a, z, p, t, r, q, s, v, w, u, x, y. There is a dotted line on the left side of the page. In the center, there are some abstract shapes: a black teardrop shape, a black circle with a white dot inside, and a white shape with three lines radiating from it.

NAME: _____

DATE: _____

Template for Caps Wrap

Directions: Have the student connect the lowercase letters to their uppercase letters in alphabetical order using a pencil or string.



NAME: _____

DATE: _____

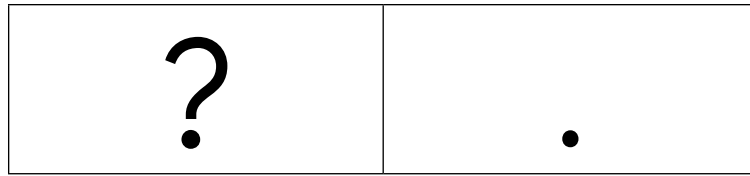
Directions: Have the student copy the uppercase letters next to the matching lowercase letters.

F	L	A	E
I	K	B	G
J	D	H	C

a	_____	e	_____	i	_____
	-----		-----		-----
	_____		_____		_____
b	_____	f	_____	j	_____
	-----		-----		-----
	_____		_____		_____
c	_____	g	_____	k	_____
	-----		-----		-----
	_____		_____		_____
d	_____	h	_____	l	_____
	-----		-----		-----
	_____		_____		_____

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

m	_____	r	_____	w	_____
	-----		-----		-----
	_____		_____		_____
n	_____	s	_____	x	_____
	-----		-----		-----
	_____		_____		_____
o	_____	t	_____	y	_____
	-----		-----		-----
	_____		_____		_____
p	_____	u	_____	z	_____
	-----		-----		-----
	_____		_____		_____
q	_____	v	_____		_____
	-----		-----		-----
	_____		_____		_____



Directions: Have the student read the sentences and add a period or question mark at the end of each sentence.

1. Where can I get a snack

2. Dogs and cats are pets

3. I have a big quilt on the bed

4. Who can spell this word

5. The dog can do a lot of tricks

6. When did Jeff get his drum

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