

10

Kindergarten

Skills 10 | Activity Book

Kindergarten

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# **Skills 10**

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**Activity Book**

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# **Skills 10**

## **Activity Book**

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 10. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The activity pages in this book do not include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these activity pages to the students orally, using the instructions in the Teacher Guide. The Activity Book is a student component, which means each student should have an Activity Book.



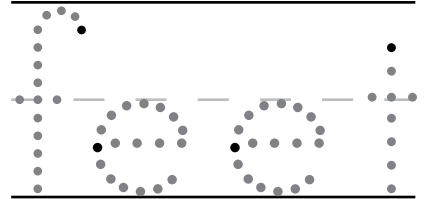
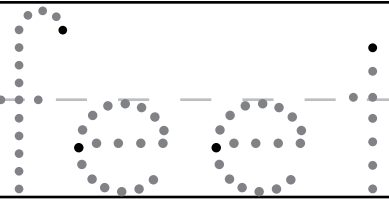
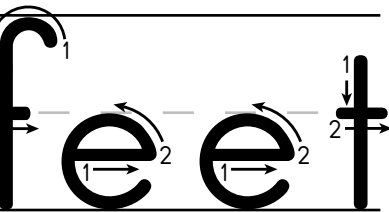
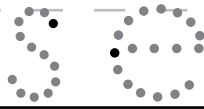
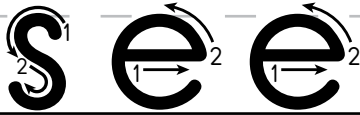
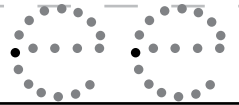
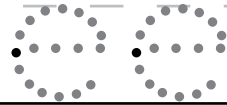
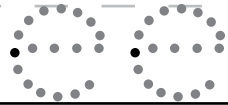
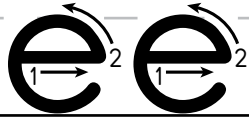
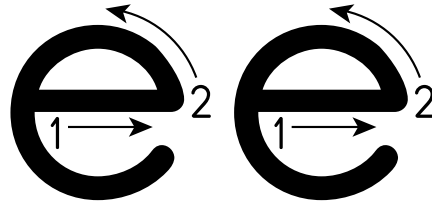
NAME: \_\_\_\_\_

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

1.1

Activity Page

Directions: Have students trace and copy the digraph and words. Students should say the sounds while writing the spellings.



sheep

weeds

feet

queen



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

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

1.2

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

pen

\_\_\_\_\_

-----

\_\_\_\_\_







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

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

2.1

Activity Page

feet

seems

needs

1. That kid \_\_\_\_\_ mad.

2. Dad has socks on his

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

3. Ann \_\_\_\_\_ ten in cash.

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

keep

feed

bee

4. Mom was stung by a

\_\_\_\_\_

-----

\_\_\_\_\_.

\_\_\_\_\_

-----

5. What did Zack \_\_\_\_\_ his dog?

\_\_\_\_\_

-----

6. I will \_\_\_\_\_ my sheep in a pen.

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

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

2.2

Activity Page

## Scott and Lee

1. Scott's dad **keeps** . . .

a pig.

**three** hens.

a **sheep**.

2. The pig is kept in a . . .

shed.

pen.

box.

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



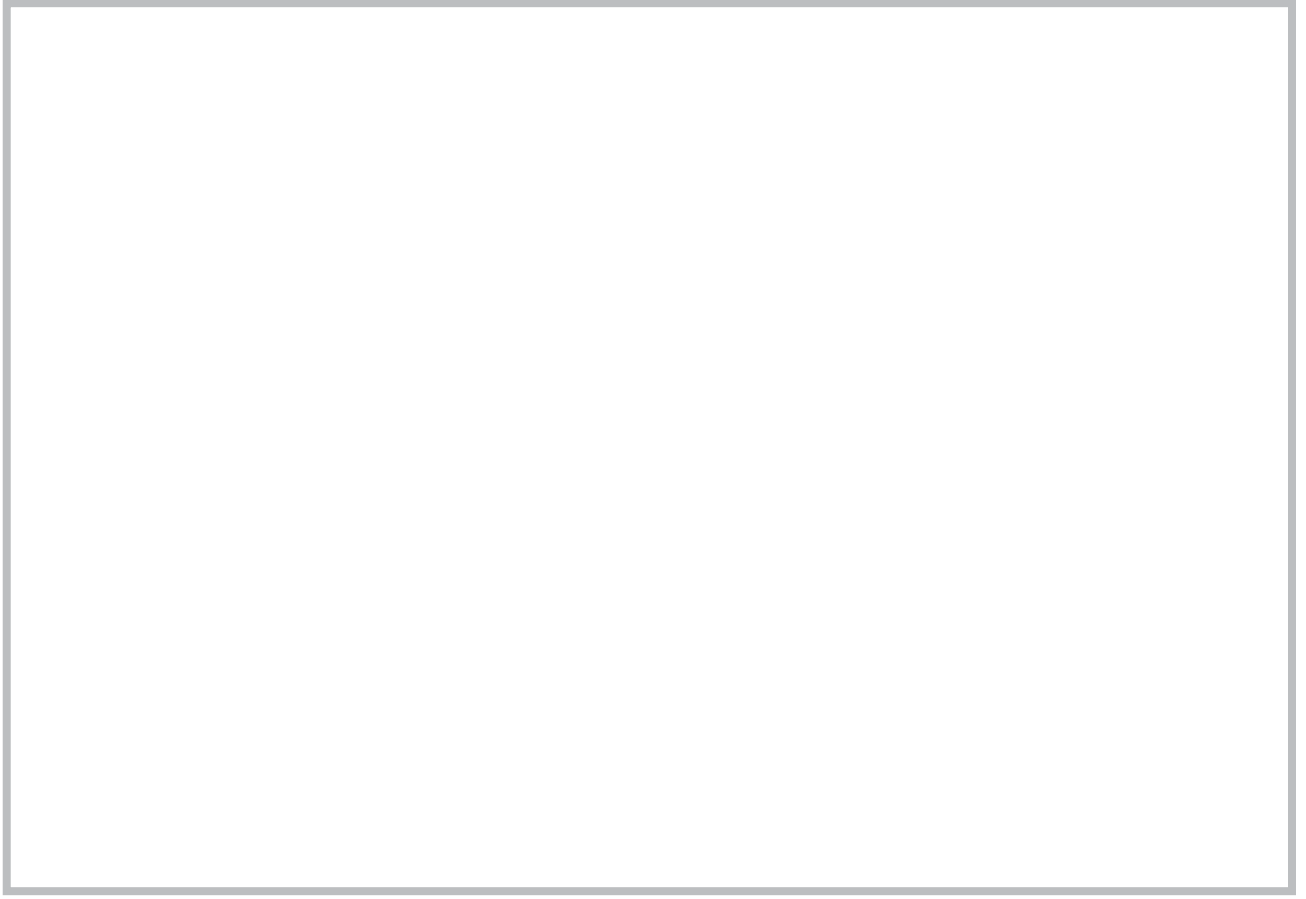
NAME: \_\_\_\_\_

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

2.2  
CONTINUED

Activity Page

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



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---

---



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

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

3.1

Take-Home

Dear Family Member,

Have your student read each word, circle the correct picture, and then write the word under the matching picture. If necessary, identify the pictures for your student.

1. bee



---

---

---

2. tree



---

---

---

3. feet



---

---

---



4. deer



---

---

---

5. teeth



---

---

---

6. sleep



---

---

---

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

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

4.1

Activity Page

## Red Ants

1. Why was Lee's week bad?

A dog bit **Lee**.

A rat bit **Lee**.

Red ants bit **Lee**.

2. Scott swept the ants from **Lee** with . . .

a brush.

his hand.

a **tree** branch.

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



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

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

4.1  
CONTINUED

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



\_\_\_\_\_

-----

\_\_\_\_\_



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

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

5.1

Activity Page

chat

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

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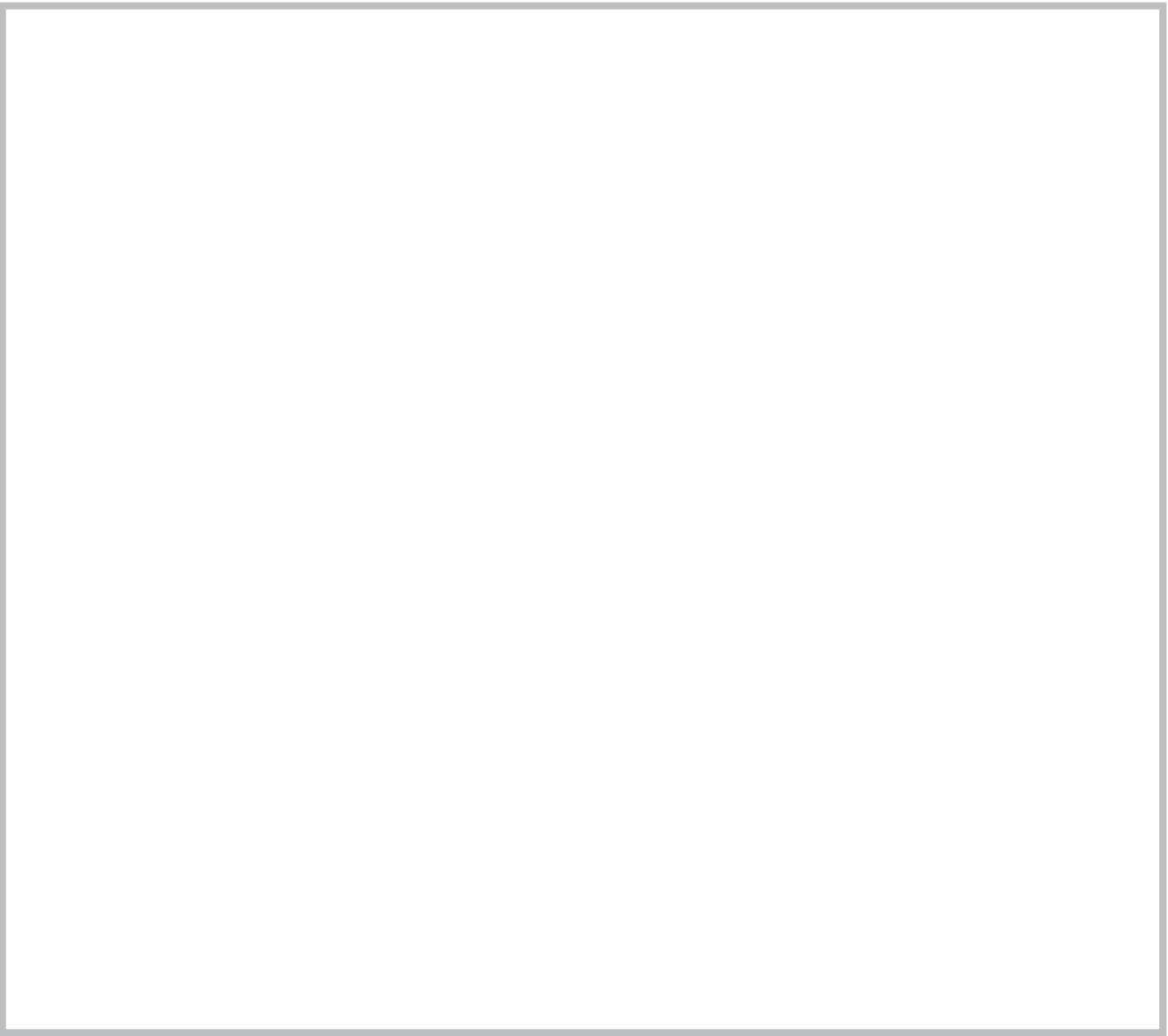
---

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

sweet

---

---







2. When did Scott get mad?

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

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

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

5.2  
CONTINUED

Activity Page

3. What did Scott tell the bees to sting?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

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



---

---

---

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

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

5.3

Take-Home

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you, using their finger to point to each word, and then talk about it together. The bolded letters 'ee' are a new spelling your student is learning.

## Scott and Lee

This is Scott **Green**. Scott is ten.

Scott's dad **keeps** a pig in a pen. Scott's mom **keeps** three hens. Scott **keeps** a sheep.

**Lee** the Sheep is Scott's pet. Scott **feeds** **Lee** and rubs him on the back. **Lee** is a sweet sheep.





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

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

6.1

Activity Page

Directions: Have students answer the questions by writing yes or no.

1. Can a tree sing  
a song?

\_\_\_\_\_

-----

\_\_\_\_\_

2. Is there a kid in this  
class with six **feet**?

\_\_\_\_\_

-----

\_\_\_\_\_

3. Are plants from  
**seeds**?

\_\_\_\_\_

-----

\_\_\_\_\_

4. Are the things in a  
shop **free**?

\_\_\_\_\_

-----

\_\_\_\_\_

5. Is there a kid in  
this class with three  
hands?

\_\_\_\_\_

-----

\_\_\_\_\_

6. Can a **bee** buzz?

\_\_\_\_\_

-----

\_\_\_\_\_

7. Is a sheep a bug?

---

---

---

8. Are plums **sweet**?

---

---

---

9. Is grass **green**?

---

---

---

10. Can we munch  
on rocks?

---

---

---

11. Can plants **see**?

---

---

---

12. Can a cat **sleep**?

---

---

---

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

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

# 6.2

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

1.

2.

3.

4.

5.

6.





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

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

6.3

Activity Page

me

he

We

Directions: Have students write each word on the line where it fits best. Remind students that the first word in a sentence is always capitalized.

1. Seth has a hat that \_\_\_\_\_ got  
\_\_\_\_\_ got  
\_\_\_\_\_ got  
from his dad.

2. \_\_\_\_\_ are best pals.

3. Dad helps \_\_\_\_\_ sweep  
\_\_\_\_\_ sweep  
\_\_\_\_\_ sweep  
the deck?

she

Which

be

4. If I get in the pond, I will

\_\_\_\_\_

-----

\_\_\_\_\_ wet.

\_\_\_\_\_

-----

5. \_\_\_\_\_ cup is his?

6. Mom has a dress that

\_\_\_\_\_

-----

\_\_\_\_\_ got from a shop.

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

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

7.1

Directions: Have students trace and copy the words. Students should say the sounds while writing the spellings.

a\_e as in make

make

make

make

make

same

same

\_\_\_\_\_

\_\_\_\_\_

same

same

\_\_\_\_\_

\_\_\_\_\_

Print the word where it fits best.

1. **tape**



---

---

---

---

---

---

2. **plane**



---

---

---

---

---

---

3. **skate**



---

---

---

---

---

---

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

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

7.2

Take-Home

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together.

## Red Ants

**Lee** the **Sheep** had a bad **week** last **week**. Red ants bit him on his legs and **feet**.

Scott had to **sweep** the ants with his hand to get rid of them.



Scott was mad at the ants.

“Ants,” he said, “**L**ee is a **s**weet sheep. **F**eel free to munch on plants and **w**eeds, but not on **L**ee!”

One of the ants said, “We **f**eel bad. We will not munch on **L**ee. We will munch on plants and **w**eeds.”



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

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

8.1

# Cake and Grapes

1. What did Scott share with Jade?

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

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_



2. What did **Jade** share with Scott?

---

---

---

---

---

---

---

---

---

---

3. Which kid **ate** the grapes?

---

---

---

---

---

---

---

---

---

---

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

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

# 8.1

CONTINUED

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



---

---

---



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

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

8.2

Take-Home

Dear Family Member,

Have your student read and copy each word under the matching picture. If necessary, identify the pictures for your student.

cake  
grapes

lake  
cane



---

---



---

---

snake

plate

cape

rake



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

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

9.1

Activity Page



cap    cape



man    mane



tap    tape



plan    plane



rat    rate



fat    fate

Directions: Ask students to circle the word matching the picture.



pan pane



mad made



scrap scrape



at ate



cap cape



man mane

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

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

9.2

Activity Page

## Fun in the Sand

1. What did the kids **make** with the sand?

---

---

---

---

---

---

---

---

---

---

2. What hit the sand man?

a truck

a ship

a **wave**

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



### 3. Did the kids feel sad?

Handwriting practice area with four sets of lines: solid top, dashed middle, and solid bottom.

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

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

9.2  
CONTINUED

Activity Page

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



\_\_\_\_\_

-----

\_\_\_\_\_



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

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

9.3

Activity Page

slump

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

---

---

sag

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

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

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

9.4

Take-Home

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you, using their finger to point word by word, and then talk about it together.

## The Bees

The red ants left.  
But then the bees got  
**Lee!** The bees stung  
**Lee** on his cheek and  
on his **feet**.

Scott ran up to help  
**Lee**. Then he went  
and had a chat with  
the **bees**.



“**B**ees,” said Scott, “Why sting **L**ee the Sheep? He is a **s**weet **s**heep.”

One **b**ee said, “**B**ees will be **b**ees.”

One **b**ee said, “I must be me.”

Then Scott got mad. He said, “Sting the pig. Sting the hens! Sting the cat. Sting the dog. But let **L**ee be!” And the **b**ees let **L**ee be.



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

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

10.1

Activity Page

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

1. cake cane

2. we weep

3. date dot

4. they their

5. man mane

6. lake lack



7. rate rake

8. be bees

9. sale stale

10. he heel

11. trade track

12. plate pale

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

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

10.2

# Skates

1. When did Jade get skates?

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

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_



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

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

10.2  
CONTINUED

Take-Home

3. Which kid slips once?

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

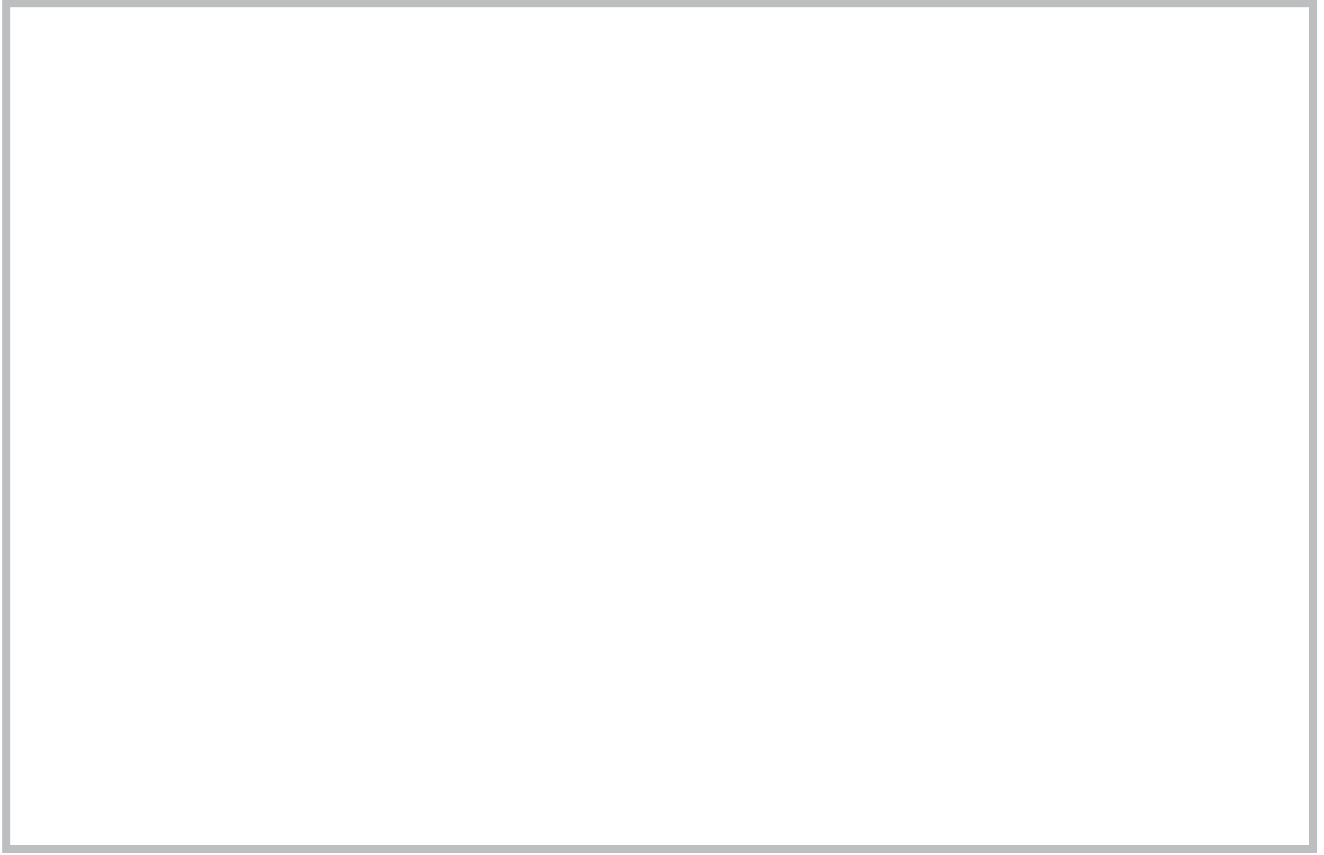
\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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



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---

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

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

10.3

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 bolded letters 'a\_e' are a new spelling your student is learning.

## Cake and Grapes

Scott got a **cake** to share with his pal **Jade**. Jade got a bunch of red **grapes** to share with Scott.

Scott went to **Jade's** and gave **Jade** the **cake**. **Jade** gave Scott the **grapes**. Then the kids sat and ate. **Jade** ate all of Scott's **cake**. Scott ate all of **Jade's** grapes.





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

11.1

Activity Page

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

Directions: Have students trace and copy the words. Students should say the sounds while writing the spellings.

i \_ e

as in

time

time

time

time

time

shine

shine

shine

shine



In the box are the names of the 4 things. Print the names on the lines.

bike  
bride

slide  
smile



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

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

11.2

hike

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

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---


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

mile

---

---

---



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

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

11.3

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.

## Fun in the Sand

Scott is with **Jade** and **Dave**. The kids dig in the sand. They shape the sand. They make a sand man.

A big **wave** hits. The kids can't **save** their sand man from the **wave**. The sand man gets wet. He slumps. He sags. He drips.

The sand man is a mess. But the kids are not sad. They run and splash in the **waves**.





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

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

12.1

Activity Page

bike

likes

cake

1. She \_\_\_\_\_ hide and seek and  
the slide.

2. Dan rides his \_\_\_\_\_ to Sam's.

3. Yum! That is a sweet \_\_\_\_\_ !

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

time

tree

trades

4. He likes grapes, and she she

\_\_\_\_\_

-----

\_\_\_\_\_ .

5. A swing hangs from the

\_\_\_\_\_

-----

\_\_\_\_\_ .

6. Can she tell me what

\_\_\_\_\_

-----

\_\_\_\_\_ it is?

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

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

12.2

# A Fine Hike

1. Where did Clive's dad set up the tent?

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

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_





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

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

# 12.2

CONTINUED

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



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

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

13.1

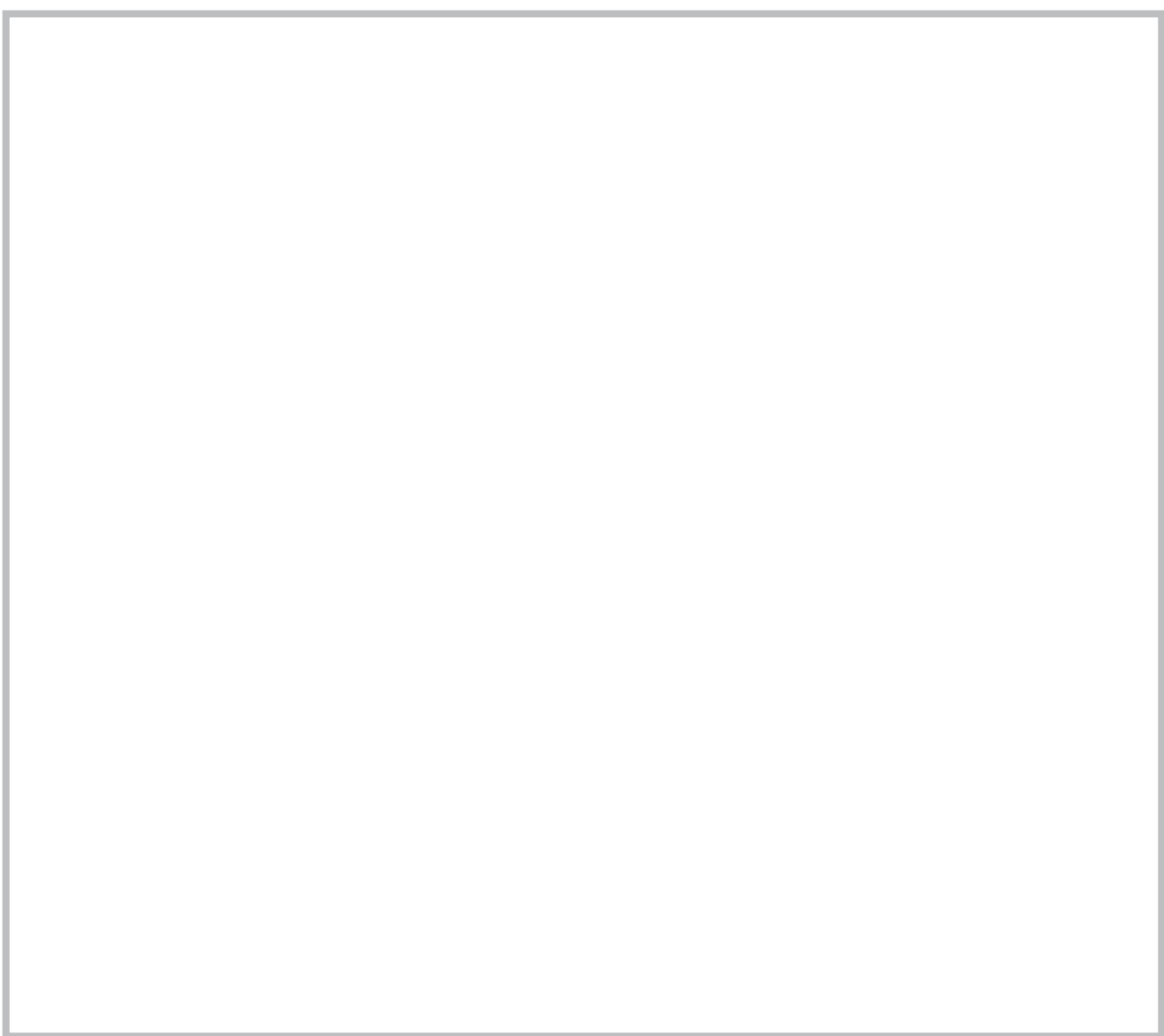
Activity Page

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

pride

---

---





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

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

13.2

Take-Home

Dear Family Member,

Have your student read each word, circle the matching picture and write the word under the matching picture. If necessary, identify the pictures for your student.

1. bike



---

---

---

2. nine

9

8

---

---

---

3. dime

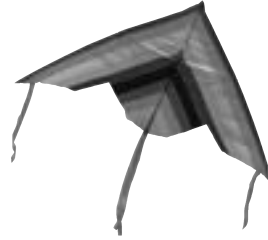


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---

---

4. kite



---

---

---

5. fire



---

---

---

6. slide



---

---

---

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

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

14.1

Activity Page



rid ride



kit kite



slid slide



rip ripe



twin twine

Directions: Ask students to circle the word matching the picture.





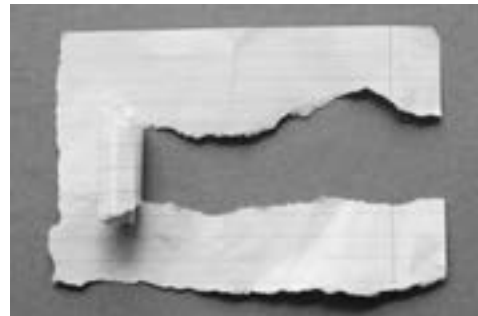
fin fine



sit site



dim dime



rip ripe



spin spine



shin shine

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

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

14.2

Activity Page

## The Bike Ride

1. Meg's tire hit . . .

a branch.

a bump.

a rock.

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

2. Which kid fell? Tell what that kid did  
when they fell.

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

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

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

14.2  
CONTINUED

Activity Page

3. What made Meg smile with pride?

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---

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---

---

---

---

---

---

---

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



---

---

---

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.

## Skates

Jade got skates when she was six. Scott just got his last week. He is scared to get up on his skates.

“Is this safe?” Scott asks. “What if I trip and get a scrape? What if I hit a tree? What if I see a snake?”



“It is **safe!**” says **Jade**.

“Just **skate.**”

**Jade** helps Scott **skate**.

Scott slips once. Then

he gets the hang of it.

“**Jade,**” he yells, “it’s fun

to **skate!**”

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

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

15.1

# The Plane Ride

1. What did Scott and Meg ride in?

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

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_





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

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

# 15.1

CONTINUED

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



---

---

---



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

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

15.2

rents

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

---

---


strip

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

---

---

---



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

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

15.3

Take-Home

**Dear Family Member,**

Your student has been taught to read words with the separated digraphs 'a\_e' as in *cake*, 'i\_e' as in *time*, and the double-letter spelling 'ee' as in *keep*. Words with separated digraphs are hard to read at first because the reader has to recognize that even though the spelling for the vowel sound is separated by a consonant, the separated letters represent a single sound. Ask your student to cut out the word cards. Show the cards to your student and have your student read them. Extension: You read a word aloud and have your student write down the sounds, one at a time, paying attention to the separated digraphs. Please keep and use the cards for future practice.



tribe

speech

drive

shape

sweet

chime

free

crate

bake

flame

prize

flee



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

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

16.1

Directions: Have students answer the questions by writing yes or no.

1. Can a rake run?

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

2. Is it time to get in bed?

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

3. Is a smile the same as a grin?

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

4. Is a square a shape?

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

5. Can a grape sing?

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

6. Is theft a crime?

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



7. Is a **lime** green?

---

---

---

8. Is **cake** sweet?

---

---

---

9. Can a **vase** jump?

---

---

---

10. Can a **snake** ride  
a **bike**?

---

---

---

11. Can a **dog** skate?

---

---

---

12. Can an **ox** ride  
a **hen**?

---

---

---

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

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

# 16.2

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

1.

2.

3.

4.

5.

6.

7.



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

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

16.3

they

my

by

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

1. I like \_\_\_\_\_ name a lot.

2. The bike is \_\_\_\_\_ the shed.

3. The kids are sad \_\_\_\_\_  
can't skate.

their

hee

mee

4. If I chase the cat, it will be scared of

\_\_\_\_\_

-----

\_\_\_\_\_.

\_\_\_\_\_

-----

5. The men got \_\_\_\_\_ hats at  
that shop.

\_\_\_\_\_

-----

6. James is glad that \_\_\_\_\_  
can swim.

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 bolded letters 'i-e' are a new spelling your student is learning.

## A Fine Hike

Scott is on a **hike** with **Clive** and **Clive's** dad. They **hike** **three** miles up a big hill.

At the top of the hill, **Clive's** dad says, "This is where we will camp." He drops his pack on the grass. Scott and **Clive** help him set up the tent.



At **five**, Scott and Clive  
**hike** to the **lake** to fish.  
They get **five** fish!

At dusk, the kids **hike**  
back to camp. Clive's  
dad **makes** a **fire**. The  
kids munch on hot dogs.

At **nine**, they get in their  
tent. They are all **tired**.  
They **smile** as they **sleep**.



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

17.1

Activity Page

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

Directions: Have students trace and copy the words. Students should say the sounds while writing the spellings.

o \_ e as in home

home

home

home

home

stone

stone

stone

stone



Print the word where it fits best.

1. home



---

---

---

2. nose



---

---

---

3. rose



---

---

---

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

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

17.2

cash

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

---

---



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

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

17.3

Take-Home

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together.

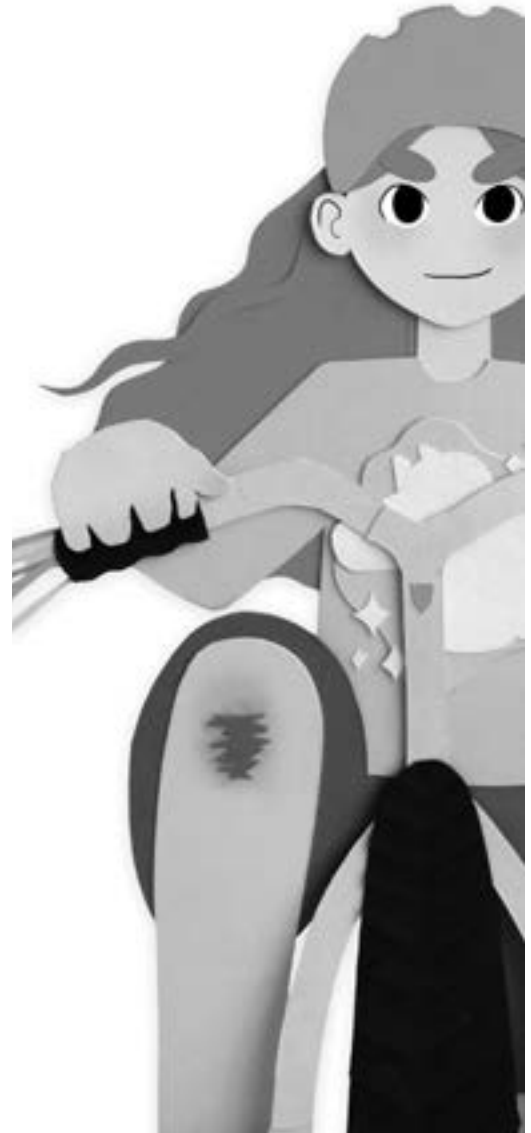
## The Bike Ride

Scott's sis, Meg, likes to ride a bike. Once Meg went on a bike ride with Scott. Meg's tire hit a rock and she fell off the bike.

Meg was brave. She did not yell. She did not sob. She got back on the bike. Then she said, "Let's ride!"

"Meg," Scott said, "I am glad my sis is so brave!"

That made Meg smile with pride!





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

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

18.1

Activity Page

hope

made

time

1. It is \_\_\_\_\_ to get in bed.

2. We \_\_\_\_\_ a sweet cake.

3. I \_\_\_\_\_ Dad will let me  
get a dog.

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

bone

see

broke

4. The glass fell and \_\_\_\_\_.

5. Stan **gave** the dog a

6. When will we \_\_\_\_\_ him  
next?

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

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

18.2

Activity Page

## The Gift

1. What is the **name** of the shop that Liz went to?
  - Hope's Doll Shop
  - Hope's Hat Shop
  - Hope's Dress Shop

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



2. What did Liz get Meg?

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

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

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

18.2  
CONTINUED

Activity Page

### 3. Why was Hope glad?

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---

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---

---

---

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---

---

---

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



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---

---

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

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

19.1

# The Sled Ride

1. Which kid got on the sled last?  
Where did that kid sit?

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

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

2. What did the sled hit?

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

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

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

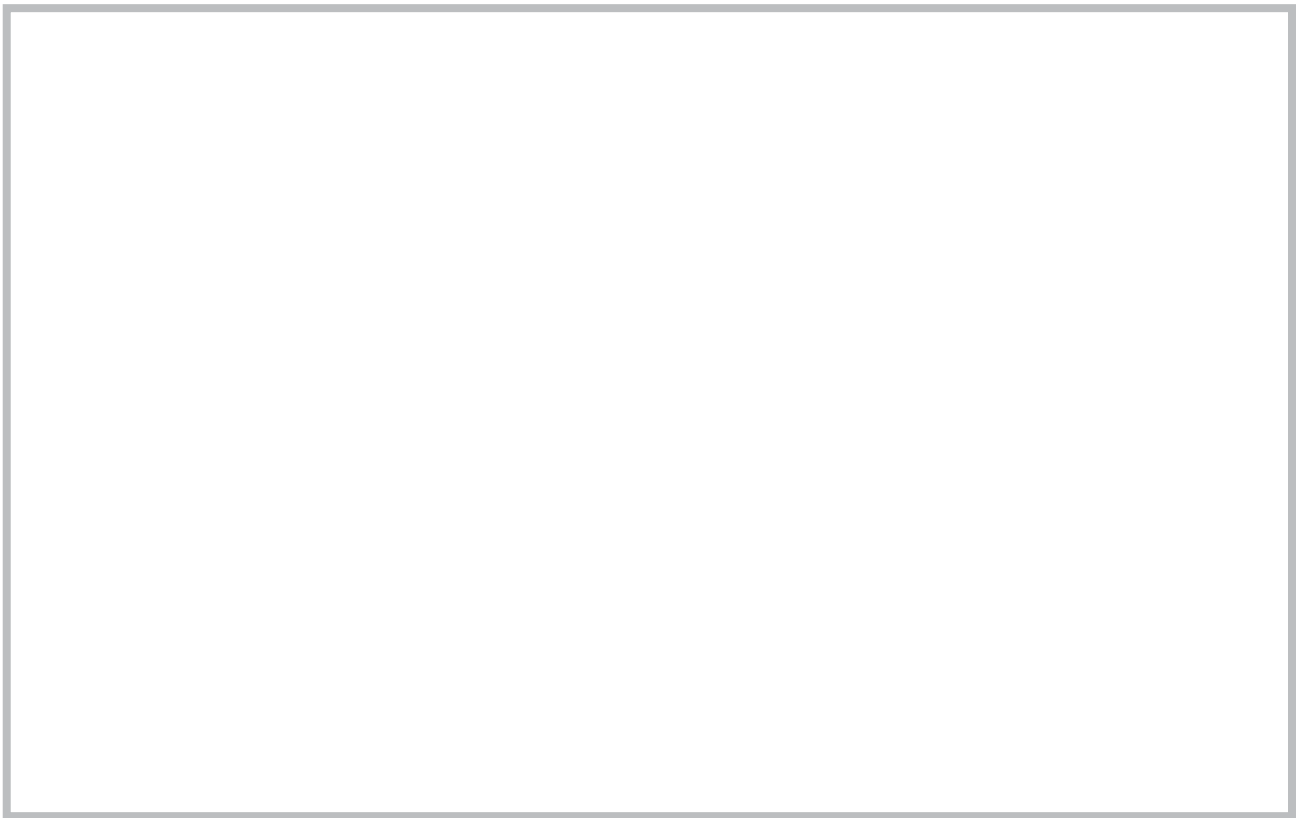
3. Which bones did Jade feel like she broke?

leg bones

hand bones

back bones

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



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---

---



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

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

19.2

steer

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

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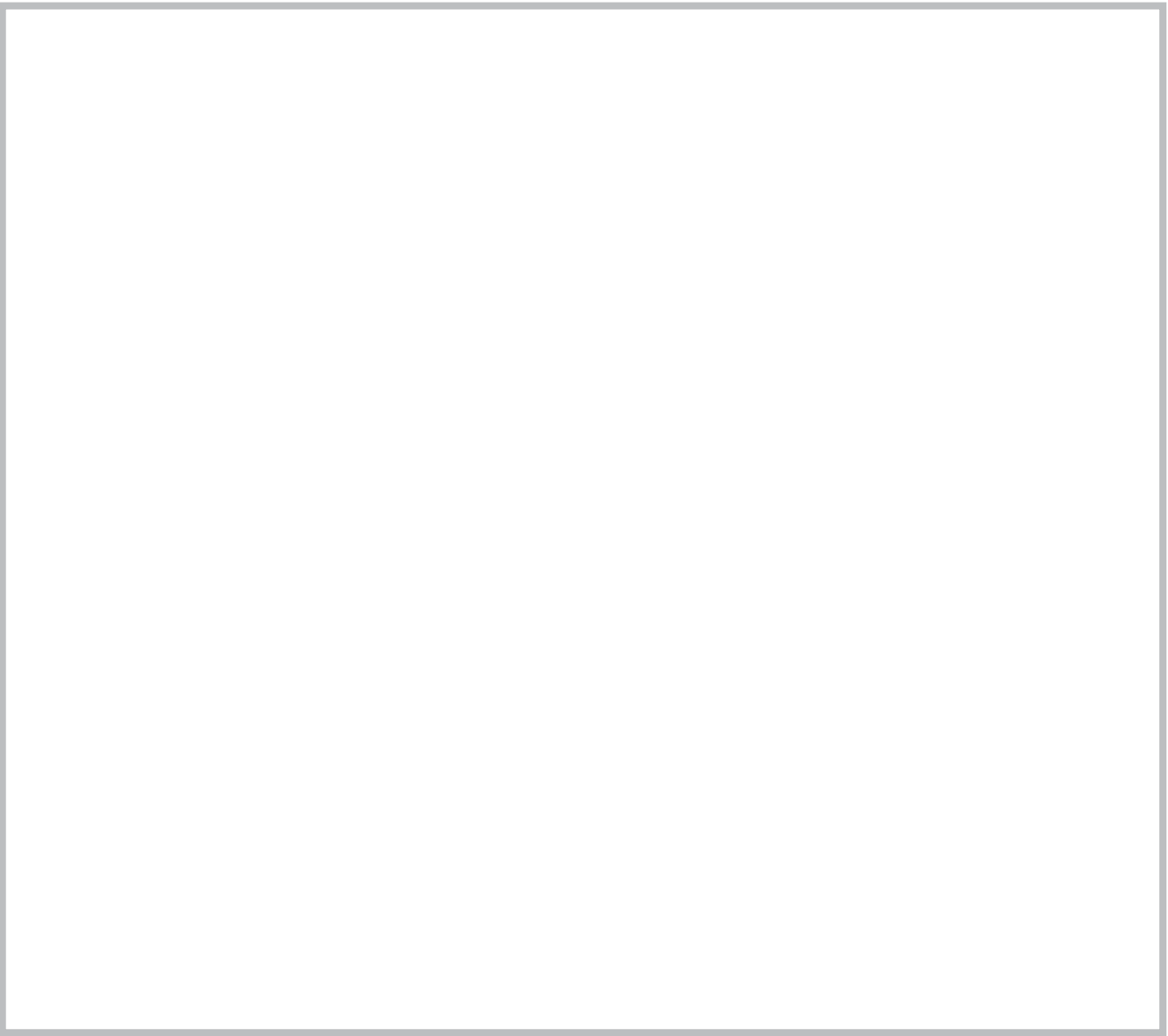


Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

drag

---

---



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

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

19.3

Take-Home

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together.

## The Plane Ride

Scott's dad rents a **plane**. He asks Scott and Meg to **ride** with him in the **plane**. The kids **smile** and nod.

The kids get in the **plane**. They click on their belts. Then their dad **takes** off. The **plane** picks up **speed**. By the **time** it gets to the end of the strip, it lifts up.



The kids can **see** lots of things from the plane.

“That’s Big **Lake!**” says Scott. “But it’s not so big from up here, is it? It **seems like** it’s just a frog pond!”

“What’s that?”  
Meg asks.

“That’s a truck,”  
says Scott.

“A truck?” says Meg.  
“But it’s the **size** of a dot!”

Scott and Meg **smile**.  
It’s fun to **ride** in a **plane**.



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

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

20.1

Directions: Ask students to circle the word matching the picture.



hop hope



rob robe



mop mope



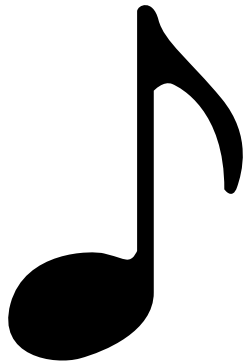
cod code



tot tote



rat rate



not **note**



tap **tape**



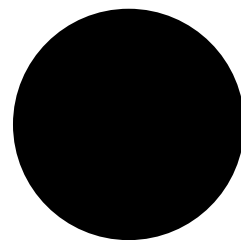
can **cane**



con **cone**



glob **globe**



dot **dote**

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

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

20.2

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

1. **bake** bike

2. **cheek** chick

3. **nose** note

4. **fine** fin

5. **hole** pole

6. **bee** beet

7. dime dome

---

---

---

8. gate game

---

---

---

9. grove grave

---

---

---

10. keep kept

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---

---

11. male mile

---

---

---

12. rate rat

---

---

---

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

20.3

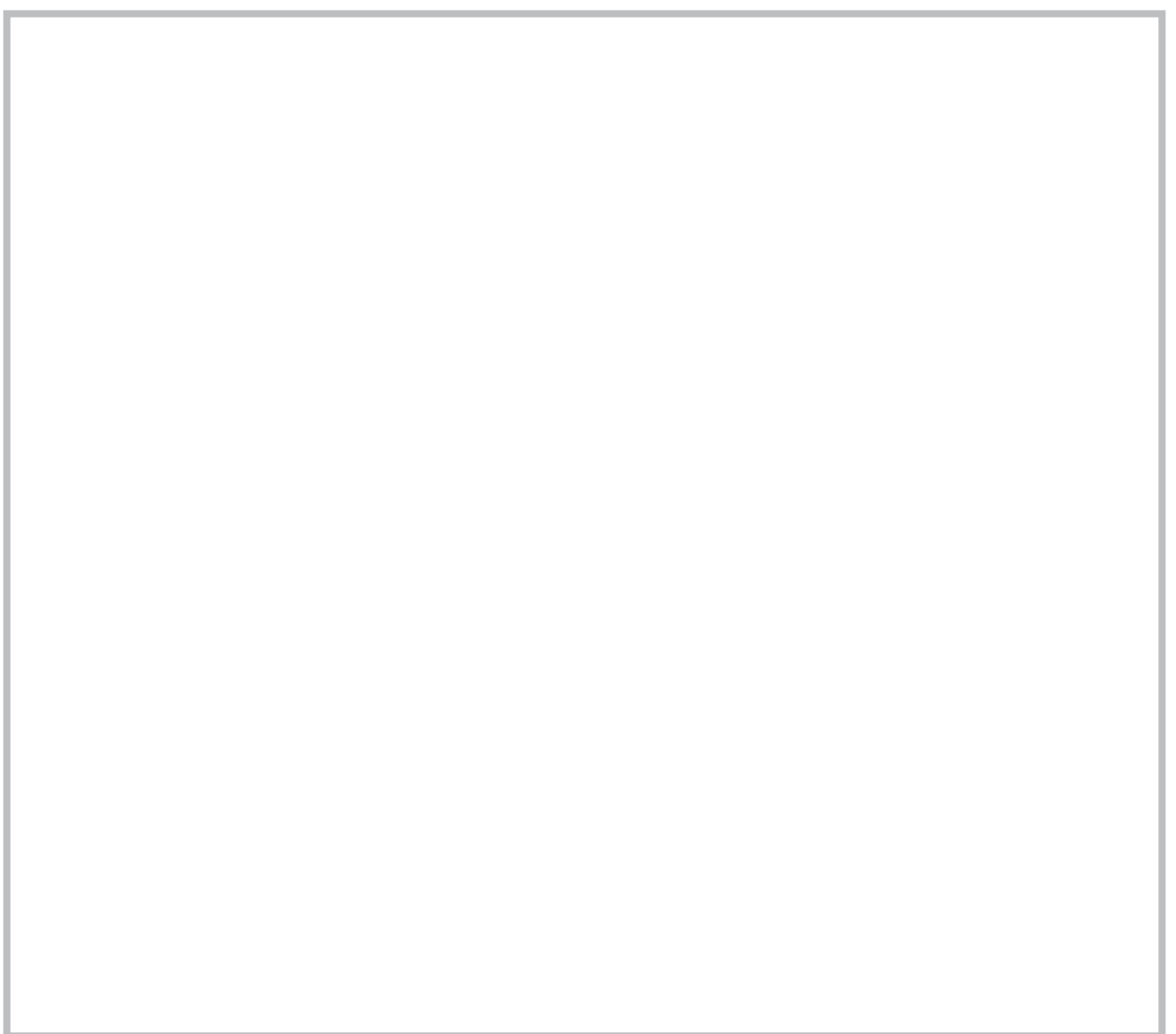
DATE: \_\_\_\_\_

tote bag

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

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

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

20.4

Take-Home

Dear Family Member,

Your student has been taught to read several new Tricky Words and has been practicing reading words with the separated digraphs 'a\_e' as in *same*, 'i\_e' as in *life*, and 'o\_e' as in *vote*. Ask your student to cut out the word cards and arrange them to make phrases. The phrases can make sense or be silly. Have your student read the phrases.



on

they

three

ride

are

bikes

cakes

here

we

those

my

bake



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

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

21.1

Activity Page

## Scott's Snack Stand

1. What did Scott get from the shop?

a bike

nuts

plums

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

2. What did the nuts cost Scott?

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: \_\_\_\_\_

21.1  
CONTINUED

Activity Page

3. Tell what Scott did with the nuts.

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

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



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---

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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 Gift

Scott and Meg's mom is named Liz. She stops off at Hope's Dress Shop.

"Hope," Liz says, "I need a doll's dress. The dress on Meg's doll has a bunch of holes in it."

"Well," says Hope, "Here's a dress. It's a doll's size, and it's on sale."





“This is just what I **need!**” says Liz. “It will fit Meg’s doll, and Meg likes **green!**”

**Hope** drops the dress in a bag. Liz hands **Hope** cash. **Hope** hands the bag to Liz.

**Hope** is glad. She has **made** a **sale**. Liz is glad, as well. She has a gift to **take** home to Meg.



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

22.1

Activity Page

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

Directions: Have students trace and copy the words. Students should say the sounds while writing the spellings.

u \_ e as in cute

cute cute

cute cute

use use

use use

Print the word where it fits best.

1. mule



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---

---

2. fuse



---

---

---

3. cube



---

---

---

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

22.2

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

chimp

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

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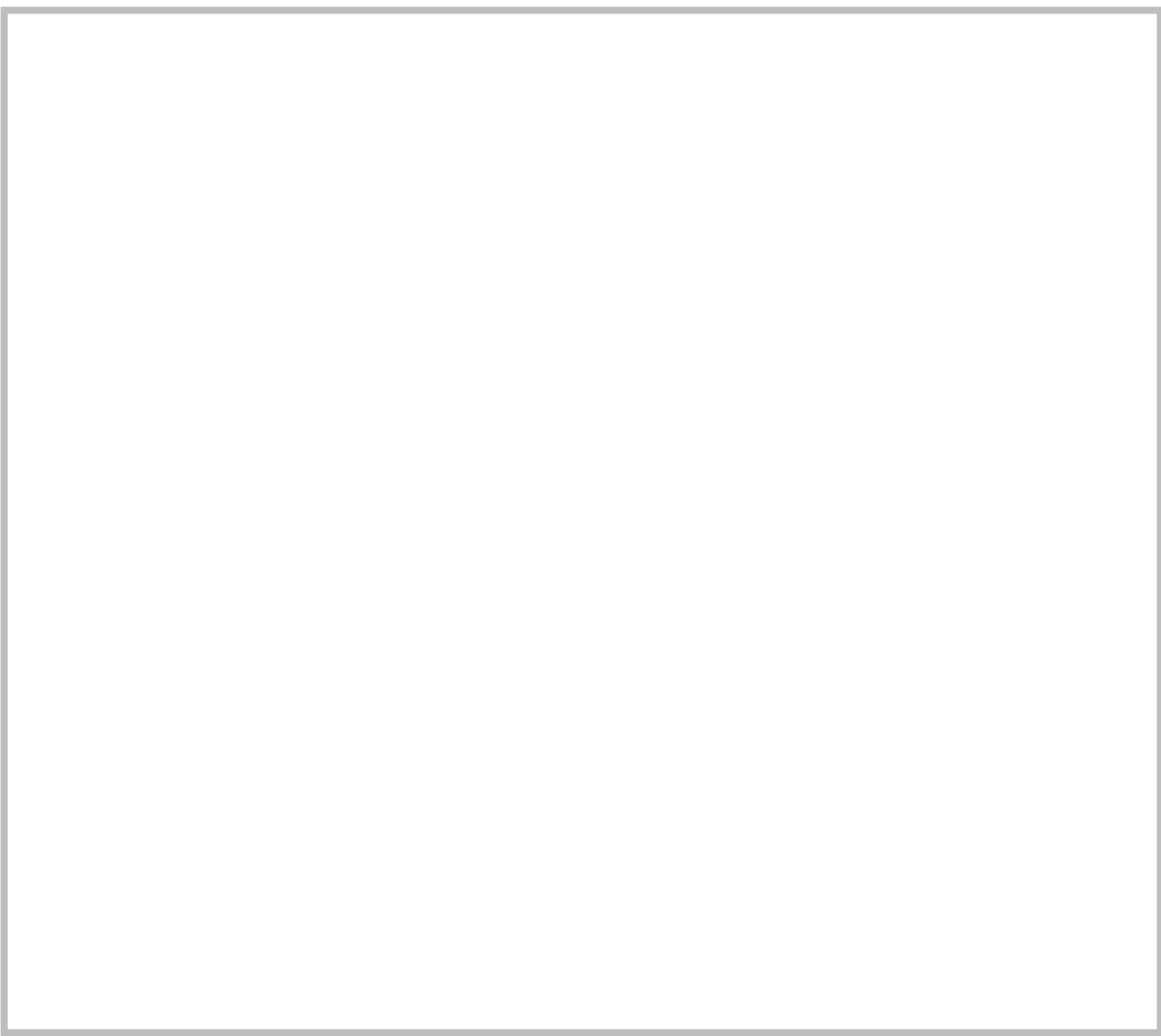
---

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

zone

---

---



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 Sled Ride

“I’ll **drive!**” said Scott,  
as he sat on the sled.  
Jade and Meg got on  
next. **Dave** was the last  
one on the sled. He sat  
in back.

The sled slid off.  
It went fast.

“Scott,” Jade said,  
“**steer** to the left! There’s  
a big **stone** there by  
the—”

Smack! The sled  
hit the **stone**. The kids  
fell off.



Scott went to check on Jade.

“Ug!” Jade said. “I feel like I broke all the bones in my leg!”

“Hop on the sled,” Scott said. “I will drag it home.”

Meg went to check on Dave.

Dave said, “I froze my nose!”

“Hop on the sled with Jade,” said Meg. “Scott and I will drag it home.”



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

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

23.1

# In the Pet Shop

1. What is in the pen with the chimp?

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

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





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

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

3. What pet can Scott take home?

a chimp

a dog

a fish

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



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

23.2

Take-Home

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

Dear Family Member,

Have your student read and copy each word under the matching picture. If necessary, identify the pictures for your student.

cube

mule

fuse

sheep



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---

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---

---

---

---

---

rose  
grapes

fire  
tree



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

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

24.1

# Scott Bakes a Cake

1. What did Scott help make?

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

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

2. What did Scott crack and mix?

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.





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



---

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---

A set of four horizontal lines for writing a caption: a solid top line, a dashed middle line, and two solid bottom lines.

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

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

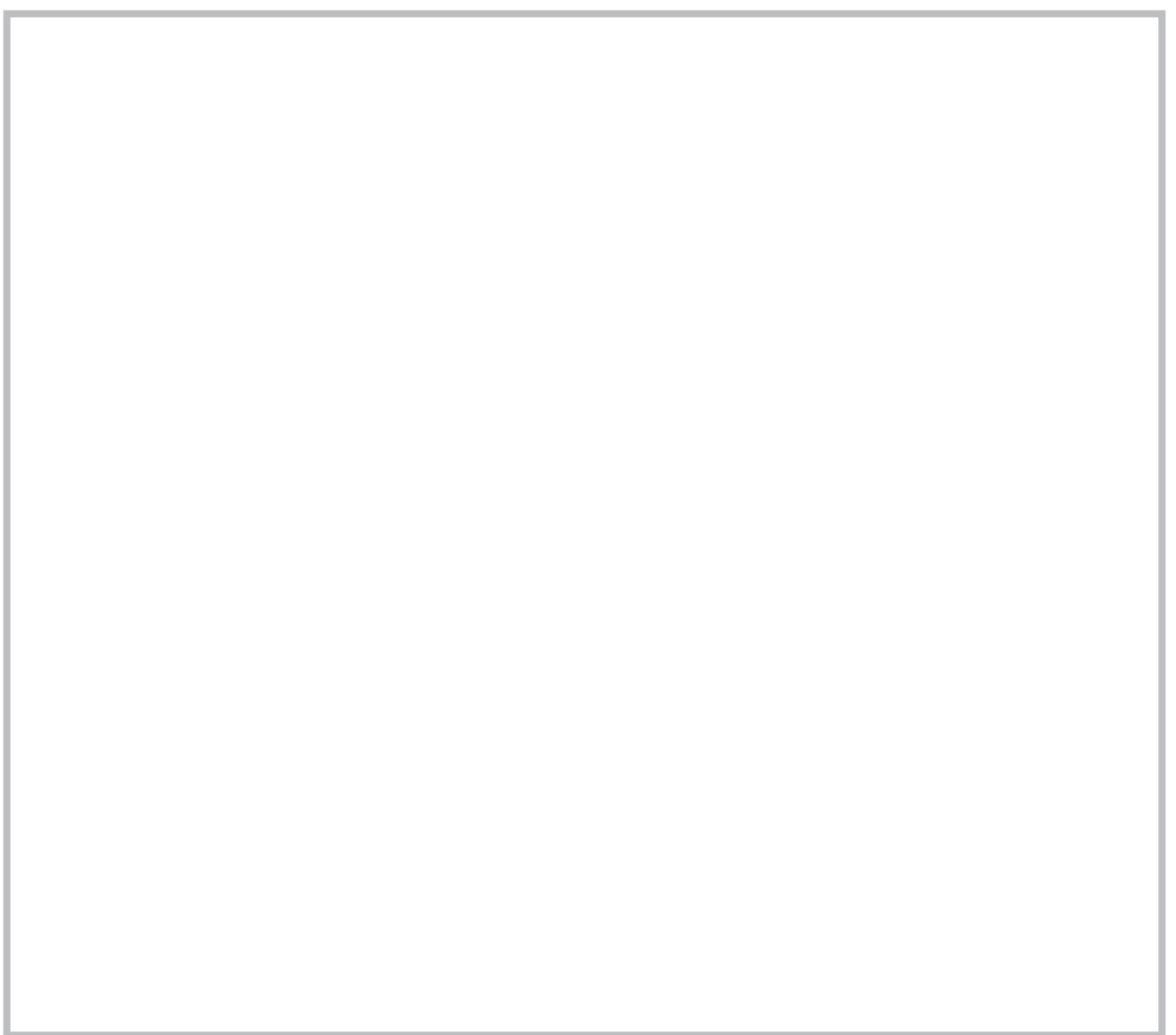
24.2

frost

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

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---





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

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

24.3

Take-Home

Dear Family Member,

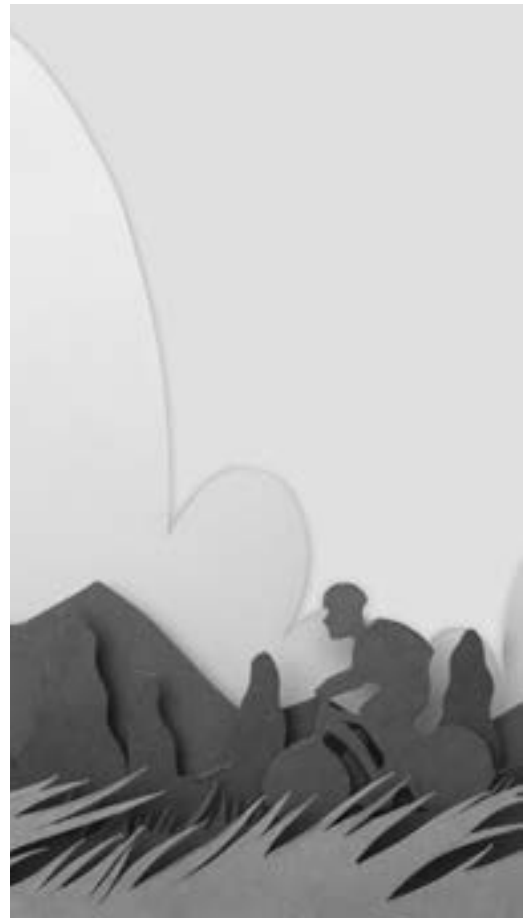
This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together.

## Scott's Snack Stand

Scott has a snack stand. Last week, he rode his bike to a shop to get nuts to sell at his stand. He got **three** big bags of nuts. The nuts cost him a lot of cash.

Scott slid the bags in his **tote** bag. Then he rode home.

When he got home, he got his mom to help him **make** hot **spice** nuts on the **stove** top.



Then Scott set up his stand.

“Hot spice nuts!” he said. “Get a bag of hot spice nuts! Just one buck!”

A kid came by and got a bag of nuts. Then a man got a bag. Then the man’s wife got a bag. He made back the five he had spent on nuts, plus ten in cash!



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

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

25.1

Directions: Have students answer the questions by writing yes or no.

1. Are you at home?

\_\_\_\_\_  
-----  
\_\_\_\_\_

2. Can a cat **use**  
a pen?

\_\_\_\_\_  
-----  
\_\_\_\_\_

3. Is a frog as big as  
a mule?

\_\_\_\_\_  
-----  
\_\_\_\_\_

4. Is a **rose** a plant?

\_\_\_\_\_  
-----  
\_\_\_\_\_

5. Is a **stone** as soft as  
a bed?

\_\_\_\_\_  
-----  
\_\_\_\_\_

6. Is your **home** in  
a **tree**?

\_\_\_\_\_  
-----  
\_\_\_\_\_

7. Can a dog dig  
a **hole**?

---

---

---

8. Is a **cube** a shape?

---

---

---

9. Is there a chimp  
with a **green nose**  
in this class?

---

---

---

10. Is a **rope** a lot **like**  
a string?

---

---

---

11. Can you smile?

---

---

---

12. Is there a kid in this  
class with no **bones**?

---

---

---

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

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

# 25.2

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

1.

2.

3.

4.

5.

6.

7.





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

25.3

Activity Page

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

so

no

your

1. Mom said yes, but Dad said

\_\_\_\_\_

-----

\_\_\_\_\_.

2. Is this \_\_\_\_\_ cake?

\_\_\_\_\_

-----

3. That rose is \_\_\_\_\_ big!

\_\_\_\_\_

-----

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

you

my

by

4. Did the dog like \_\_\_\_\_?

5. There is a stone \_\_\_\_\_ the path.

6. This is \_\_\_\_\_ home.

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

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

26.1

Assessment

1. chop ship shop shot

2. smack mash mesh smash

3. quit bench queen quench

4. then sing thin thing

5. them thug thump trip

6.     **tee**        **trade**        **tree**        **free**

7.     **poke**        **Jade**        **junk**        **joke**

8.     **wake**        **wade**        **wide**        **woke**

9.     **fine**        **fire**        **five**        **fish**

10.    **cut**        **cute**        **kite**        **cube**

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

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

26.2

Assessment

1. what where was were

2. here were where when

3. why which when what

4. all a are the

5. they your the their

6. you why no your

7. me she he be

8. one once from word

9. so from of one

10. their says said so

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

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

26.3

# Kindergarten End-of-Year Summary

Record the following information, and place Activity Pages 26.1, 26.2, and 27.1 in a folder for next year’s teacher.

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Kindergarten Teacher Name: \_\_\_\_\_

Recommended Placement for Next Year (check one)			
_____	On Level	_____	Slightly Below Level
_____	Above Level	_____	Needs Intensive Remediation

Assessment Scores	
_____ %	Activity Page 26.1: Part 1A Decodable Word Reading Score ( ___ /10) Activity Page 26.2: Part 1B Tricky Word Score ( ___ /10)
_____ %	Activity Page 27.1: Part 2 Sound Writing Score ( ___ /15)
_____ %	Activity Page 27.5: If needed, Part 3 Individually Administered Letter Sounds Score ( ___ /35)
Optional _____ %	Activity Page 28.1: Part 4 Writing Lowercase Letters ( ___ /26)  (This is an optional assessment and is not included in the End-of-Year Student Performance Assessment Scoring Interpretation.)
Optional _____ %	Activity Page 28.2: Part 5 Uppercase Letter Names ( ___ /26)  (This is an optional assessment and is not included in the End-of-Year Student Performance Assessment Scoring Interpretation.)



**Missed Spellings from Activity Page 26.1 (list spellings)**

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

**Missed Tricky Words from Activity Page 26.2 (list words)**

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

**If Needed, Missed Sounds from Activity Page 27.1 (list sounds)**

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

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

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

26.4

Activity Page

## The Cave

1. Where are Scott and Jade?

at a lake

on a plane

in a cave

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

2. Which kid likes bats?

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. Tell what Jade yells.

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

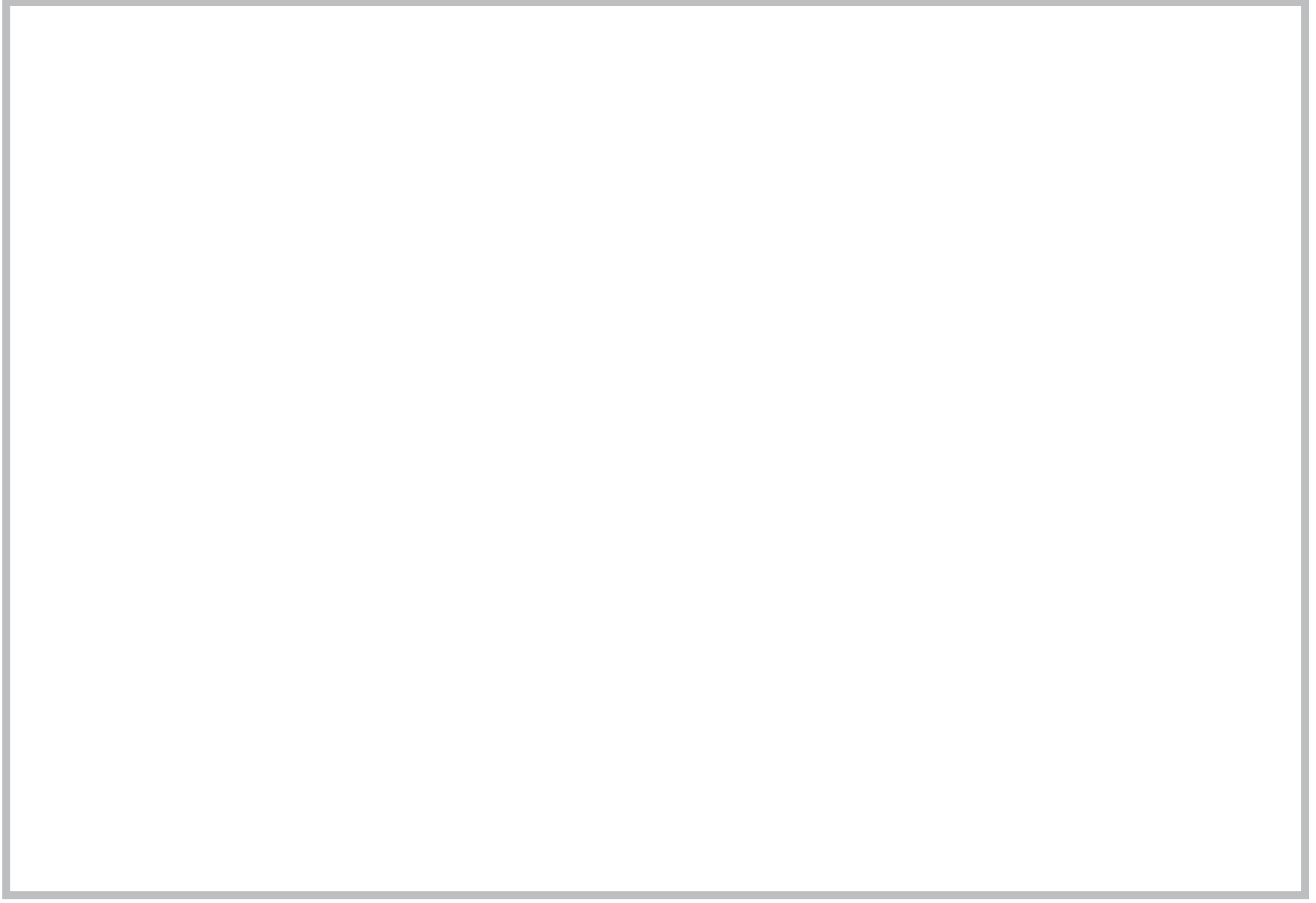
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\_\_\_\_\_

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\_\_\_\_\_

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



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

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

26.5

peeks

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

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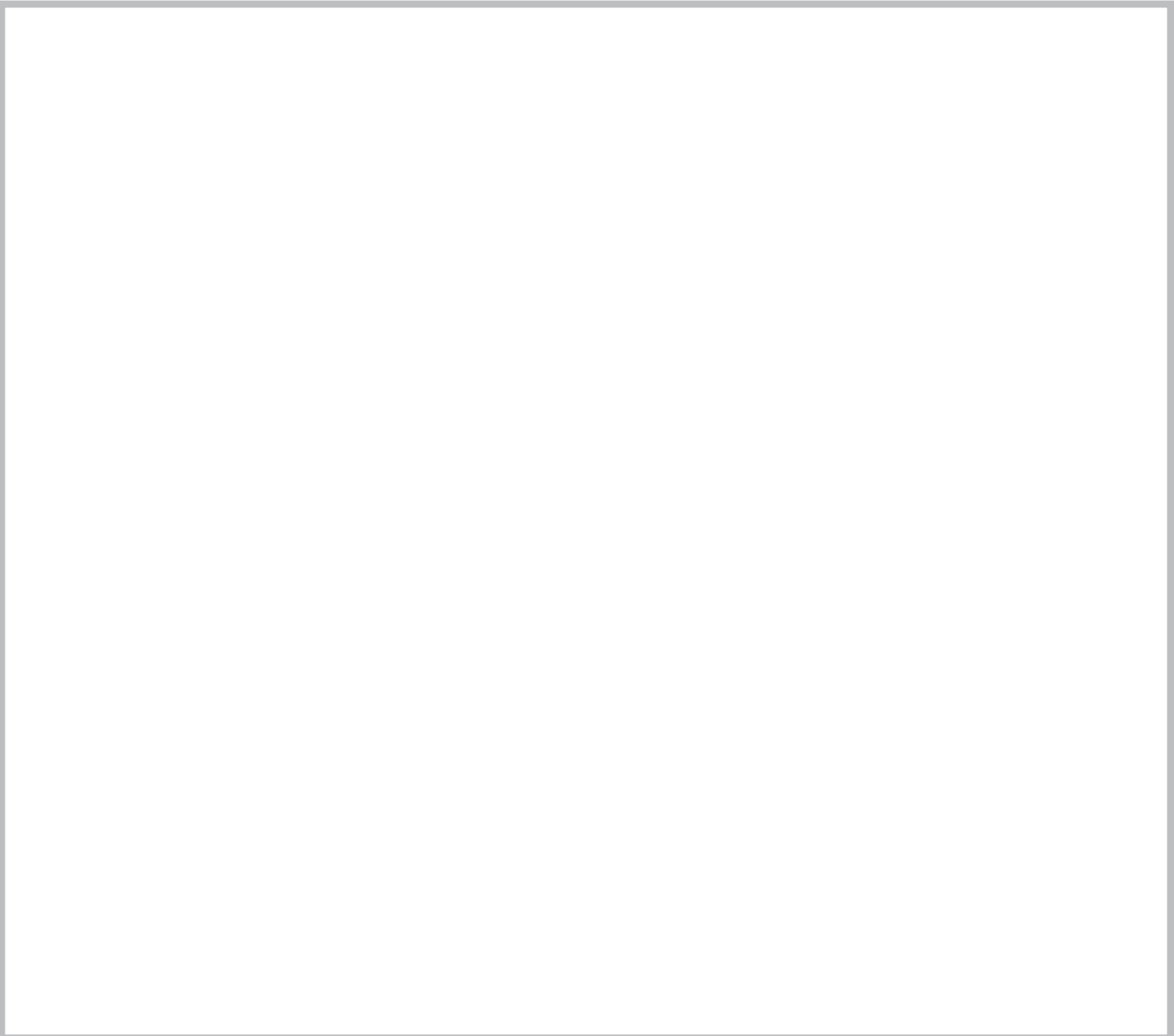
*Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.*

glides

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---

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

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

26.6

dips

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

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

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

26.7

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.

## In the Pet Shop

Scott is in a pet shop. He spots a chimp in a pen. The chimp hangs from a branch. Then he jumps up on a big red cube and grins at Scott.

Scott sings a tune to the chimp. The chimp waves back. Scott likes the chimp, and the chimp seems to like him!



“Mom,” Scott says,  
“this chimp is so cute. He  
got up on his cube and  
waved at me! Can I  
take him home?”

“No,” says his mom.  
“My home is a chimp-  
free zone.”

Scott stares at the  
chimp. His mom can  
see that he is sad, so  
she tells him he can  
get a fish.

Scott is so sad he  
can't take the chimp  
home, but he is glad he  
gets to take a fish home.



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

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

27.1

Assessment

1.

\_\_\_\_\_

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2.

=====

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3.

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4.

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5.

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6.

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7.

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8.

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\_\_\_\_\_

9.

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10.

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---

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11.

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12.

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13.

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14.

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15.

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

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

27.2

# The Skiff Ride

1. What is a skiff?

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

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

2. Which kid **steers** the skiff?

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: \_\_\_\_\_

27.2  
CONTINUED

3. List the things that Ling spots.

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_



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



Two horizontal lines defining a writing area. The top line is solid, the middle line is dashed, and the bottom line is solid.

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

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

27.3

skiff

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

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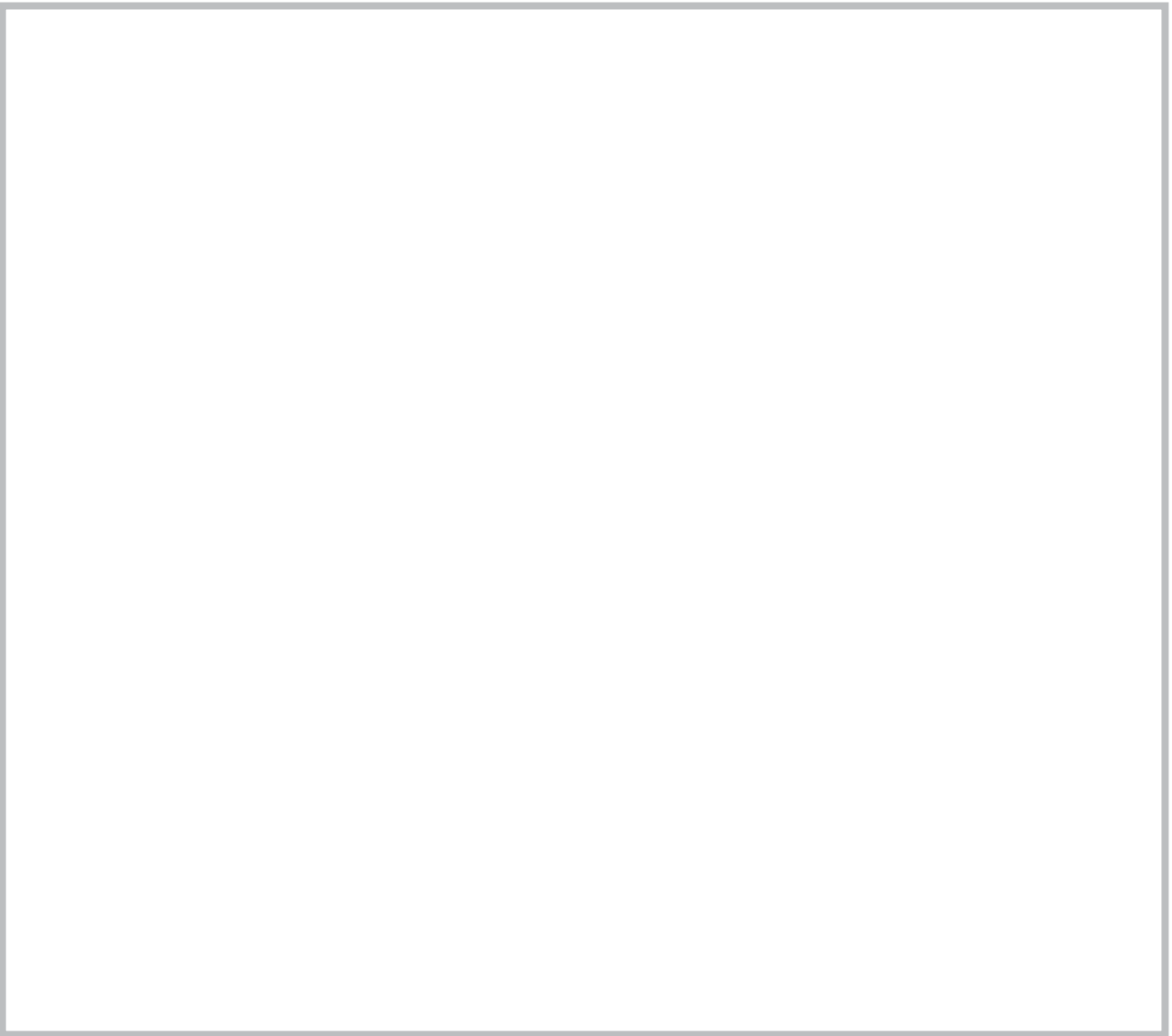
---

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

crane

---

---



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

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

27.4

Assessment

## Letter Sounds Assessment Summary Sheet

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



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

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

27.5

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.

## Scott Bakes a Cake

Scott's mom bakes  
cakes with Meg.

"Scott," she says, "you  
can help us with this  
cake, if you like."

Scott shrugs. "Well,"  
he says, "if you can use  
my help, I will help."

"It will be fun," says  
his mom. "You can crack  
the eggs."



Scott cracks **three** eggs and drops them in the dish.

Scott asks if he can mix up the eggs. Then he asks if he can add in the **cake** mix.

“Well,” his mom says, “if you add the **cake** mix, then Meg gets to frost the **cake**.”

“Can I help Meg frost it?” Scott asks.

Mom and Meg **smile**.

Meg says, “**See**, Scott. It’s fun to **bake** a **cake**!”



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

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

# 28.1

Assessment

1.

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

2.

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

3.

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

4.

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

5.

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

6.

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

7.

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_



8.

Handwriting practice lines for number 8, consisting of a solid top line, a dashed middle line, and a solid bottom line.

9.

Handwriting practice lines for number 9, consisting of a solid top line, a dashed middle line, and a solid bottom line.

10.

Handwriting practice lines for number 10, consisting of a solid top line, a dashed middle line, and a solid bottom line.

11.

Handwriting practice lines for number 11, consisting of a solid top line, a dashed middle line, and a solid bottom line.

12.

Handwriting practice lines for number 12, consisting of a solid top line, a dashed middle line, and a solid bottom line.

13.

Handwriting practice lines for number 13, consisting of a solid top line, a dashed middle line, and a solid bottom line.

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

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

# 28.1

CONTINUED

Assessment

14.

\_\_\_\_\_

-----

\_\_\_\_\_

15.

\_\_\_\_\_

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\_\_\_\_\_

16.

\_\_\_\_\_

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\_\_\_\_\_

17.

\_\_\_\_\_

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\_\_\_\_\_

18.

\_\_\_\_\_

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\_\_\_\_\_

19.

\_\_\_\_\_

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\_\_\_\_\_

20.

21.

22.

23.

24.

25.

26.

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

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

# 28.2

1. A W E I

2. T Y U W

3. O P T M

4. F G H N

5. K L Z C

6. C B S D

7. D X Z B

8. N I H M

9. C R N M

10. L Y P G

11. E A I W

12. N H T K

13. B D P Q

14. R L T F

15. S T M K

16. X V T Z

17. I T J L

18. Y I J F

19. I E U J

20. B O D Q

21. Z S N T

22. N M Q K

23. Z U W D

24. T A G E

25. U B V D

26. A W E X

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

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

28.3

Activity Page

1.



nose

hose

rose

2.



sheep

feet

beet

3.



cave

lake

rake

4.



bite

beet

bike

5.



lime

kite

dime

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

6.



rope

hope

ripe

---

7.



teeth

teen

tree

---

8.



rate

rake

lake

---

9.



home

rope

robe

---

10.



mute

mule

fume

---

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

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

28.4

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 Cave

Scott and Jade are on a hike. Jade spots a cave and peeks in.

“Are there bats in there?” Scott asks.

“I can’t tell,” Jade says, “but I hope so! I like bats!”

“Ick!” says Scott.  
“Bats are not cute.”





Scott and Jade step  
in the cave.

Jade yells, “Bats, where  
are you? Wake up!”

Scott says, “Let the  
bats sleep.”

Just then a bat glides  
up. It flaps its wings.  
It dips and spins.

Jade stares at the bat  
and smiles.

Scott ducks and yells,  
“Hide! A bat!”



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

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

29.1

## Lunch Trades

1. What is in Dave's lunch bag?

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2. What will Ling trade?

- a hot dog
- chips
- ham

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

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

3. What things are in Scott's lunch bag?

a fish bone, lump of fat, and a wet sock

chips, ham, a bun, and red grapes

chips, a can of pop, and grapes



---

---

---

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

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

29.2

Take-Home

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together.

## The Skiff Ride

“Let’s **take** a ride in my skiff,” says Scott.

“What’s a skiff?” asks Ling.

“Um, it’s **like** a ship,” says Scott, “but not so big.”

The kids run to the dock. They can swim well, but, to be **safe**, they slip on **life** vests. Scott and Ling get in the skiff.



Scott **steers** the skiff.  
He **steers** it to the west  
**side** of the **lake**. The skiff  
**glides** in the wind.

Ling spots lots of  
fun things.

“I **see** ducks **by** that  
**pine tree!**” she **yells**.

“Is that a fish?”  
Scott asks.

“There’s a **crane!**”  
Ling adds.

She **says**, “Scott, this is **so**  
much fun!”



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

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

PP.1

Activity Page

Directions: For each word, have students count the sounds. Have students write the number of sounds in the box and copy the word on the line.

1. smile

\_\_\_\_\_

-----

\_\_\_\_\_

2. tree

\_\_\_\_\_

-----

\_\_\_\_\_

3. brake

\_\_\_\_\_

-----

\_\_\_\_\_

4. hole

\_\_\_\_\_

-----

\_\_\_\_\_

5. shade

\_\_\_\_\_

-----

\_\_\_\_\_

6. spike

\_\_\_\_\_

-----

\_\_\_\_\_

7. choke

\_\_\_\_\_

-----

\_\_\_\_\_

8. rope

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---

---

---

9. bride

---

---

---

---

10. cone

---

---

---

---

11. sleep

---

---

---

---

12. plane

---

---

---

---

13. bee

---

---

---

---

14. size

---

---

---

---

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

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

PP.2

Activity Page

Check the words that are the best fit.

1.



**Jane** has a kite.

**Jane** has a bike.

---

2.



My cat is cute.

My hat is cute.

---

3.



This is a **rose**.

This is a **nose**.

---

4.



His **sheep** smell.

His **feet** smell.

---

5.



She is at the **lake**.

She is in bed.

---



---

6.



Dave **rakes** the grass.

Dave **bakes** ham.

---

7.



He **seems** sad.

He **seems** glad.

---

8.



Those are fish.

Those are pigs.

---

9.



He has a **cute** pup.

He has a **cute** cat.

---

10.



They sit and **smile**.

They sit on **bikes**.

---

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

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

Make a line from the words to the things.

1. sheep



2. bike



3. tape



4. cube



5. snake



6. trees



7. deer



8. slide



9. plate



10. cane



11. cone



12. bee



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

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

PP.4

Activity Page

Directions: Have students circle the phrases that are read aloud.

1. a red **flame**                      a red **frame**

2. he runs in                      she runs in

3. pass the **cone**                      pass the **cane**

4. their **bikes**                      the **bikes**

5. a **hive** of **bees**                      **bees** in a **hive**

6. you and Mom                      your mom

7. **wake** him up      **woke** him up

8. they are **mute**      they are **cute**

9. a lot of **feet**      a lot of **feed**

10. the **green** tin      the **green** lime

11. **shade** of red      **dash** of red

12. on this **side**      on this **site**

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

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

PP.5

Activity Page



mop  
mope



cap  
cape



fin  
fine



kit  
kite



cut  
cute



not  
note

Directions: Have students circle the words matching the pictures.



man  
mane



cub  
cube



rob  
robe



ten  
teen



pin  
pine



can  
cane

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

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

PP.6

Take-Home

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together.

## Lunch Trades

Dave checks his lunch bag. “No!” he fumes. “It’s ham. I ate ham all week! Will you trade, Ling?”

“I’ll trade my hot dog,” Ling says, “but not my chips. Will you trade your lunch, Scott?”

“I will trade,” Scott says, “but you will not like what Mom gave me.”





“Why?” asks Ling. “What’s  
in your bag?”

“A fish bone, a lump  
of fat, and a wet sock,”  
says Scott.

“No to all of those!” says Ling.

“Ug!” says Dave. “No trade!”

As Ling and Dave trade,  
Scott keeps his bag. He  
does not tell Ling and  
Dave what he has in his  
bag. He has chips, ham, a  
bun, and a bunch of red  
grapes. Scott likes all of  
the things in his bag. He  
will not trade them.



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

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

PP.7

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.

## Mike's Tale

The kids sat by a fire.

“Let’s all tell tales,” said Ling.

“Then we can vote on which tale is the best!”

“Let me tell mine!”

Mike said. “My tale will scare you.”

“No!” said Dave,

“You can’t scare me!”



“Well,” said Mike, “we will see!” “There’s a grump,” Mike said, “that makes its home close to this spot. It’s big. It has long fangs. It sleeps when the sun is up and wakes when the sun sets. The grump can smell kids. It likes to grab them and . . .”

Just then, there was a snap.

“What was that?” Dave said.

“It was just a twig,” Ling said.

“But what made it snap like that?” said Dave.



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

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

Dave was scared.

“EEEEEEEEEEEEEEEEEE!” he  
said. “IT’S THE GRUMP!  
RUN! RUN FROM THE  
GRUMP!”

Dave got up to run, but  
Ling said, “It’s not the  
Grump! It’s just Meg!”





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

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

PP.8

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.

## Green Grove Glade

Dave and Scott hike to Green Grove Glade with their moms and dads.

They stop at the gate and a man says, “Moms and dads, rest here where you can see your kids as they run, jump, and slide.”

Scott and Dave are glad this is a spot for kids. They are glad their moms and dads are close if they get tired.



The kids swing on the swings. They **slide** on the slides. They **ride** on the rides. When they get tired, they get their moms and dads and **hike** back to their homes.

“Was it fun, Scott?” his mom asks when they get home.

Scott nods and smiles.

“What was it **like**?” she asks.

Scott grins and quips,  
“It was fun, Mom! **Green Grove Glade** is a fun spot for kids!”



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

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

PP.9

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 Boss

“Meg,” Scott says,  
“when Mom and Dad  
are on their trip, I will  
be the boss here.”

“You are not the boss  
of me!” says Meg.

“I’m the boss!”  
says Scott.

“You are not!”  
says Meg.





Scott glares at Meg.  
Meg glares back at him.  
Just then Mom steps in  
and taps Scott on the  
back. “Scott,” she says,  
“meet Jen. Jen will be  
the boss till Dad and I  
get back.”

“Meg’s boss?” Scott asks.

“Meg’s boss and Scott’s  
boss,” his mom says.

“Rats!” says Scott.

“When will I get to be  
the boss?”



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

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

PP.10

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 King of Kites

“What’s that?”

Dave asks.

“It’s a kite I made,”  
says Scott.

“Can I help you test it?”  
Dave asks.

“Yes,” says Scott.

The kids **take** the kite  
**close** to the **lake** to test  
it. Scott grabs the string.  
Then he runs as fast as  
he can.



The wind grabs Scott's kite. The kite zips up. It rides on the wind. It shines in the sun. The wind lifts it up till it is just a speck.

Dave cheers.

“Scott,” he yells, “you are the man! That kite you made is the best kite of all time! You are the King of Kites!”







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

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

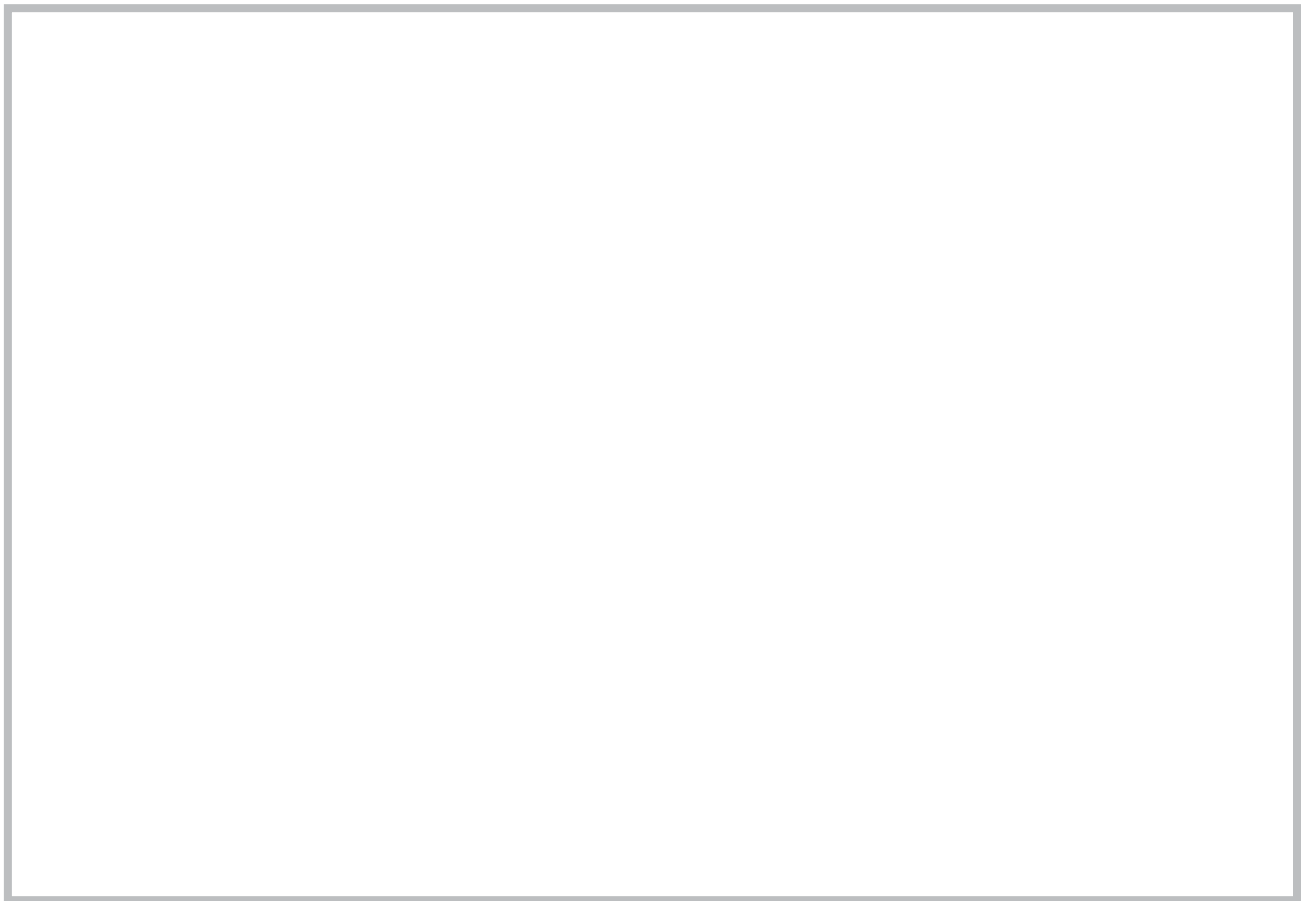
3. What **made** the twig snap?

the grump

Meg

**Mike**

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



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

PP.12

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

# Green Grove Glade

1. What is **Green Grove Glade**?

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

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_





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

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

PP.12

Activity Page

CONTINUED

3. What will Scott tell his mom **Green Grove** is like?

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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



---

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

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

# The Boss

1. What **made** Meg mad?

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

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

2. Tell what Mom said to Scott.

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 is a boss?

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

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



---

---

---

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

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

# The King of Kites

1. What did Scott **make**?

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

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_





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

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

3. **Dave** said Scott is . . .

the King of Kites.

the Kite Kid.

the Kite Man.

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



---

---

---



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

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

*Directions: Have students reread the story "Scott Bakes a Cake" and have students paste the sentences onto Activity Page PP.16 in the correct order.*



Scott cracks **three** eggs and drops them in the dish, one by one.

Mom tells Scott that he can help **make** the cake.

Meg says, "**See**, Scott. It's fun to **bake** a **cake!**"

Scott asks Mom if he can add in the **cake** mix.



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

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

*Directions: Have students paste the sentences from Activity Page PP.15 on this activity page in the correct order. Then have students illustrate each sentence.*

1.

2.

3.

4.



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

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

Fill in the gaps.

1.

c

\_\_\_\_\_

-----

\_\_\_\_\_

t

\_\_\_\_\_

-----

\_\_\_\_\_

2.

c

\_\_\_\_\_

-----

\_\_\_\_\_

t

3.

b

\_\_\_\_\_

-----

\_\_\_\_\_

t

4.

b

\_\_\_\_\_

-----

\_\_\_\_\_

t

5.

b

\_\_\_\_\_

-----

\_\_\_\_\_

t

\_\_\_\_\_

-----

\_\_\_\_\_



6.

b

\_\_\_\_\_

-----

\_\_\_\_\_

k

\_\_\_\_\_

-----

\_\_\_\_\_

7.

b

\_\_\_\_\_

-----

\_\_\_\_\_

k

\_\_\_\_\_

-----

\_\_\_\_\_

8.

w

\_\_\_\_\_

-----

\_\_\_\_\_

k

\_\_\_\_\_

-----

\_\_\_\_\_

9.

w

\_\_\_\_\_

-----

\_\_\_\_\_

k

\_\_\_\_\_

-----

\_\_\_\_\_

10.

ch

\_\_\_\_\_

-----

\_\_\_\_\_

k

\_\_\_\_\_

-----

\_\_\_\_\_

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

PP.18

Activity Page

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

Directions: Have students write the words containing the /i/ sound spelled 'i' under the 'i' header and the words containing the /ie/ sound spelled 'i\_e' under the 'i\_e' header.

spin  
shin  
quit  
shine

spine  
pine  
pin  
quite

as in bit

as in bite



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

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

Print the word where it fits best.

1. **cake**



\_\_\_\_\_

-----

\_\_\_\_\_

2. **bike**



\_\_\_\_\_

-----

\_\_\_\_\_

3. **robe**



\_\_\_\_\_

-----

\_\_\_\_\_

4. cube



5. cane



6. smile



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

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

Print the names of the things.

grape

grade

home

hand



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---

---

---

---

---

frill

fire

mute

mule



---

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---

---

dime

deem

clap

cape



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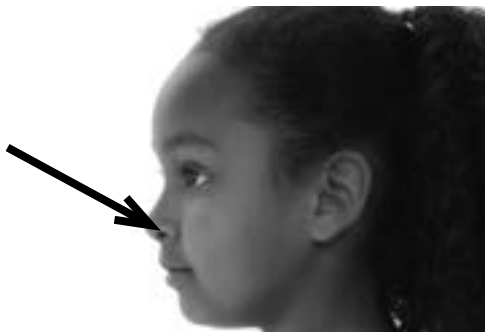
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hose

nose

gate

rake



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

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

In the box are the names of the 6 things. Print the names on the lines.

<b>lake</b>	<b>globe</b>	<b>feet</b>
<b>mule</b>	<b>bike</b>	<b>snake</b>

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



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



cone  
bones

grapes  
sleep

cube  
bride



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

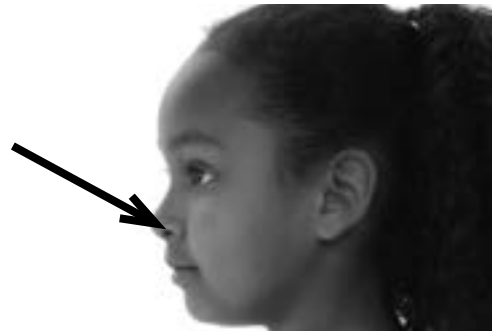
DATE: \_\_\_\_\_

rope

nose

cone

stone



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Directions: Ask students to write the matching word under the picture.

home

robe

bones

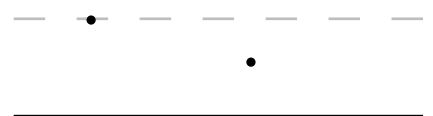
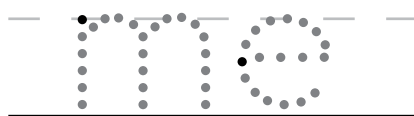
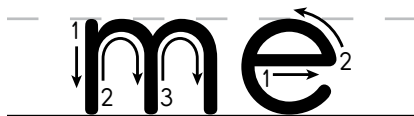
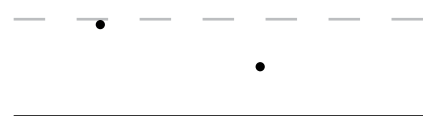
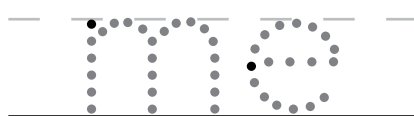
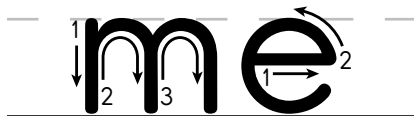
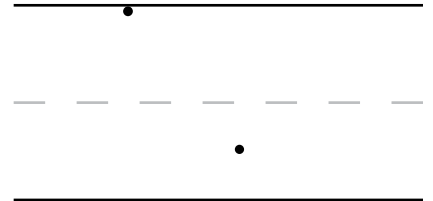
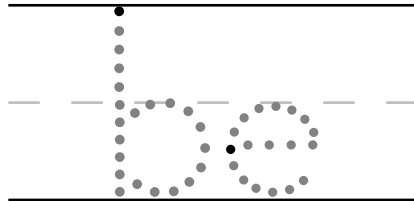
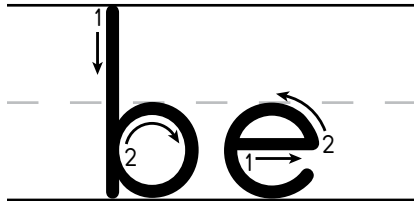
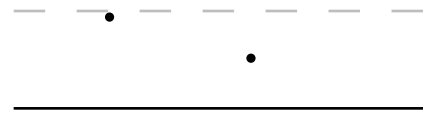
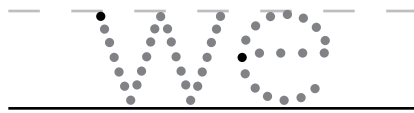
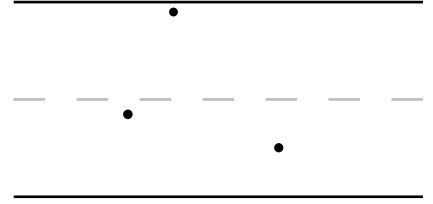
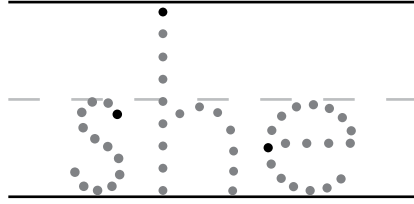
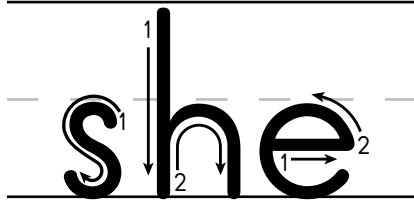
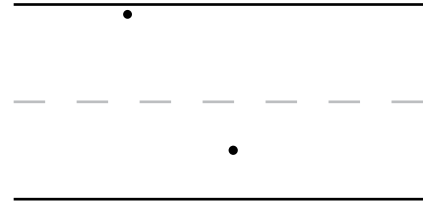
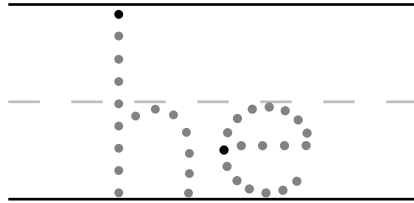
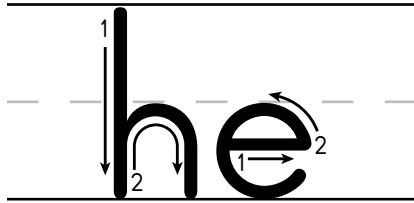
rose



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

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

Print the words.



he

.

.

she

.

.

we

.

.

be

.

.

me

.

.

me

.

.

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

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

Print the words.

they

they

they

they

they

they

they

they

they

their

their

their

their

their

their

their

their

their

they

they

they

they

they

they

they

they

they

their

their

their

their

their

their

their

their

their

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

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

Print the words.

my

my

my

boy

boy

boy

you

you

you

you

you

you

your

your

your

your

your

your



my

by

you

you

your

your

.

.

.

.

.

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