

# 7

Grade 1

**Skills 7** | Activity Book

Grade 1

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# **Skills 7**

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**Activity Book**

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# **Skills 7**

## **Activity Book**

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 7. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The activity pages in this book do not always 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

Words with the /ae/ sound spelled 'ai':

<b>main</b>	<b>rain</b>	<b>train</b>
<b>brain</b>	<b>braid</b>	<b>aid</b>
<b>tail</b>	<b>mail</b>	<b>nail</b>
<b>explain</b>	<b>exclaim</b>	<b>airplane</b>

Words with the /ae/ sound spelled 'ay':

<b>hay</b>	<b>way</b>	<b>day</b>
<b>say</b>	<b>stay</b>	<b>spray</b>
<b>play</b>	<b>playing</b>	<b>player</b>
<b>Sunday</b>	<b>weekday</b>	<b>someday</b>

Directions: Have students read the words and use some of them in sentences.

Match the words to the sentences and write them on the lines.

**rainstorm**

**days**

**tails**

**play**

1. Dogs and cats have \_\_\_\_\_.

2. We need three more children to \_\_\_\_\_  
the game.

3. Yesterday we had a bad \_\_\_\_\_.

4. There are seven \_\_\_\_\_ in a week.

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

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

1.2

Take-Home

## Spelling Words

1. fade

2. knocked

3. knitting

4. drinking

5. pitch

6. wrapper

7. hands

8. Tricky Word: by









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

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

2.2

Match the words to the pictures and write them on the lines.

airplane

mailbox

pay

driveway



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

Match the words to the pictures and write them on the lines.

crayon

tray

paint

railing



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

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

3.1

Activity Page

## Martez, Martez, Martez

1. What is something that Kay's dad says a lot? Why?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

Page \_\_\_\_\_

2. Who is Martez?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

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Page \_\_\_\_\_

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



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

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

4.1

Activity Page

## Dinner with Kay

1. **Kay's** mom serves . . .

corn on the cob.

cake.

chips.

Page \_\_\_\_\_

2. Where do **Kay** and Martez play?

**Kay** and Martez play in the pool.

**Kay** and Martez play in the basement.

**Kay** and Martez play in the attic.

Page \_\_\_\_\_

3. Mark the sentence that tells why **Kay's** mom likes Martez.

Martez is smart.

Martez is a good swimmer.

Martez is nice.

Page \_\_\_\_\_

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



4. Write one thing that Martez **says** because he is nice.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 sets of these lines provided for writing.

Page \_\_\_\_\_

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

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

5.1

Assessment

# Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.



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

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

5.2

Mark the sentences that match the pictures.

1.



She is on ice skates.

She is sledding.

---

2.



The dog is in the yard.

The dog is in the pool.

---

3.



This is an **airplane**.

This is an **airport**.

---

4.



This is a barge.

This is a car.

---

5.



This is a **rain jacket**.

This is for swimming.

6.



- This is a thunderstorm.
  - This is a stork.
- 

7.



- She is brushing her **hair**.
  - She is standing on a **chair**.
- 

8.



- Jim made a **clay** pot.
  - Jim made a silver **chain**.
- 

9.



- Dave **plays** in the **rain**.
  - Dave **plays** with a **train**.
- 

10.



- This is a handshake.
- This is called clapping hands.

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

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

5.3

Match the words to the pictures and write them on the lines.

1. rain



\_\_\_\_\_

-----

\_\_\_\_\_

2. hair



\_\_\_\_\_

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\_\_\_\_\_

3. fern



\_\_\_\_\_

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\_\_\_\_\_

4. mailbox



\_\_\_\_\_

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\_\_\_\_\_

5. crayon



\_\_\_\_\_

-----

\_\_\_\_\_

6. jar



7. forest



8. airplane



9. barn



10. snail



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

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

5.4

Take-Home

**Dear Family Member,**

This is a story your student has read at school. Encourage your student to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Repeated oral reading is an important way to improve reading skills. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

## Martez, Martez, Martez

**Kay**'s dad checks **Kay**'s plate.

"**Kay**," he says, "have some of your coleslaw! Food is not free!"

**Kay** smiles. "Food is not free" is something her dad says a lot. He is a man who likes to save as much cash as he can. He hates **paying** for food that ends up in the trash.

**Kay** cuts her pork chop and lifts a bite of it into the **air**.

"Martez likes pork chops," **Kay** says. "But he hates coleslaw."

**Kay** pops the bite of pork chop in her mouth. Then she says, "Martez likes to **play** hopscotch and draw **pictures** with **crayons**."





After a bit, she adds, “Martez can run the fastest on the **playground**.”

“Martez, Martez, Martez!” says **Kay**’s dad. “Who is this Martez?”

“He’s my pal.”

“Is Martez in your class?” asks **Kay**’s mom.

**Kay** nods.

“Is he nice?”

“He is the best!”

“So should we invite Martez to visit us for dinner?”

“Yes!” says **Kay** with a shout. “Can we invite him tomorrow?”



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

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

6.1

Activity Page

## The Red Dish

1. Which dish has the hot peppers?

- The red dish has the hot peppers.
- The green dish has the hot peppers.
- The **gray** dish has the hot peppers.

Page \_\_\_\_\_

2. What has **Kay** never had?

- She has never had hot peppers.
- She has never had sweet corn.
- She has never had cooked rice.

Page \_\_\_\_\_

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



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

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

6.2

Take-Home

## Spelling Words

1. escape

2. rain

3. hair

4. explain

5. stay

6. stray

7. display

8. Tricky Word: your



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

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

7.1

Activity Page

1. The nose lips and cheeks are parts of the face.
2. My best pal is smart and fun.
3. It **rained** **hailed** and stormed yesterday!
4. We can sit on a bench a **chair** or a stool.
5. Eggs grits and milk are good in the morning.
6. Dave Jim and Martez are in my class.
7. It's fun to skate glide and **play** on ice in winter.
8. Ben and Bob are **waiting** for me.

*Directions: Have students read the sentences and add the missing commas, where needed.*



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

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

7.2

## In the Mail

1. What is in the mail for Kay?

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Page \_\_\_\_\_

2. Do you think Martez misses Kay? How can you tell?

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Page \_\_\_\_\_

*Directions: Have students read the story and answer the questions.*



3. Is **Kay** happy when she gets the card in the **mail**?  
How can you tell?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 sets of these lines provided for writing the answer.

Page \_\_\_\_\_

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

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

# 8.1

Can you see the spelling pattern? Fill in the chart.

	<b>Root Word</b>	<b><i>-ed</i></b>	<b><i>-ing</i></b>
1.	step	stepped	stepping
2.	fish		
3.	dip		
4.	hatch		
5.	flip		
6.	hunt		

Choose two *-ed* words from the chart and write a sentence.

1. \_\_\_\_\_  
-----  
\_\_\_\_\_

2. \_\_\_\_\_  
-----  
\_\_\_\_\_

Choose two *-ing* words from the chart and write a sentence.

1.

Handwriting practice lines for the first sentence, consisting of a solid top line, a dashed middle line, and a solid bottom line.

2.

Handwriting practice lines for the second sentence, consisting of a solid top line, a dashed middle line, and a solid bottom line.

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

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

8.2

Activity Page

## The Holiday

1. The Mexican flag is . . .

- black and white.
- white and pink.
- green, red, and white.

Page \_\_\_\_\_

2. Which **day** is a big holiday for Mexicans?

- September 16 is a big holiday for Mexicans.
- December 16 is a big holiday for Mexicans.
- March 16 is a big holiday for Mexicans.

Page \_\_\_\_\_

3. Who broke free from the Spanish?

- Spain** broke free from the Spanish.
- Mexico broke free from the Spanish.
- The U.S. broke free from the Spanish.

Page \_\_\_\_\_

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



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

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

8.3

Take-Home

**Dear Family Member,**

This is a story your student has read at school. Encourage your student to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Repeated oral reading is an important way to improve reading skills. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

## The Red Dish

The next day, Kay has dinner with Martez and his mom and dad. Martez's mom and dad are from Mexico.

They have a Mexican dish with peppers, corn, and rice all mixed up. There are two dishes of it sitting side by side. One dish is red. One is green.

“Are the two dishes the same?” Kay asks.

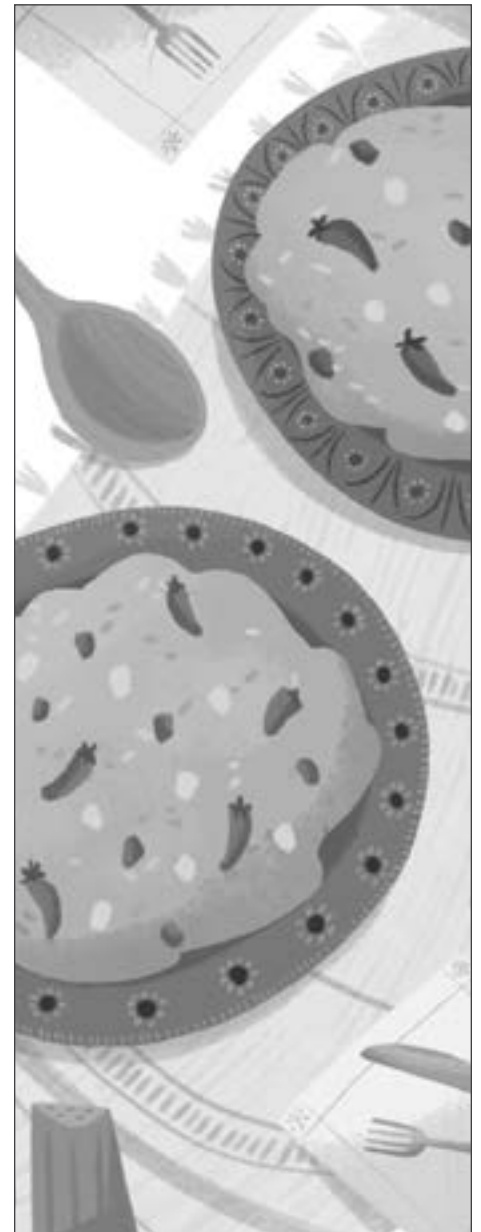
“Nope,” says Martez with a smile. “The stuff in the red dish has lots of hot peppers. The stuff in the green dish has just green peppers, which are not as hot.”

Martez points at his dad and says, “My dad likes hot peppers.”

His dad smiles and nods.

Martez asks Kay, “Do you like hot peppers?”

Kay shrugs. She has never had hot peppers.



**Kay** has some food from the green dish. She likes it a lot. She says, “Could I have some from the red dish?”

“You can, but it’s hot, hot, hot!” says Martez. “We have a **saying** in our house: *He is a brave man who has food from Dad’s red dish!*”

“Brave or perhaps foolish!” says his mom.

**Kay** is brave—or perhaps foolish. She takes a bite of the peppers from the red dish. Martez looks at her. His mom and dad look, too.

“Do you like it?” asks Martez.

**Kay**’s face starts to get red. She yells, “Hot!”

Her face gets redder and redder.

Martez sees that **Kay** is in **pain**. He brings her ice cubes. **Kay** stuffs some in her mouth and lets them melt. The ice cubes help cool down her mouth.

“Ug!” **Kay** says, sitting back from her plate. “Those peppers in the red dish are too hot for me! I need to stick to the green dish.”



“Still,” Martez says, “**today** you joined the club.”

“What club?”

“The I-ate-from-Dad’s-red-dish-and-am-still-living-to-tell-the-tale club!” says Martez.

Martez and his mom and dad all smile. They like **Kay**.

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

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

9.1

## Better than the Best

1. What Spanish word can Kay say?

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Page \_\_\_\_\_

2. Where will Kay take a trip with her mom and dad?

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Page \_\_\_\_\_

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





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

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

9.2

Take-Home

Fix the sentences by adding ? . ! ,

1. The flag's stripes are green white and red
2. **Kay** has coleslaw pork chops corn and greens on her plate
3. Do you like to **play** draw or run
4. The Mexican dish has peppers corn and rice all mixed up
5. Are the red and green dishes the same
6. The food in the red dish is hot hot hot



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

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

10.1

Assessment

# Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.



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

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

10.2

Activity Page

Fix the sentences by adding ? . ! ,

1. Martez likes to run **play** hopscotch swim and draw pictures
2. **Kay** had coleslaw pork chops and corn for dinner
3. Would you like one or two scoops
4. I like winter spring and summer best
5. It's hot hot hot
6. Could you **explain** how to get to the **playground**
7. Mark Ben and Jim saw a black and white skunk
8. Would you like to dance with me



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

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

11.1

## The Long Cab Ride

1. What are **Kay**, Martez, and **Kay's** mom and dad looking for at the **airport**?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Page \_\_\_\_\_

2. What is the name of the man who drives the cab?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Page \_\_\_\_\_

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



3. What takes so long to get to the inn where they are staying?

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Page \_\_\_\_\_

4. Why is **Kay**'s dad upset at the end of the cab ride?

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Page \_\_\_\_\_

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

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

11.2

Take-Home

## Spelling Words

1. classmate

2. airplane

3. gain

4. brainstorm

5. railway

6. layer

7. playground

8. Tricky Word: who



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

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

12.1

Activity Page

Match the words to the sentences and write them on the lines.

goal

mail

stairs

coat

nails

toast

1. I sent my pal a letter in the \_\_\_\_\_.

2. To make a chair, we need wood, a hammer,  
and \_\_\_\_\_.

3. We went up the \_\_\_\_\_ as fast as  
we could.

4. Pam wore a \_\_\_\_\_ outside.

5. I ate \_\_\_\_\_ this morning.

6. Dave **played** well and made a \_\_\_\_\_!

Match the words to the sentences and write them on the lines.

crayon

bait

boat

oak

chair

gray

1. You can use a \_\_\_\_\_ to draw the sun.

2. \_\_\_\_\_  
\_\_\_\_\_.

3. You need \_\_\_\_\_ to catch fish.

4. We took a \_\_\_\_\_ out on the lake.

5. There are \_\_\_\_\_ trees outside.

6. We need to fix the \_\_\_\_\_ because one of its legs broke.

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

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

12.2

Match the words to the pictures and write them on the lines.

chair	moon	hay
nail	goal	goat



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

Match the words to the pictures and write them on the lines.

coat

hook

train

playground

soap

spoon



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

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

12.3

## The Vote

1. Why is **Kay**'s dad upset the next morning?

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Page \_\_\_\_\_

2. How do **Kay**'s mom, **Kay**, and Martez like the cab ride from the **air**port?

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Page \_\_\_\_\_

*Directions: Have students read the story and answer the questions.*



3. What do they vote on?

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Page \_\_\_\_\_

4. Which would you like better, the book or Mister Gomez? Why?

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Page \_\_\_\_\_



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

3. What did Cortez and his soldiers do to the Aztec shrines?

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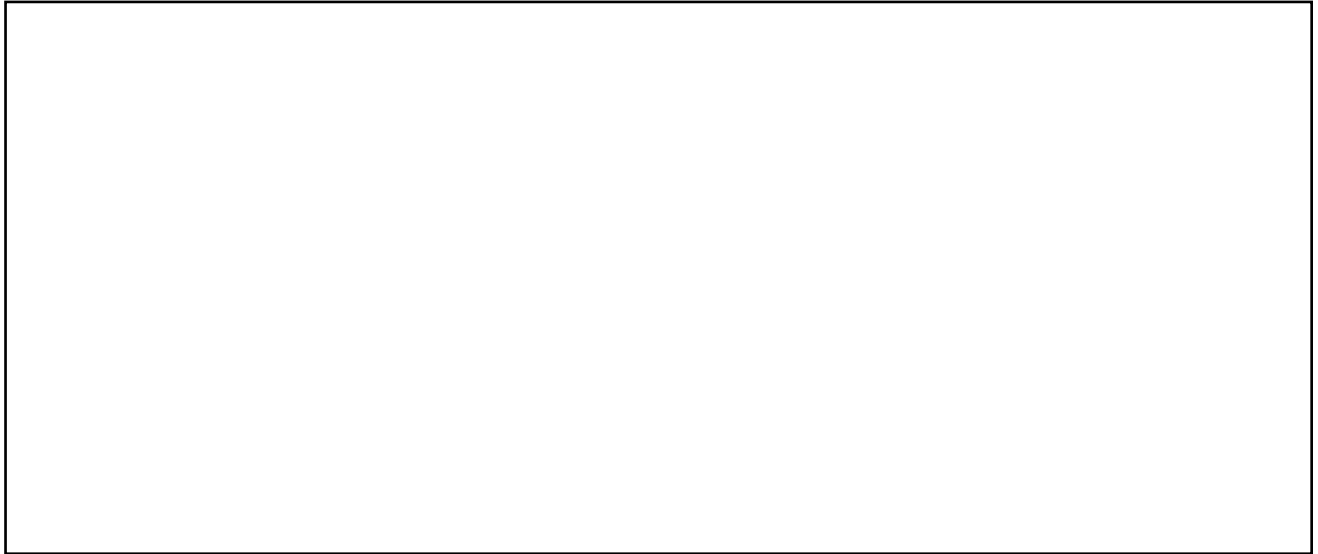
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Page \_\_\_\_\_

4. Draw a picture of the story and write about it.



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

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

14.1

Cut out the boxes on Page 14.2 and paste them on this page in the proper order.

## Planting Seeds

The steps tell you how to plant seeds.

1.	<u>picture</u>	sentence
2.	<u>picture</u>	sentence
3.	<u>picture</u>	sentence
4.	<u>picture</u>	sentence
5.	<u>picture</u>	sentence

Result: If you do all of the steps, you will soon have seedlings and then plants.



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

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

# 14.2

Cut out the boxes from this page and paste them on Page 14.1 in the proper order.



Keep the soil moist.



Place soil in a pot.



Make holes in the soil.



Close holes and wet the soil.



Place the seeds in the holes, one seed per hole.



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

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

14.3

Take-Home

**Dear Family Member,**

This is a story your student has read at school. Encourage your student to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Repeated oral reading is an important way to improve reading skills. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

## Better than the Best

**Kay** has started to spend a lot of time with Martez.

She has started to use some Spanish words, too.

When her dad spoons rice onto her plate one **day**, **Kay** says “Gracias.” Then she **explains** that *gracias* is Spanish for *thank you*.

**Kay**’s mom says, “**Kay**, would you like to have a chance to use those Spanish words of yours in Mexico?”

“Are you kidding?” **Kay** **exclaims**. “That would be the best!”

“Well, your dad and I have planned a trip to Mexico.”

**Kay** shouts, “Yippee!”





Kay's mom has a big smile on her face. She says, "How would you like to bring Martez with you on the trip?"

Kay's jaw drops. "If Martez is on the trip, that would be better than the best!" she says.

Her mom adds, "Martez just needs to ask his mom and dad."

Kay jumps up and shouts, "I can't wait to tell Martez!"



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

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

15.1

Assessment

# Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.



## A House in the Clouds

1. What do **Kay** and Martez see?

- They see a shrine.
- They see a snake.
- They see a star.

Page \_\_\_\_\_

2. Mister Gomez tells **Kay** and Martez that they must grab onto . . .

- a **chain**.
- a rope.
- Mister Gomez.

Page \_\_\_\_\_

3. What do **Kay's** mom and dad look like from the top?

- They look like bugs.
- They look like **goats**.
- They look like flakes.

Page \_\_\_\_\_

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







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

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

16.2

# Planning Template

The steps tell you how to:

1.

2.

3.

4.

5.

Result:





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

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

16.3

*Directions: Have students draft instructions on how to draw the sun or how to feed a pet. Have students write complete sentences.*

The steps tell you how to

1.

2.

3.

4.

5.

If you do all of the steps,  
then

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

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

17.1

## Check the Draft

1. Check that you named your steps with a title.	
2. Check that you wrote a starting sentence.	
3. Check that you wrote what to do for step one.	
4. Check that you wrote what to do next.	
5. Check that you wrote what to do last.	
6. Check that you finished with the result.	
7. Check for Aa, Bb, Cc and ? . !	
8. Check that the words are spelled well.	



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

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

18.1

Activity Page

Fix the sentences by adding ? . ! ,

1. The rainforest is hot wet and has a thick layer of trees
2. Martez yells makes noises and slides down the zip line
3. Can Kay's dad rent the masks fins and tanks
4. Kay sees fish crabs and a starfish on her dive
5. Are there trinkets knickknacks and baskets at the market



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

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

18.2

## A Rainforest Ride

1. What is the **rain**forest like?

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Page \_\_\_\_\_

2. Where is the zip line?

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Page \_\_\_\_\_

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



3. What things make **Kay**'s mom think the zip line looks safe?

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Page \_\_\_\_\_

4. Do **Kay** and Martez like the zip line? How can you tell?

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Page \_\_\_\_\_

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

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

18.3

Take-Home

**Dear Family Member,**

This is a story your student has read at school. Encourage your student to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Repeated oral reading is an important way to improve reading skills. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

## A House in the Clouds

The next day, Mister Gomez takes Martez, Kay, and Kay's mom and dad on a trip.

In the car, Mister Gomez says, “You will like this next place. The stones there have stood for much, much longer than the last stones.”

When they get to the site, they see three vast piles of stone, all of which rise to a point and seem to scrape the clouds. One of them is so big that Kay and Martez have to tilt their necks all the way back to see the top of it.

“Goodness!” says Kay's mom.

“Cool!” says Martez.

“Was this a shrine?” Kay's mom asks.



“Yes,” says Mister Gomez. “The Aztecs had lots of shrines, and this was just one of them. These shrines were set up way back in the past. No one can say how they were used. But they were important places for the Aztecs.”

“Can we get to the top of one of them?” asks **K**ay.

“Yes, you can,” says Mister Gomez, “if your mom and dad **s**ay it’s fine. But you must grab on to the rope.”

**K**ay and Martez make their **w**ay to the top.

It takes them a long time to get there. From the top, they can see for miles and miles.

Martez yells, “**K**ay and I have a house in the clouds!”

**K**ay says, “Look! Mom and Dad look like bugs from up here!”

**K**ay waves her hands at her mom and dad. They wave back.



## Shark and Wee Fish

Shark swam by the reef. Sharp teeth glittered in his mouth. He shouted to the fish, “I will have a hundred of you for my lunch!”

The fish were scared. They went and hid in a cave.

“Shark will not get us in here!” one of the fish said. “He is too big to swim in.”

After a while, one of the fish went out to check and see if Shark had left. His name was Wee Fish.

Wee Fish swam out of the cave. He soon found himself face to face with Shark.

Shark snarled, “Here’s a nice fish for my lunch!”

Wee Fish had to think fast.

“Stop!” he shouted in his loudest voice. “I am the king of this reef! All of the fish here are scared of me, and you should be, too!”

Shark smiled. Wee Fish was just three inches long. Shark was ten feet long. He had teeth in his mouth that were bigger than Wee Fish.

“Is this some sort of joke?” Shark said. “Why would fish be scared of you?”

“Swim next to me and you will see,” Wee Fish said.

Shark swam with Wee Fish. They came upon some spotted fish. When the spotted fish saw Shark, they got scared and swam off.

Shark and Wee Fish swam up to some striped fish. When the striped fish saw Shark, they got scared and swam off.

“Well, well,” said Shark to himself. “It’s odd, but it looks like the fish are scared of Wee Fish, just as he said.” (Shark did not see that the fish were scared of him.)

Shark and Wee Fish swam up to some silver fish. When the silver fish saw Shark, they got scared and swam off.

Then Shark started to think. “All of the fish are scared of Wee Fish,” he said to himself. “Perhaps I should be scared of him, too.”

All of a sudden, Shark felt scared. He swam off. And from then on, he never went back to that reef.

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

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

19.2

Assessment

1. Why did the fish hide in a cave?
  - A. They were scared of Wee Fish.
  - B. They were scared of Shark.
  - C. There was fish food in the cave.
  
2. What did Wee Fish tell Shark?
  - A. He said that it was not nice for Shark to munch on fish.
  - B. He said that all of the fish were scared of him and Shark should be, too.
  - C. He said that Shark was nice.
  
3. Who is bigger, Wee Fish or Shark?
  - A. Wee Fish is bigger.
  - B. Shark is bigger.
  - C. They are the same size.

4. What did the spotted fish do when they saw Wee Fish and Shark?
- A. They smiled at them.
  - B. They got scared and swam off.
  - C. They shouted at Wee Fish.
5. What were the striped fish scared of?
- A. They were scared of Wee Fish.
  - B. They were scared of Shark.
  - C. They were scared of the spotted fish.
6. Why did Shark swim off at the end?
- A. He was scared of Wee Fish.
  - B. He was tired of hunting for fish.
  - C. There were no fish left for him to catch.
7. Which statement best tells what happened?
- A. Shark tricked Wee Fish.
  - B. Shark ate Wee Fish.
  - C. Wee Fish tricked Shark.

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

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

19.3

# Grade 1 End-of-Year Summary

Teacher Name \_\_\_\_\_ Student Name \_\_\_\_\_

## Benchmarks

### Silent Reading Comprehension Assessment:

Students who answer **4 or fewer out of 7** correctly appear to have **poor preparation** for Grade 2.

Students who answer **5 out of 7** questions correctly appear to have **adequate preparation** for Grade 2.

Students who answer **6 or 7 out of 7** questions correctly have **good-outstanding preparation** for Grade 2.

### Oral Reading Comprehension Assessment (during Fluency Assessment)

Students who answer **3 or fewer out of 6** correctly appear to have **poor preparation** for Grade 2.

Students who answer **4 out of 6** questions correctly appear to have **adequate preparation** for Grade 2.

Students who answer **5 or 6 out of 6** questions correctly have **good-outstanding preparation** for Grade 2.

### Fluency Assessment:

Students who score in the **25th or lower percentile** are **below grade level**.

Students who score in the **50th percentile** are **on grade level**.

Students who score in the **75th–90th** or above percentile are **above grade level**.

### Word Reading in Isolation Assessment:

Students who read **40 or fewer words out of 60** correctly have **poor preparation** for Grade 2.

Students who read **41–49 out of 60** correctly have **adequate preparation** for Grade 2.

Students who read **50 or more out of 60** correctly have **good-outstanding preparation** for Grade 2.

Test Scores	
Silent Reading Comprehension Score	_____ /7 and _____ % Accuracy
Oral Comprehension Score (on Repeated Reading) W.C.P.M. Fluency	_____ /6 and _____ Percentile
Word Reading in Isolation	_____ /60 and _____ % Accuracy

### Recommended Placement for Next Year

Needs intensive remediation

Below level

On level

Above level



## Missed Letter-Sound Correspondences

List missed letter-sound correspondences (from Activity Page 21.2):

Other Notes (missing literal, inferential, or evaluative questions, confidence level, etc.):

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

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

19.4

## The Dive

1. Where do **Kay**, Martez, and **Kay's** mom and dad drive?

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Page \_\_\_\_\_

2. Name some things that **Kay** and Martez do at the Gulf of Mexico.

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Page \_\_\_\_\_

*Directions: Have students read the story and answer the questions.*

3. What do they see when they dive and look at the reef?

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Page \_\_\_\_\_

4. Would you like to swim in the Gulf of Mexico? Why or why not?

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Page \_\_\_\_\_

## Shark and Wee Fish

Shark swam by the reef. Sharp teeth glittered in his mouth. He shouted to the fish, “I will have a hundred of you for my lunch!”

The fish were scared. They went and hid in a cave.

“Shark will not get us in here!” one of the fish said. “He is too big to swim in.”

After a while, one of the fish went out to check and see if Shark had left. His name was Wee Fish.

Wee Fish swam out of the cave. He soon found himself face to face with Shark.

Shark snarled, “Here’s a nice fish for my lunch!”

Wee Fish had to think fast.

“Stop!” he shouted in his loudest voice. “I am the king of this reef! All of the fish here are scared of me, and you should be, too!”

Shark smiled. Wee Fish was just three inches long. Shark was ten feet long. He had teeth in his mouth that were bigger than Wee Fish.

“Is this some sort of joke?” Shark said. “Why would fish be scared of you?”

“Swim next to me and you will see,” Wee Fish said.

Shark swam with Wee Fish. They came upon some spotted fish. When the spotted fish saw Shark, they got scared and swam off.

Shark and Wee Fish swam up to some striped fish. When the striped fish saw Shark, they got scared and swam off.

“Well, well,” said Shark to himself. “It’s odd, but it looks like the fish are scared of Wee Fish, just as he said.” (Shark did not see that the fish were scared of him.)

Shark and Wee Fish swam up to some silver fish. When the silver fish saw Shark, they got scared and swam off.

Then Shark started to think. “All of the fish are scared of Wee Fish,” he said to himself. “Perhaps I should be scared of him, too.”

All of a sudden, Shark felt scared. He swam off. And from then on, he never went back to that reef.

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

20.2

Assessment

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

## W.C.P.M. Calculation Activity Page

Story: *Shark and Wee Fish*

Total words in story (including title): 341

<p><b>Words</b></p> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; width: 60px; height: 40px; margin-right: 10px;"></div> <span>Words Read</span> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; width: 60px; height: 40px; margin-right: 10px;"></div> <span>Uncorrected Mistakes</span> </div> <hr style="width: 100%; margin-bottom: 10px;"/> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 60px; height: 40px; margin-right: 10px;"></div> <span>Words Correct</span> </div>	<p><b>Time</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; font-size: small;">Minutes</td> <td style="text-align: center; font-size: small;">Seconds</td> <td></td> </tr> <tr> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: right; font-size: small;">Finish Time</td> </tr> <tr> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: right; font-size: small;">Start Time</td> </tr> <tr> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: center; border: 1px solid black; width: 40px; height: 30px;"></td> <td style="text-align: right; font-size: small;">Elapsed Time</td> </tr> <tr> <td colspan="2" style="text-align: center; padding-top: 10px;"> <math>(\text{ } \times 60) + \text{ } = \text{ }</math> </td> <td style="text-align: right; font-size: small;">Time in Seconds</td> </tr> </table>	Minutes	Seconds				Finish Time			Start Time			Elapsed Time	$(\text{ } \times 60) + \text{ } = \text{ }$		Time in Seconds
Minutes	Seconds															
		Finish Time														
		Start Time														
		Elapsed Time														
$(\text{ } \times 60) + \text{ } = \text{ }$		Time in Seconds														
<p><b>WCPM</b></p> <div style="display: flex; align-items: center; justify-content: center; margin-top: 20px;"> <div style="border: 1px solid black; width: 60px; height: 40px; margin-right: 10px;"></div> <div style="font-size: 2em; margin: 0 10px;">÷</div> <div style="border: 1px solid black; width: 60px; height: 40px; margin-right: 10px;"></div> <div style="font-size: 2em; margin: 0 10px;">× 60 =</div> <div style="border: 1px solid black; width: 60px; height: 40px; margin-left: 10px;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px; font-size: small;"> <span>Words Correct</span> <span>Time in Seconds</span> <span>WCPM</span> </div>																

Compare the student's W.C.P.M. score to national norms for Spring of Grade 1 (Hasbrouck and Tindal, 2006):

Reading Time for this story	W.C.P.M	National Percentiles for Spring, Grade 1
3:05	111	90th
4:10	82	75th
6:45 (or 265 words at 5:00)	53	50th
8:30 (or 200 words at 5:00)	40	
12:10 (or 140 words at 5:00)	28	25th
22:30 (or 75 words at 5:00)	15	10th

Oral Reading Comprehension Score \_\_\_\_\_ /6



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

20.3

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

## At the Airport

1. Do you think **Kay**'s dad has much cash left at the end of the trip? How can you tell?

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Page \_\_\_\_\_

2. Name one way **way** **Kay**'s dad takes charge at the **airport**.

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Page \_\_\_\_\_

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





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

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

21.1

Assessment

Word Reading in Isolation Assessment					
	a	b	c	d	e
1	throne	weekday	large	rinse	blanket
2	mermaid	brushed	etch	frigid	spark
3	fanned	bouncing	ginger	sleeve	write
4	oak	topsoil	absence	coached	fence
5	choice	knotted	wheel	smooth	tribute
6	landscape	whisper	squawk	cancel	arch
7	honk	object	involve	trace	ordered
8	excuse	zone	bedside	woolen	pitchfork
9	saying	gather	knock	shimmer	waist
10	wrist	horse	gained	loaded	iceberg
11	suspense	air	concept	yawn	shrank
12	short	outlook	sprout	transform	challenge



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

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

# 21.2

Assessment

Word Reading in Isolation Scoring Sheet					
	a	b	c	d	e
1	throne	weekday	large	rinse	blanket
	/th/ /r/ /oe/ /n/	/w/ /ee/ /k/ • /d/ /ae/	/l/ /ar/ /ij/	/r/ /i/ /n/ /s/	/b/ /l/ /a/ /ng/ • /k/ /e/ /t/
2	mermaid	brushed	etch	frigid	spark
	/m/ /er/ • /m/ /ae/ /d/	/b/ /r/ /u/ /sh/ /t/	/e/ /ch/	/f/ /r/ /i/ /j/ • /i/ /d/	/s/ /p/ /ar/ /k/
3	fanned	bouncing	ginger	sleeve	write
	/f/ /a/ /n/ /d/	/b/ /ou/ /n/ /s/ • /i/ /ng/	/j/ /i/ /n/ • /j/ /er/	/s/ /l/ /ee/ /v/	/r/ /ie/ /t/
4	oak	topsoil	absence	coached	fence
	/oe/ /k/	/t/ /o/ /p/ • /s/ /oi/ /l/	/a/ /b/ • /s/ /e/ /n/ /s/	/k/ /oe/ /ch/ /t/	/f/ /e/ /n/ /s/
5	choice	knotted	wheel	smooth	tribute
	/ch/ /oi/ /s/	/n/ /o/ /t/ • /e/ /d/	/w/ /ee/ /l/	/s/ /m/ /oo/ /th/	/t/ /r/ /i/ /b/ • /ue/ /t/
6	landscape	whisper	squawk	cancel	arch
	/l/ /a/ /n/ /d/ • /s/ /k/ /ae/ /p/	/w/ /i/ /s/ • /p/ /er/	/s/ /qu/ /aw/ /k/	/k/ /a/ /n/ • /s/ /e/ /l/	/ar/ /ch/
7	honk	object	involve	trace	ordered
	/h/ /o/ /ng/ /k/	/o/ /b/ • /j/ /e/ /k/ /t/	/i/ /n/ • /v/ /o/ /l/ /v/	/t/ /r/ /ae/ /s/	/or/ • /d/ /er/ /d/
8	excuse	zone	bedside	woolen	pitchfork
	/e/ /x/ • /k/ /ue/ /s/	/z/ /oe/ /n/	/b/ /e/ /d/ • /s/ /ie/ /d/	/w/ /oo/ /l/ • /e/ /n/	/p/ /i/ /ch/ • /f/ /or/ /k/
9	saying	gather	knock	shimmer	waist
	/s/ /ae/ • /i/ /ng/	/g/ /a/ /th/ • /er/	/n/ /o/ /k/	/sh/ /i/ /m/ • /er/	/w/ /ae/ /s/ /t/
10	wrist	horse	gained	loaded	iceberg
	/r/ /i/ /s/ /t/	/h/ /or/ /s/	/g/ /ae/ /n/ /d/	/l/ /oe/ /d/ • /e/ /d/	/ie/ /s/ • /b/ /er/ /g/
11	suspense	air	concept	yawn	shrank
	/s/ /u/ /s/ • /p/ /e/ /n/ /s/	/ae/ /r/	/k/ /o/ /n/ • /s/ /e/ /p/ /t/	/y/ /aw/ /n/	/sh/ /r/ /a/ /ng/ /k/
12	short	outlook	sprout	transform	challenge
	/sh/ /or/ /t/	/ou/ /t/ • /l/ /oo/ /k/	/s/ /p/ /r/ /ou/ /t/	/t/ /r/ /a/ /n/ /s/ • /f/ /or/ /m/	/ch/ /a/ /l/ • /e/ /n/ /j/













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

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

PP.3

Activity Page

Cut out the word cards and paste them on Page PP.4.

Monday

weekday 

pails

raisins

wait

raining

haystack

nails

trains

daytime



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

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

# PP.4

Sort the word cards from Page PP.3 by their spellings for /ae/ and paste them in the boxes.

<i>/ae/ → 'ai'</i>	<i>/ae/ → 'ay'</i>



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

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

PP.5

Activity Page

Cut out the word cards and paste them on Page PP.6.

**road**

**explode** 

**smoke**

**rode**

**toad**

**stove**

**bathrobe**

**jokes**

**oak**

**wrote**

**float**



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

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

# PP.6

Sort the word cards from Page PP.5 by their spellings for /oe/ and paste them in the boxes.

<i>/oe/</i> → 'o_e'	<i>/oe/</i> → 'oa'





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

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

Sort the words by their spellings for /ae/.

<b>airplane</b>	<b>tray</b>	<b>drained</b>	<b>paying</b>	<b>spray</b>
<b>driveway</b>	<b>playground</b>	<b>armchair</b>	<b>mailbox</b>	<b>grains</b>

/ae/ → 'ai'

/ae/ → 'ay'

_____	_____
-----	-----
_____	_____
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_____	_____
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_____	_____
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_____	_____
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_____	_____
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_____	_____
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_____	_____
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_____	_____
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_____	_____
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Sort the words by their spellings for /oe/.

throat

home

toast

groaning

dome

throne

/oe/ → 'o\_e'

/oe/ → 'oa'

\_\_\_\_\_

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

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

# PP.9

Directions: Have students color the boxes that contain words with the /a/ sound as in hat in one color and the boxes that contain words with the /ae/ sound as in cake in another color.

rate	match	dancer
glance	late	backpack
pace	Shane	lame
make	camped	banks



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

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

# PP.10

Directions: Have students color the boxes that contain words with the /o/ sound as in hot in one color and the boxes that contain words with the /oe/ sound as in home in another color.

throne	comic	frosting
knock	poked	doghouse
holes	close	spoke
wrote	pocket	contest





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

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

Mark the words that are said. Then write them on the lines.

1. got      **goat**

\_\_\_\_\_

-----

\_\_\_\_\_

2. change      **chain**

\_\_\_\_\_

-----

\_\_\_\_\_

3. **plain**      path

\_\_\_\_\_

-----

\_\_\_\_\_

4. tone      toned

\_\_\_\_\_

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\_\_\_\_\_

5. bare      **pair**

\_\_\_\_\_

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\_\_\_\_\_

6. **play**

**plain**

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7. **coat**

**boat**

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8. **rain**

**road**

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9. **say**

**stay**

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

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

Write *yes* or *no* on the lines.

1. Do plants have **brains**?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Can you doze in a **chair**?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Can you think with your  
nose?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Can a stone **float**?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Is the word *Jane* a name?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Can you **stay** at a home?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Can **toads** **play** soccer?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Is **toast** green?

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9. Can you **sail** in a **boat**?

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10. Do whales have **nails**?

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11. Is summer hotter than  
winter?

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12. Is the word *cat* a noun?

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13. Are **coals** hot?

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14. Can you make an **airplane**?

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

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

Match the words to the pictures and write them on the lines.

chair

goat

stairs

coat

goal

hay



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Match the words to the pictures and write them on the lines.

**rain**

**rope**

**airplane**

**playground**

**soap**

**toad**



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

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

Match the words to the pictures and write them on the lines.

1. goat



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

2. mailbox



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

3. toaster



\_\_\_\_\_

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\_\_\_\_\_



4. snail



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5. coat



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6. train



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

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

PP.15

Activity Page

Directions: Have the student read the sentences and insert the missing commas.

1. Dave **K**ay and **G**ail are my pals.
2. In the winter you need a hat mittens and a thick **c**oat.
3. Panthers snakes and moles can be all black.
4. I'd like to have a cat a **g**oat or a **t**oad for a pet.
5. I had to write stamp and **m**ail a letter yesterday**y**.
6. Shirts can be green red or pink.
7. I like **t**oast with jam cheese and chips for a snack.

## **Credits**

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