

5

Grade 1

Skills 5 | Activity Book

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Activity Book

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Skills 5

Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 5. 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

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

Root Word	<i>-ed</i> Word	<i>-ing</i> Word
sip	sipped	sipp·ing
slip		
drop		
clap		
stamp		
hop		
step		
jump		
lap		

NAME: _____

DATE: _____

1.2

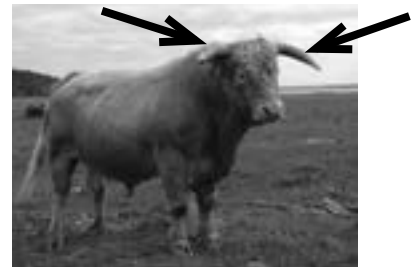
fan shark chick star car
dog horn ship spoon hand

Directions: Have students write each word from the box next to its matching picture. Students should write the words as plural nouns if the picture shows more than one thing.

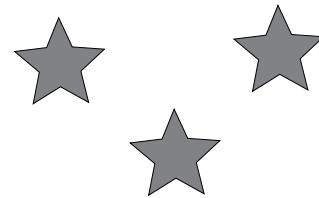
1.



2.



3.



4.



5.



Directions: Have students write each word from the box next to its matching picture. Students should write the words as plural nouns if the picture shows more than one thing.

fan shark chick star car
dog horn ship spoon hand

6.



7.



8.



9.



10.



NAME: _____

DATE: _____

1.3

Take-Home

Dear Family Member,

Today our class started Unit 5. The Reader for this unit is called *Kate's Book*. Your student will bring home stories you can read together about a young Navajo girl named Kate who spends a summer out west with her Doba, or grandmother. Remember that reading at home with your student is important for their success as a reader.

In addition, your student's spelling words for this week include a review of previously taught sound/spellings. As usual, there is one Tricky Word. Tricky Words do not play by the rules, meaning there are spellings that do not sound the way students would expect them to. These words need to be memorized, so your student will benefit from practice reading and writing them.

1. horn
2. porch
3. short
4. park
5. barns
6. herd
7. verb
8. Tricky Word: said

NAME: _____

DATE: _____

2.1

Directions: Have students look at each picture and label it using the plural or singular form.





Directions: Have students look at each picture and label it using the plural or singular form.



Three sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, positioned below the first row of images.



Three sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, positioned below the second row of images.

NAME: _____

DATE: _____

2.2

A Letter from Kate

1. Who is Do·ba?

Page _____

2. Where did Kate spend her summ·er?

Page _____

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

3. How old was Kate last summer?

- Kate was five.
- Kate was nine.
- Kate was ten.

Page _____

4. Kate said that . . .

- Do·ba made the art.
- Kate made the art.
- Kate's mom made the art.

Page _____

NAME: _____

DATE: _____

3.1

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

Root Word	<i>-ed</i> Word	<i>-ing</i> Word
nap	napped	napp·ing
scrub		
stub		
chip		
rob		
grab		
sob		
stop		
pump		
camp		

NAME: _____

DATE: _____

3.2

Directions: Have students trace and copy the punctuation marks. Then have students copy the sentences on the lines, adding the correct ending punctuation.



1. The rabb·it ran in·to its hole

2. Where did your dad park his car

Directions: Have students copy the first two sentences on the lines, adding correct ending punctuation. For the sentences below, have students fill in the correct punctuation mark.

3. I add·ed pepp·er to the dish

4. Who add·ed pepp·er to the dish

5. Jen scrubbed the tub ? or .

6. What happ·ened ? or .

7. Who has a cab·in out west ? or .

8. Kate went to vis·it her Do·ba ? or .

9. Kate made a book ? or .

10. Who made the art in Kate's book ? or .

NAME: _____

DATE: _____

3.3

Take-Home

Dear Family Member,

Below is the first story your student has read from a new Reader, *Kate's Book*. Please note that the tricky parts in Tricky Words are underlined, and multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units. Some of the words have been omitted in the version below. Please have your student fill in the blanks using the words from the word box.

After filling in the blanks, ask if your student has any ideas about what fun things Kate may have done with Doba over the summer.

like	art·ist	sad	Nez
summ·er	bor·ing	book	art

A Letter from Kate

I'm Kate _____, and this is my book!

This book tells what I did last _____ when I was nine. My mom and dad took me to vis·it with my Do·ba. Do·ba is my mom's mom. She is an _____, and she has a cab·in out in the Southwest.

At the start of my time with Do·ba, I was sad. It seemed like it would be a _____ summ·er. But in the end I had a lot of fun.

like
summ·er

art·ist
bor·ing

sad
book

Nez
art

I made this _____ to tell you all the fun stuff I did last summ·er. When I fin·ished it, Do·ba made the _____. You have the book we made in your hands. I hope you _____ it!

Kate Nez

NAME: _____

DATE: _____

4.1

Activity Page

In the Cave

1. What is the land Kate sees out in the Southwest like?
 - It is green.
 - It has lots of trees.
 - It has hills and red rocks.

Page _____

2. What was it that Kate and Do·ba found in the cave?
 - Do·ba and Kate found a coin.
 - Do·ba and Kate found a critt·er.
 - Do·ba and Kate found a rock.

Page _____

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

3. What could the coin be made of?

Page _____

4. What did Do·ba tell Kate they should do with the coin?

Page _____

NAME: _____

DATE: _____

4.2

Take-Home

Sort the words by their spellings for /k/.

cat	king	black	car	skin	book
class	truck	att·ic	fact	like	quack

/k/ → 'c'

/k/ → 'k'

/k/ → 'ck'

cat

king

black

NAME: _____

DATE: _____

5.1

Assessment

Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

NAME: _____

DATE: _____

5.2

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

Root Word	<i>-ed</i> Word	<i>-ing</i> Word
dab	dabbed	dabb·ing
sip		
ram		
bust		
pound		
look		
duck		
dash		
pop		
mash		
trip		
lick		

NAME: _____

DATE: _____

5.3

Directions: Have students copy the sentences on the lines, adding capital letters at the beginning and the correct punctuation marks at the end.

1. jim likes to splash in the pool in the summ·er

2. which book do you like best

3. would you like one scoop or two scoops

Add . or ? on the lines.

1. The jogg·er ran up the hill
2. How late did he get home
3. My sis·ter hugged me for a long
time
4. Where are my slipp·ers
5. When did you take a hike in the
for·est

NAME: _____

DATE: _____

6.1

Activity Page

kitch·en

chips

scratch

chin

which

catch

Directions: Have students complete the sentences with the words from the box.

1. _____ book is it?

2. Dan cooks food in the

3. Do not _____ the bug bite!

4. I bumped my _____.

5. She likes _____ for a snack.

6. Can you _____ this?

NAME: _____

DATE: _____

6.2

Take-Home

Spelling Words Lesson 6

1. chips
2. much
3. catch
4. fetch
5. marsh
6. shine
7. flash
8. Tricky Word: how

NAME: _____

DATE: _____

7.1

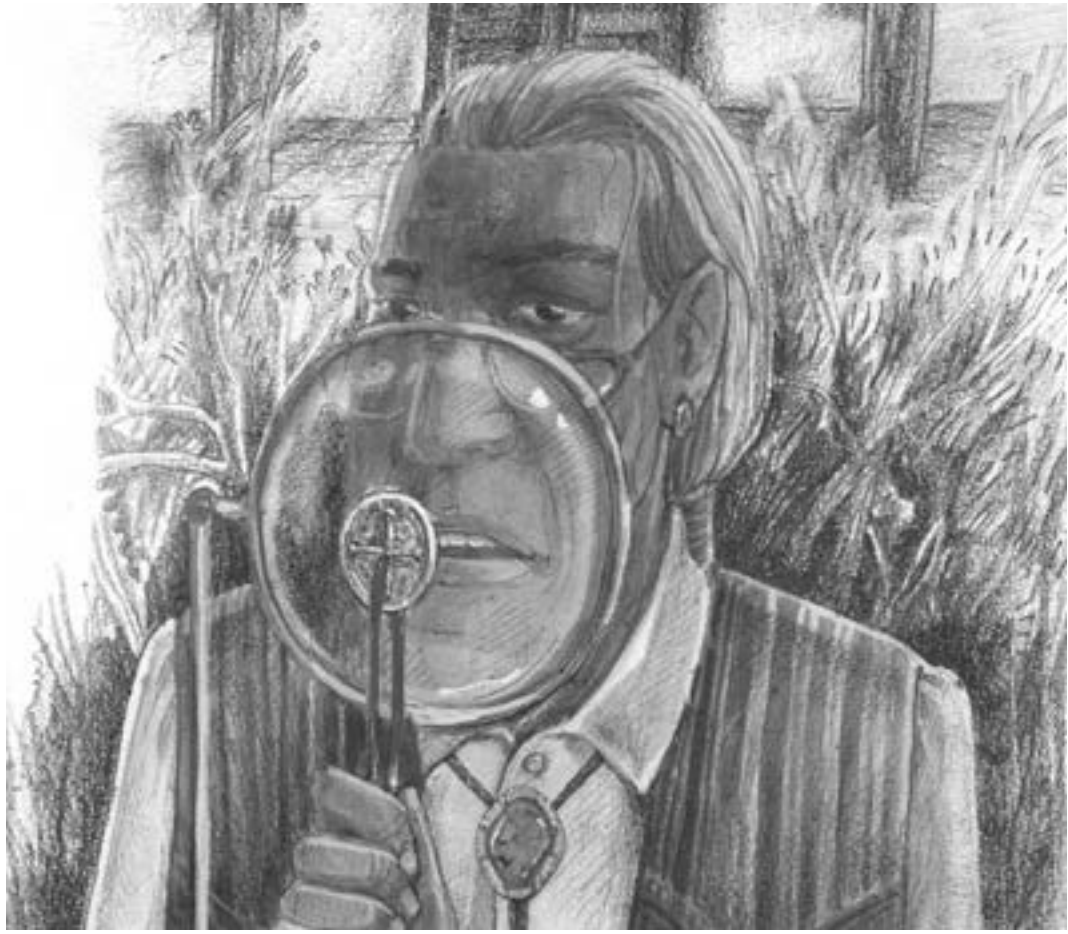
Have students copy the sentences on the lines, adding capital letters at the beginning and the correct punctuation.

1. do·ba drove us to the coin shop

2. are there a lot of coins in that
cave

3. sa·ni said that he could sell the
coin

Directions: Have students write a question and a statement about the picture on the lines below.



NAME: _____

DATE: _____

7.2

Activity Page

The Coin Shop

1. What is the coin that Kate found made of?
 - The coin is made of copp·er.
 - The coin is made of sil·ver.
 - The coin is made of steel.

Page _____

2. What sort of coin is it?
 - It is a Dutch coin.
 - It is a Brit·ish coin.
 - It is a Span·ish coin.

Page _____

3. Sa·ni said the coin was mint·ed ...
 - in the six·teen hun·dreds.
 - in the nine·teen hun·dreds.
 - last summ·er.

Page _____

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

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

4. Should Kate keep or sell the coin? Why?

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



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

NAME: _____

DATE: _____

7.3

Take-Home

Dear Family Member,

Your student has been learning to read words with the spellings 'ch' (*chin*) and 'tch' (*itch*) for the sound /ch/. The words below contain these spellings. Ask your student to cut apart the word cards. Show the cards to your student to read aloud and use in a sentence. Your student can sort the words into piles according to which spelling is used for /ch/. There are also Tricky Words which are marked with an *.



kitch·en	catch·er	chips	sh <u>ou</u> ld*
stretch	chin	batch	stitch·es
hatch	march	h <u>ow</u> *	fetch <u>e</u> d
much	be· <u>ca</u> use*	scr <u>at</u> ch·ing	chant

NAME: _____

DATE: _____

8.1

Activity Page

You Never Can Tell

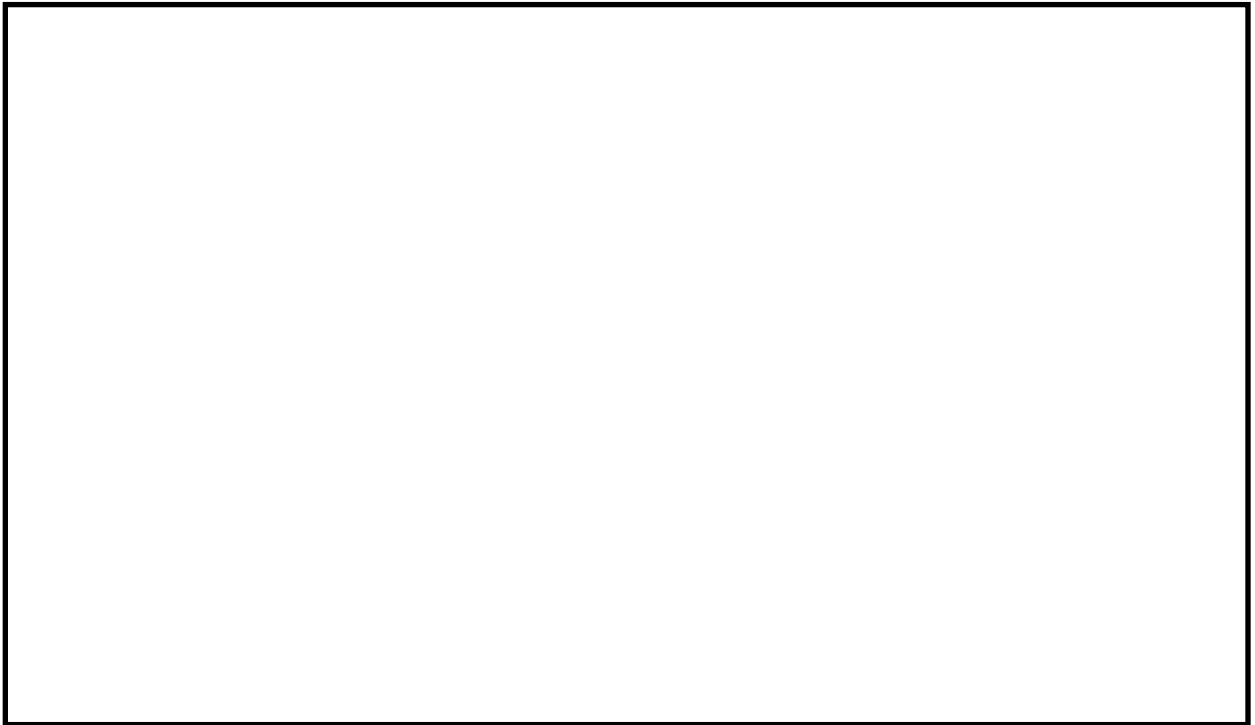
Directions: Have students reread the story and choose the correct answer.

1. Do·ba said Kate had to sell the coin.
 yes
 no
2. Kate did sell the coin.
 yes
 no
3. Kate and Do·ba think that a Na·va·jo girl could have hidd·en the coin in the cave.
 yes
 no
4. Things that are rare cost a lot.
 yes
 no

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

5. Is Kate glad that she found the coin? Why or why not?

Handwriting practice lines consisting of four sets of solid top and bottom lines with a dashed midline.



Handwriting practice lines consisting of two sets of solid top and bottom lines with a dashed midline.

NAME: _____

DATE: _____

8.2

Take-Home

Dear Family Member,

This is a story from the Reader *Kate's Book*. Encourage your student to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined. Please note that multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

Repeated reading is an important way to improve reading. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

The Coin Shop

Do·ba drove us to the coin shop.

The man in the coin shop was a pal of hers. His name was Sa·ni.

"Sa·ni," Do·ba said, "this is Kate Nez. I'm Kate's do·ba. She's out here for the summ·er. We went for a hike, and Kate found a coin in a cave."

"Well, Miss Nez," Sa·ni said, "let's have a look at it!"

I hand·ed him the coin.

Sa·ni set it un·der a look·ing glass and switch·ed on a lamp. "Let's see," he said. "It's got some scratch·es on it. But I can tell that it's a Span·ish coin. It's made of sil·ver, too."

"When was it made?" asked Do·ba.



“There’s no date on the coin,” said Sa·ni. “But I’ll bet it dates back to the six·teen hun·dreds. The Span·ish mint·ed a big batch of coins like this one back then.”

“Good·ness!” said Do·ba.

“Is that a long time back in the past?” I asked.

“Yes,” said Sa·ni. “Let me run and fetch my book on Span·ish coins.”

When Sa·ni came back, he said, “There’s just one thing I need you to tell me, Miss Nez.”

“What’s that?” I asked.

“Are there a lot of coins like this one in that cave?”

“No,” I said, “we found just this one.”

“That’s a shame,” Sa·ni said.

“Why?” I asked.

“If there were a lot of coins, you and your Do·ba would be rich!” said Sa·ni. “I could sell a coin like this for three hun·dred bucks!”

“Three hun·dred bucks?” said Do·ba.

Sa·ni nodd·ed.

“Yipp·ee!” I shout·ed. “I’m rich!”

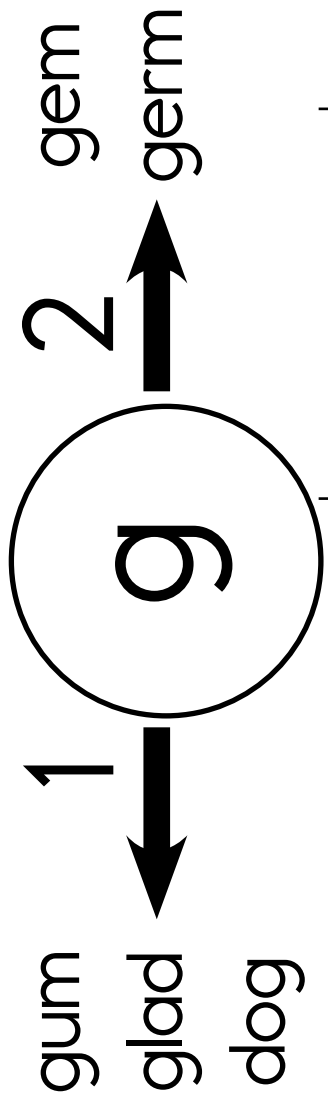
NAME: _____

DATE: _____

9.1

Activity Page

Sound out the words with the lines un·der them. Is the 'g' sound·ed /g/ as in *got* or /j/ as in *gem*? Print the words where they fit.



	/g/ as in <i>got</i>	/j/ as in <i>gem</i>
1. A cat is larg <u>e</u> r than a rat.		larg <u>e</u> r
2. We have two arms and two leg <u>s</u> .		
3. Can g <u>e</u> rms make you sick?		
4. I'd rath <u>e</u> r ride my bike than jog <u>s</u> .		
5. There are plants in the gar <u>d</u> en.		

NAME: _____

DATE: _____

9.2

Activity Page

The Offer

1. What was Sa·ni's off·er?
 - His off·er was to take the coin.
 - His off·er was to take Do·ba and Kate camp·ing.
 - His off·er was to make dinn·er.

Page _____

2. To Kate, camp·ing sounds like . . .
 - fun.
 - it would be bor·ing.
 - a hard time.

Page _____

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

3. What will Kate, Do·ba, Sa·ni, and Gad do on their camp·ing trip?

Page _____

4. Will Kate sleep in a bed or sleep in a tent?

Page _____

NAME: _____

DATE: _____

9.3

Take-Home

Dear Family Member,

Your student has been learning how to form plural nouns. In class, we have been listening to the sound that 's' makes at the end of a word. For *books*, for example, the 's' makes a /s/ sound, whereas the word *dogs* has the buzzy /z/ sound. Below are a number of words your student should change to the plural form. Ask your student to listen for either the /s/ or /z/ sound at the end. Have students place their fingers on their voice boxes so they can feel the difference between /s/ and /z/. Remind your student that when a word ends in 'sh', 'ch', 's', and 'x', we add 'es' to change it to the plural form.

one book	five <u>books</u>
one splash	three _____
one match	nine _____
one fox	ten _____
one dog	five _____
one chimp	<u>two</u> _____
one dish	nine _____
one box	three _____
one buck	ten _____
one spoon	<u>two</u> _____

NAME: _____

DATE: _____

10.1

Assessment

Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

The Campsite

1. Sa·ni picked Kate and Do·ba up in his . . .

- car.
- cab.
- truck.

Page _____

2. The land is good for . . .

- camp·ing.
- farm·ing.
- swimm·ing.

Page _____

3. What did Kate un·pack at the camp·site?

- She un·packed sleep·ing bags and tents.
- She un·packed tents and games.
- She un·packed sleeping bags and games.

Page _____

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

Directions: Have students retell the end of the story or copy their favorite sentences from the end of the story.



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

NAME: _____

DATE: _____

11.1

Activity Page

Sort the words by their spellings for /t/.

time	un·til	sit	truck
cut	baked	bitt·er	cutt·ing
parked	sitt·ing	ripped	hoped

/t/ → 't'

/t/ → 'tt'

/t/ → 'ed'

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

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

Root Word	<i>-er</i> Word	<i>-est</i> Word
wet	wett·er	wett·est
hot		
short		
fit		
round		

NAME: _____

DATE: _____

11.2

Directions: Have students first read each sentence to determine which ending punctuation should be added in the box. Then have students rewrite the sentence to include correct punctuation and capitalization.



1. do·ba, what is that

2. that sounds like fun

3. what sort of coin is it

4. it is a Span·ish coin

5. when was the coin made

6. the coin is from the six·teen hun·dreds

7. “Yippee ” I shout·ed.

8. I am rich

NAME: _____


DATE: _____

11.3

Take-Home

Dear Family Member,

Your student has been learning to read words with the spellings 'tch' as in *catch* and 'ge' as in *merge*. Have your student cut apart the word cards. Show the cards to your student, and have your student read them and use them in a sentence. Ask your student to copy the words onto a sheet of paper. You may also read the words out loud and have your student write the words down, one sound at a time. Please keep the cards for future practice.

catch	large	bulge	
hatch	barge	kitch·en	
charge	plunge	scratch	
merge	itch	ketch·up	

NAME: _____

DATE: _____

11.4

Take-Home

Dear Family Member,

Our class has been continuing to read and write two-syllable words. Your student may find it helpful to practice writing and remembering the spelling words syllable by syllable. The spelling words this week all have the /j/ sound. The /j/ sound can be written with the spellings 'j', 'g', and 'ge'.

Spelling Words Lesson 11

1. jumping
2. jars
3. germ
4. gem
5. charged
6. fringe
7. magic
8. Tricky Word: your

NAME: _____

DATE: _____

12.1

Sort the words by their spellings for /d/.

down	could	duck	add
trimmed	shred	shredding	wedding
odd	hide	said	planned

/d/ → 'd'

/d/ → 'dd'

/d/ → 'ed'

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

Root Word	<i>-er</i> Word	<i>-est</i> Word
mad	madd·er	madd·est
sad		
hard		
red		
loud		

Sa·ni's Stor·y

1. What did Sa·ni do af·ter dinn·er?
 - Sa·ni went to bed af·ter dinn·er.
 - Sa·ni shared a stor·y af·ter dinn·er.
 - Sa·ni went home af·ter dinn·er.

Page _____

2. Who is Spi·der Wo·man?
 - Spi·der Wo·man is a wo·man who climbs.
 - Spi·der Wo·man is a wo·man who bakes.
 - Spi·der Wo·man is a wo·man who helps.

Page _____

3. How did the boy get to the top of Spi·der Rock?
 - The boy walked up the rocks.
 - The boy used a ladder.
 - The boy used a silk rope.

Page _____

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

4. How did the boy get the silk rope?

Page _____

5. Why was Sa·ni glad that Kate and Gad liked the stor·y?

Page _____

NAME: _____

DATE: _____

12.3

Dear Family Member,

Your student has been learning to read words with the spellings 'ch' (*chin*) and 'tch' (*itch*) for the sound /ch/ and the spelling alternatives 'j' (*jump*), 'g' (*germ*), and 'ge' (*large*) for the sound /j/. The words below contain these spellings. Ask your student to cut apart the word cards. Show the cards to your student, and have your student read them. Extension: Have your student sort the words into piles according to which spellings are used for the sounds /ch/ and /j/.

chase	hinge	germ
match	snatch	pitch
switch	jaw	much
gem	lunge	jack·et

NAME: _____

DATE: _____

13.1

Activity Page

muff·ins

gin·ger

af·ter

stage

off

leg·end

traff·ic

match·es

1. Will you munch on _____
snaps af·ter dinn·er?

2. We were late be·cause of

_____.

3. James made _____ to
share with his pals.

4. I can go to·day _____
class.

muff·ins

gin·ger

af·ter

stage

off

leg·end

traff·ic

match·es

5. The man sang on the

_____.

6. I must get
the bus!

7. Do·ba shared a
with us.

8. Do you need
for the fire?

NAME: _____

DATE: _____

13.2

Directions: Have students read the sentences to determine which punctuation to add to the first five items. Students should then create their own question, exclamation, and statement.

1. The kitt·en sleeps

2. I can't sleep be·cause my bug bites itch

3. Will the chicks hatch soon

4. Do not yell

5. Roger can cook

6. _____?

7. _____!

8. _____.

NAME: _____

DATE: _____

13.3

The Visit

Fill in the _____ with words from the box.

tree

pots and pans

~~pack~~

tents

lan·tern

1. They stuffed the food in·to a large

pack _____.

2. They kept the food pack up in a

_____.

3. They all went to sleep in their

_____.

4. The loud clatt·er of _____

_____ woke them up.

5. To see in the dark, they used a

_____ .

6. Why did Sa·ni hoist the food up in the tree?

Page _____

7. Draw one of the parts of “The Vis·it.”



NAME: _____

DATE: _____

14.1

Activity Page

verbs

van

serve

river

twelve

vote

never

vet

Directions: Have students complete the sentences with the words from the box.

1. *Run* and *jump* are _____.

2. When I was _____, I went to camp.

3. She will _____ you a big snack.

4. We took the dog to the _____.

verbs

van

serve

riv·er

twelve

vote

nev·er

vet

Directions: Have students complete the sentences with the words from the box.

5. I went swimm·ing in the

_____.

6. You _____ can tell!

7. Will you _____ for me?

8. Can we drive to the park in the

_____ ?

The Hike

1. When did Gad and Kate dig up the bone?
- Gad and Kate dug up the bone in the morn·ing.
 - Gad and Kate dug up the bone af·ter lunch.
 - Gad and Kate dug up the bone af·ter dinn·er.

Page _____

2. What did Gad and Kate use to dig out the bone?
- Gad and Kate used forks.
 - Gad and Kate used spoons.
 - Gad and Kate used hamm·ers.

Page _____

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

3. How long was the bone?

- The bone was one foot long.
- The bone was two feet long.
- The bone was three feet long.

Page _____

4. Who needs to look at the bone to tell Gad and Kate the sort of bone it is?

Page _____

Dear Family Member,

This is a story your student has probably read once, possibly several times, 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. Please note that multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

Repeated reading is an important way to improve reading. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

The Campsite

Sa·ni came and
picked us up in his truck.
We drove for miles to
get to the camp·site.

“Do·ba,” I said, “what
is this place?”

“Well,” said Do·ba,
“take a look. See all the
sand, rocks, and stones?
This land is not good for
farming, but it’s good for
hik·ing.”



“And it’s good land for camp·ing!” said Sa·ni.

When we got to the camp·site, we had to un·pack sleep·ing bags, tents, lan·terns, match·es, and lots of food. We lugged it all to the camp·site.

Sa·ni chose a spot to set up camp. Gad and I helped set up the tents. It took us a long time.

For dinn·er we had hot dogs. We stuck them on sticks and held them in the fire. My hot dog got all black be·cause I left it in there too long. Gad gave me one of his.

That was when I said to my·self, “Gad is OK!”



NAME: _____

DATE: _____

15.1

Assessment

Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

NAME: _____

DATE: _____

15.2

Activity Page

The Best Book Ever

The best book ev·er is called *The Green Fern Zoo*. In the book, a zoo keep·er named Vern takes chil·dren in to see the zoo and meet all of the critt·ers. I like this book a lot be·cause Vern tells lots of fun facts that des·cribe all of the critt·ers. The snap·shots are fan·tas·tic be·cause they make you feel like you are in the zoo and close to the critt·ers. You should pick up *The Green Fern Zoo* be·cause it is a book you will not for·get!

NAME: _____

DATE: _____

16.1

Directions: Have students read the sentence and circle the spellings that stand for the /r/ sound. At the end of each sentence is the amount of times the /r/ sound occurs. Instruct students to copy words with the /r/ sound in the provided spaces below the sentence, as shown in the example.

The box had red wrapping on it. (2)

red wrapping

1. I like to visit the reptile room. (2)

2. They wrapped my cast in the wrong fabric. (3)

3. I got a ride up the ramp. (2)

4. My name is written in the book. (1)

5. I took a long trip with my pal Rex.
(2)

6. We hiked on the red rocks. (2)

7. I am not wrong! (1)

8. Do not wreck the room! (2)

NAME: _____

DATE: _____

16.2

Take-Home

Dear Family Member,

Our class has been reading stories from *Kate's Book*. Your student can tell you about the adventures Kate has been having with Doba and their friends Sani and Gad. Remember that reading at home with your student is important for their success as a reader.

The spelling words for this week contain the /t/, /d/, and /f/ sounds. Your student can practice reading and writing these words, as well as clap the syllables for them. The last spelling word is a Tricky Word. Tricky Words do not play by the rules, meaning there are spellings that do not sound the way students would expect them to. These words need to be memorized.

Spelling Words Lesson 16

1. trucker
2. kitten
3. parked
4. duck
5. add
6. planned
7. offer
8. Tricky Word: was

The Bone Man

1. Who is Ron Fitch?

- Ron Fitch is a pal of Do·ba's.
- Ron Fitch is an ex·pert on coins.
- Ron Fitch is an ex·pert on bones.

Page _____

2. What did Gad tell Kate a rap·tor is?

- The rap·tor is the cool·est in·sect of all time.
- The rap·tor is the cool·est rep·tile of all time.
- The rap·tor is the cool·est dog of all time.

Page _____

3. Which word is the noun in “the cool·est rep·tile”?

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

4. Why is it so cool that Kate and Gad found a rap·tor bone?

Page _____

5. What should Kate and Gad do with the rap·tor bone?

Page _____

NAME: _____

DATE: _____

17.2

Take a Stand and Tell Why (Plan)

Take a
Stand on
Kate's Book

Describe
Kate's Book

Tell Why #1

Tell Why #2

End with
a Zinger

NAME: _____

DATE: _____

17.3

Take a Stand and Tell Why (Draft)

Date: _____

Dear Kate,

Cheers,

NAME: _____

DATE: _____

17.4

Take-Home

Dear Family Member,

Please have your student complete the sentences with the words from the box.

morn·ing

bigg·est

stretched

kitch·en

scratch·ing

large

rocks

batch

1. Out west there are hills and red

_____.

2. We went for a hike in the

_____.

3. We dug up a _____
bone that was three feet long.

4. It was the _____ bone I
had ev·er seen!

morn·ing

bigg·est

stretched

kitch·en

scratch·ing

large

rocks

batch

5. I can't stop _____ my
bug bite!

6. Is Dad cook·ing in the
_____ ?

7. I made a big _____ of
sweets!

8. I _____ out my arms to
get the book.

NAME: _____

DATE: _____

18.1

Check the Draft Step by Step

Step	Check?
Check that the date is there.	
Check that “ <u>Dear</u> Kate” is there.	
Check that you took a stand on <i>Kate’s Book</i> .	
Check that you des·cribed <i>Kate’s Book</i> .	
Did you Tell <u>Why</u> #1 with <u>be·cause</u> ?	
Did you Tell <u>Why</u> #2 with <u>be·cause</u> ?	
Check that you end·ed the lett·er with a zing·er.	
Check that you closed the lett·er and gave your name.	
Aa, Bb, Cc, I and ? . !	
Check that the words are spelled well.	

NAME: _____

DATE: _____

18.2

Take-Home

Dear Family Member,

This is a story your student has probably read once, possibly several times, 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. Please note that multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

Repeated reading is an important way to improve reading. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

The Visit

After telling us the story, Sa·ni said, “It’s time to pack up the food.”

We stuffed the food into a large pack with a rope on it. Sa·ni tossed the rope up into a tree and hoisted the food pack up so that it was hanging ten feet off of the ground.

“Paw-paw,” said Ga·d, “why do we have to keep the food up in the tree?”

“Be·cause it will keep the food safe from fox·es and rabb·its that would like to snack on it,” Sa·ni said.

After that, we crawled into the tents, flipped off our lanterns, and went to sleep.



Do·ba and I slept well un·til a loud clatt·er out·side woke us up.

“What was that?” I asked. “I can’t tell,” said Do·ba, as she hugged me close to her.

Sa·ni ran out·side with his lan·tern and yelled, “Get out of here! Scram! Get lost!”

When we went out, we saw Sa·ni and Gad stand·ing there. Sa·ni had his lan·tern.

“Sa·ni,” Do·ba asked, “who came to vis·it?”

“I did not see it,” said Sa·ni, “but I’m bett·ing it was a fox who was look·ing for some scraps of food. He bump·ed in·to the pots and pans. The clatt·er of the pots and pans must have scared him off.”

“Is that why we hoist·ed the food pack up in the tree?” Gad asked.

“That’s why!” said Sa·ni.



NAME: _____

DATE: _____

19.1

Sort the words by their spellings for /l/.

long	like	large
solve	all	smell
look	sleeve	well
still	latch	skill

/l/ → 'l'

/l/ → 'll'

Handwriting practice lines for the /l/ → 'l' column. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 rows in total.

Handwriting practice lines for the /l/ → 'll' column. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 rows in total.

NAME: _____

DATE: _____

20.1

Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

Two Good Things and One Bad Thing

1. What sort of bone did Gad and Kate dig up?

Page _____

2. Why can't Gad and Kate keep the bone?

Page _____

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

3. What will Ron Fitch do next?

Page _____

4. What name would you pick for the rap·tor? Why?

Dear Family Member,

This is a story your student has probably read once, possibly several times, 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. Please note that multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

Repeated oral reading is an important way to improve reading. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

The Hike

The next morn·ing, we went on a hike.
Af·ter a bit, we stopped for lunch.

When Gad fin·ished his lunch, he asked, “Can Kate and I look for rocks?”

Sa·ni said OK.

“Kate,” Gad said to me, “bring your fork. We can use it to dig up rocks.”

I grabbed my fork, and we went off to look for rocks.

Gad point·ed at a bump on the side of a cliff and said, “Let’s dig that rock out!”

The rock did not look all that larg·e. But when we start·ed digg·ing, we soon saw that it was larg·er than it had seemed.

Af·ter a bit, Gad said, “Gee! It must be two feet long! We need to keep scratch·ing in or·der to car·ve it out of the side of the cliff.”

We went on scratch·ing with our forks.



“Let’s tug on it!” Gad said “I bet we can get it out by our·selves.”

We grabbed and tugged it.

It popped out. But so did a big cloud of sand and dust. Gad and I fell down.

Once the dust and sand had drift·ed off, I saw Gad stand·ing there with the thing in his hands.

“It’s not a rock!” he yelled. “It’s a bone!”

It was the big·est bone I had ev·er seen. It was three feet long!

Sa·ni and Do·ba came runn·ing. When she saw the bone, Do·ba looked upset.

“Are you alright?” I asked. She did not say.

“Will you tell me, Kate, where you found that large bone?”

Gad point·ed to the spot where we found it.

“Goodness!” she said. “It was in the cliff.”

“What is done, is done.” said Sa·ni. “Let’s look at it.”

Sa·ni set the bone on the ground. Then he took a pic·ture of the bone and said, “We need to get an ex·pert to look at this bone and tell us what sort of bone it is.”



NAME: _____

DATE: _____

21.1

Activity Page

Directions: Have students read each sentence and the two word choices provided for the blank. Tell students to pick the best choice for each sentence and write it in the blank.

1. We _____ the
(hoist·ed, plant·ed)
food up the tree.
2. I flipped off my _____
(lett·er, lan·tern)
and went to sleep.
3. She was _____
(scratch·ing, stuff·ing)
a large bug bite.
4. Sa·ni made Do·ba and Kate an
_____ to take
(clatt·er, off·er)
them camping.

Directions: Have students read each sentence and the two word choices provided for the blank. Tell students to pick the best choice for each sentence and write it in the blank.

5. Sa·ni had _____
(match·es, mag·ic)
for the fire.

NAME: _____

DATE: _____

21.3

Take-Home

Dear Family Member,

Your student has been learning to read words with the spellings 'v' (*van*) and 've' (*twelve*) for the sound /v/, and the spellings 'r' (*red*) and 'wr' (*wrist*) for the sound /r/. The words below contain these spellings. Ask your student to cut apart the word cards. Show the cards to your student, and have your student read them. Extension: Have your student sort the words into piles according to which spelling is used for the sounds /v/ and /r/.



I've	vet	shelves
vast	wrist	wrong
crisp	sleeves	wrap
rich	write	twelve

NAME: _____

DATE: _____

22.1

Assessment

1. switch swap swim swish

2. cash catch cans caps

3. stretch such straps stitch

4. hem germ gem chin

5. gin·ger gen·der gin·seng grates

6. ditch dig·it date digs

7. plunge lunge pluck plug

8. shall·ot chipp·er chall·enge champ

9. lunge large lake lunch

10. sops solve sipped sol·vent

11. carve cave calves can't

12. twin dwell teen twelve

13. ride write rip ripe

14. wrap rant lap rag

15. wring rig wrist ramp

Directions: In Part 1, have students circle the noun(s) and underline the verb with a squiggly line. In Part 2, have students write a question mark, exclamation point, or a period to complete the sentence. In Part 3, have students add an adjective and/or a location in order to expand the sentences. In Part 4, students should write the plural form of each noun and also the past tense and -ing form of each verb.

Part 1:

Max digs.

1. Kate swims.
2. Frogs hop.
3. The dog barks.
4. Jane ate a hot dog.
5. Those children run fast.

Part 2:

Why is it cold

1. Do you like to shoot baskets
2. I can write my name
3. Can your dog fetch sticks
4. When is dinner
5. Catch it

Part 3:

1. My sis·ter runs.

2. Gran bakes.

3. Gin·ger helps.

4. The dogs dig.

5. Max sings.

NAME: _____

DATE: _____

22.2

CONTINUED

Part 4: _____

One paw, five **paws** _____

1. One box, three _____

2. One **wrist**, five _____

3. One **gem**, nine _____

4. One **stitch**, ten _____

5. One kiss, three _____

Root Word	<i>-ed</i>	<i>-ing</i>
jump	jumped	jumping
rub		
pop		
hunt		
nap		

The Scoop

1. What did the TV man ask Gad and Kate?
 - Can we see the bone?
 - Can we shoot the rocks?
 - Can we shoot some film of you?

Page _____

2. How did Gad feel when the TV man spoke to him?

Page _____

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

NAME: _____

DATE: _____

PP.1

Activity Page

Directions: Have students circle the sounds in each word. Then have students count the sounds in the word and write the number in the box. Have students then write the word on the line following the box.

1. gem

2. shelves

3. pitch·er

4. wrecks

5. bulge

6. carve

7. merge

8. wrapp·er

9. sleeves

10. filled

11. scatt·er

12. itch

13. serve

14. larg·er

15. germs

16. blubb·er

NAME: _____

DATE: _____

PP.2

Activity Page

Directions: Have students trace and copy the spellings and words. Encourage students to say the sounds while writing the letters.

tch

match

g

germ

ge

large

ch

ch

match

g

g

germ

ge

ge

large

NAME: _____

DATE: _____

PP.3

Activity Page

Directions: Have students trace and copy the spellings and words. Encourage students to say the sounds while writing the letters.

v e

carve

wr

write

ll

spell

ve

ve

curve

wr

wr

write

l

spell

NAME: _____

DATE: _____

PP.4

Activity Page

Cut out the word cards.



stretch	wring	charge
nerve	twelve	wrote
pitch	larg·est	barge
catch	bulge	solve

NAME: _____

DATE: _____

PP.5

Activity Page

Match the word cards to the words on this page.

pitch	solve	wrote
bulge	larg·est	nerve
wring	stretch	barge
charge	catch	twelve

NAME: _____

DATE: _____

PP.6

Mark the words that are said and **write** them on the lines.

1. **age** **page**

2. **pitch** **patch**

3. **twelve** **elves**

4. **write** **wrote**

5. **barge** **large**

6. **gem** **jam**

7. **kitch·en** **kitt·en**

8. **Marge** **merge**

9. **nerve** **nev·er**

10. **wring** **wrong**

NAME: _____

DATE: _____

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

1. Is **ketch**·up a game? _____

2. Is **twelve** larg·er than
nine? _____

3. Is your **wrist** part of
your leg? _____

4. Do you sleep in the
kitch·en? _____

5. Do hors·es have
hooves? _____

6. Do cats **hatch** out of
eggs? _____

7. Is a **germ** larg·er
than a bug? _____

8. Can a bird **catch** a
bug? _____

NAME: _____

DATE: _____

PP.8

Activity Page

Write the words on the lines.

wrong

catcher

germs

large

ginger

NAME: _____

DATE: _____

Write the words on the lines.

pitcher

nerve

merge

sleeves

wrap

NAME: _____

DATE: _____

Mark the words that are said.

1 star ve starv starf	2 larg large e larch
3 rist rrist wrist	4 cage cag catch
5 mach match mash	6 swich switch swig
7 rong rrong wrong	8 solf solv solve

NAME: _____

DATE: _____

In the box are six words. Write them on the correct lines.

match·es	carve	ketch·up
gems	hooves	mag·ic













NAME: _____

DATE: _____

Write the words on the correct lines.

1. mag·ic



2. kitch·en



3. hatch



4. large



5. twelve



NAME: _____

DATE: _____

PP.13

Activity Page

Fill in the _____.

1. He _____ in-to the pool.

2. We can _____ the prob-lem.

3. The dog _____ the stick.

4. The beep-ing sound got on my

_____.

5. _____ can make you sick.

6. Will you _____ me a lett-er?

7. What is on the next _____?

8. Who is the best _____?

NAME: _____

DATE: _____

PP.14

Activity Page

Directions: Have students color the boxes that contain words that have 'g' sounded /g/ as in got in one color and the boxes that contain words that have 'g' sounded /j/ as in gem in another color.

gent·ler	glad	grin
leg·end	gift	germ
mag·ic	gem	gin·ger
glass·es	grilled	gar·lic

NAME: _____

DATE: _____

PP.15

Activity Page

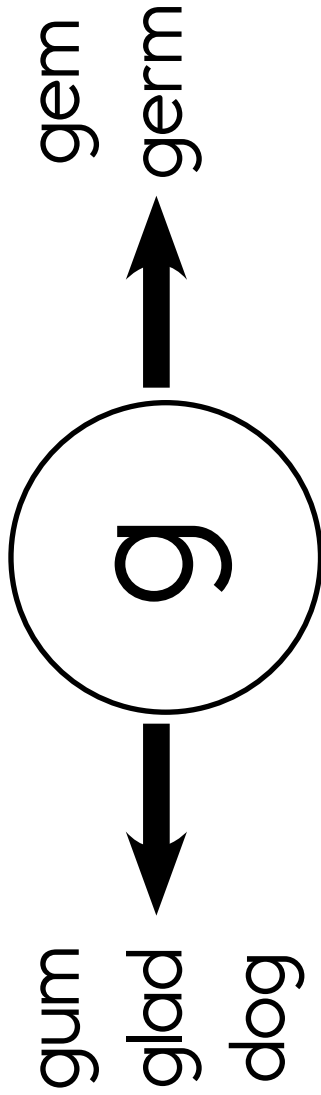
Directions: Have students color the boxes that contain words that have 'ed' sounded /t/ as in asked in one color and the boxes that contain words that have 'ed' sounded /d/ as in filled in another color.

sparked	hummed	fetches
grabbed	crawled	sniffed
wronged	tricked	wrapped
hatched	cooled	sobbed

NAME: _____

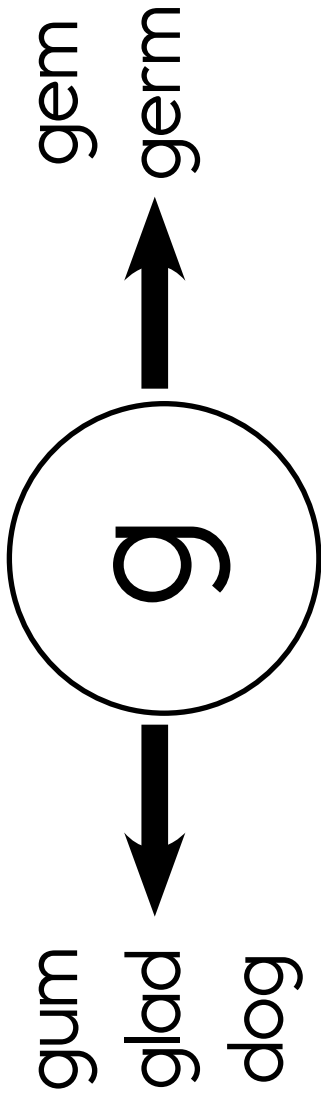
DATE: _____

Sound out the words with the lines un·der them. Is the 'g' sounded /g/ as in *got* or /j/ as in *gem*? Write the words in the correct space.



	/g/ as in <i>got</i>	/j/ as in <i>gem</i>
1. The film had a trag <u>i</u> c ending. It was so sad!		tragic
2. An ant is a bug <u>g</u> .		
3. Mom made a batch of gin <u>g</u> er snaps.		
4. We have a gas stov <u>e</u> in our kitch <u>e</u> n.		
5. Who is your best pal? Rog <u>e</u> r is.		
6. She sent me a get <u>g</u> -well card.		

Sound out the words with the lines un·der them. Is the 'g' sound·ed /g/ as in *got* or /j/ as in *gem*? Write the words in the correct space.



	/g/ as in <i>got</i>	/j/ as in <i>gem</i>
1. A stone that costs a lot is a <u>g</u> em.		gem
2. She <u>g</u> asped when she saw the snake.		
3. My arms are short·er than my <u>l</u> egs.		
4. Scrub your hands to get rid of <u>g</u> erms.		
5. A lot of plants are <u>g</u> reen.		
6. You can·not bend wood. It is <u>r</u> igid.		

NAME: _____

DATE: _____

PP.17

The Hike



Directions: Have students write two statements, two questions, and two exclamations based on the illustration.

NAME: _____

DATE: _____

Directions: Have students copy the sentences and circle the noun and draw a squiggly line under the verb in each copied sentence.

1. My wrist bends.

My wrist bends.

2. The art·ist carves.

3. The dogs fetch.

4. Its hooves clop.

5. His skin itch·es.

6. Marge sings.

7. Men charge.

8. Her sleeve rips.

9. The man stretch·es.

10. Mom writes.

NAME: _____

DATE: _____

PP.19

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

1.

- - - - -

2.

- - - - -

3.

- - - - -

4.

- - - - -

5.

- - - - -

6.

- - - - -

7.

- - - - -

8.

- - - - -

9.

- - - - -

10.

- - - - -

1.

- - - - -

2.

- - - - -

3.

- - - - -

4.

- - - - -

5.

- - - - -

6.

- - - - -

7.

- - - - -

8.

- - - - -

9.

- - - - -

10.

- - - - -

NAME: _____

DATE: _____

PP.20

Take-Home

Dear Family Member,

This is a story your student has probably read once, possibly several times, 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. Please note that multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

Repeated oral reading is an important way to improve reading. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

We Are TV Stars

We drove back to Do·ba's cab-in and got there just in time to see our·selves on TV.

The TV man said, "This is Rog·er Fletch·er. I'm stand-ing here on the site where two chil-dren have found the bones of a rap-tor."

Then Gad and I saw our·selves on TV.

"Woo-hoo!" I shout·ed. "We are TV stars!"

Then came the part where the TV man asked Gad his name, and Gad looked like he was scared of the mike.

"Gad, you goof!" I said. "Why did you jump back like that?"

Gad just shrugged.

Next the TV man asked me my name.



I said, "I'm Kate." Then I waved.

"Gad," said the TV man, "where did you spot the bone?"

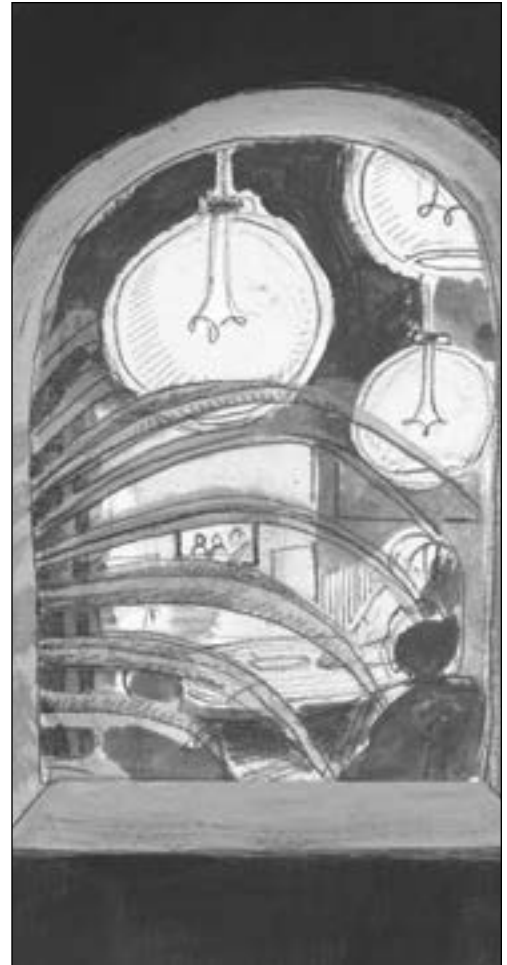
Gad said, "It was sticking out of the side of a cliff."

"What did you use to dig it out?"

"We used our forks!" said Gad.

Then we saw the close-up of Gad and me with our forks.

"So there you have it!" said the TV man. "I'm Roger Fletcher with a tale of two chil·dren, two forks, and one large rap·tor!"



Dear Family Member,

This is a story your student has probably read once, possibly several times, 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. Please note that multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

Repeated oral reading is an important way to improve reading. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

Do·ba's Book

Gad and I and the rap·tor were on TV six times. I was glad when it came to an end. Af·ter you smile and wave a fork six times, it gets to be less fun.

One morn·ing, Do·ba hand·ed me a book and said, "Let's drive to the book shop."

"Do·ba," I said, "why do you need to get a book at the book shop when you have this one?"

"I just fin·ished that one," Do·ba said, "I liked it a lot. And it just so happ·ens that the man who wrote it will be at the book shop to·day. I'd like to meet him."

In the car I looked at the book. It said "Dust Up, by Si·mon Chee."

"What sort of book is this?" I asked.



“It’s a book by a Na·va·jo man,” said Do·ba. “His name is Si·mon Chee.”

“What does he write on?”

“Pa·per,” smiled Do·ba.

“Do·ba!”

“Just a joke,” said Do·ba. “Si·mon Chee writes down old stor·ies of the Na·va·jo.”

“Why not?”

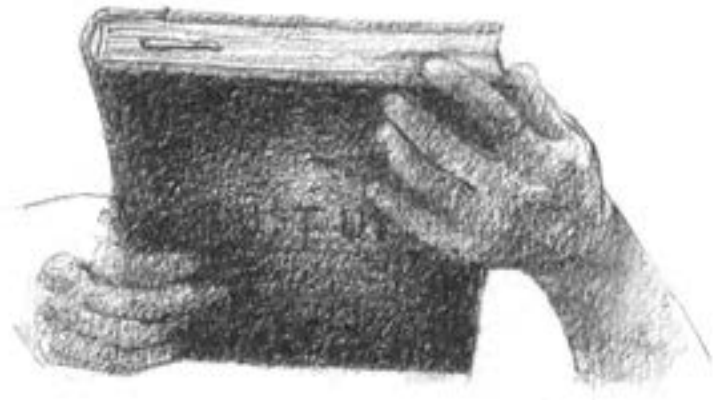
“Yes!” Do·ba said. “And about the Na·va·jo today, too. Not just in the past.”

I looked at the last page and saw the page num·ber: 305.

“Yikes!” I said. “This is a long book!”

“It is,” said Do·ba. “But it felt short to me be·cause I liked it so much. I was sad when I got to the end!”

I start·ed to look in·side the book, but just then Do·ba said, “Here we are!”



Dear Family Member,

This is a story your student has probably read once, possibly several times, 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. Please note that multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

Repeated oral reading is an important way to improve reading. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

The Book Shop

In the book shop, there was a big stack of books. Next to the books sat Si·mon Chee, the man who **wrote** the books. He had a pen in his hand and a big smile on his lips.

“You’d smile too if your book were selling as well as his is!” Do·ba said.

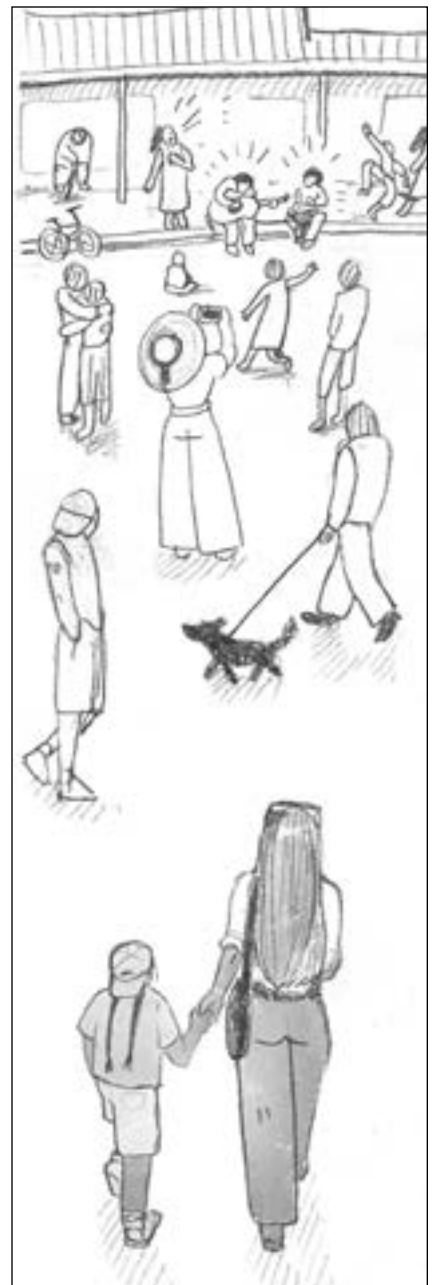
Do·ba and I went and stood in line to meet Si·mon Chee.

Do·ba shook hands with him and said, “I’ve got twelve of your books. This one was your best book yet!”

The man smiled and said, “That’s sweet of you! I hope you will pick up my next one, too!”

“I will!” said Do·ba.

Then the man **wrote**, “Best wishes, Si·mon Chee,” in Do·ba’s book.



“Mis·ter Chee,” I asked, “how hard was it to **w**rite that book?”

“Well,” he said, “this one was not all that hard. The last one I did was a lot hard·er.”

As we got back in the car, I said, “Do·ba, I’d like to **w**rite a book.”

“What sort of book would it be?” Do·ba asked.

“Well,” I said, “Gad and I found the rap·tor.”

“Yes, you did,” said Do·ba.

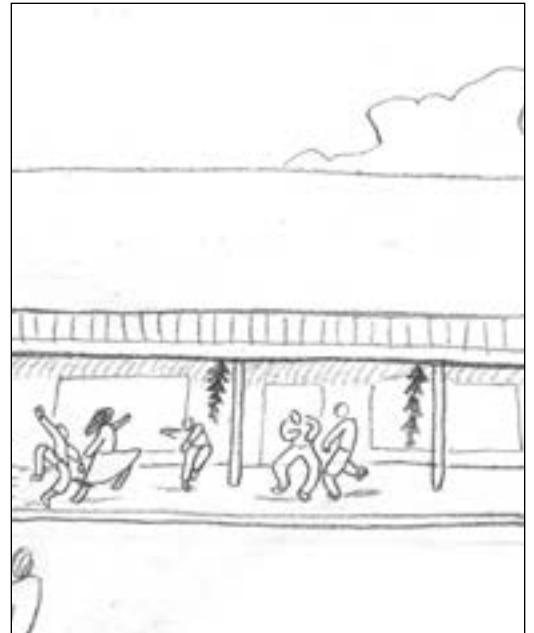
“And you and I found that coin.”

“Yes,” said Do·ba.

“So it could be a book about all of that.”

“Why not?” said Do·ba. “If you **w**rite it, I will make the pic·tures.”

I said, “Shake on it!” Then we shook hands.



NAME: _____

DATE: _____

Dear Family Member,

This is a story your student has probably read once, possibly several times, 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. Please note that multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

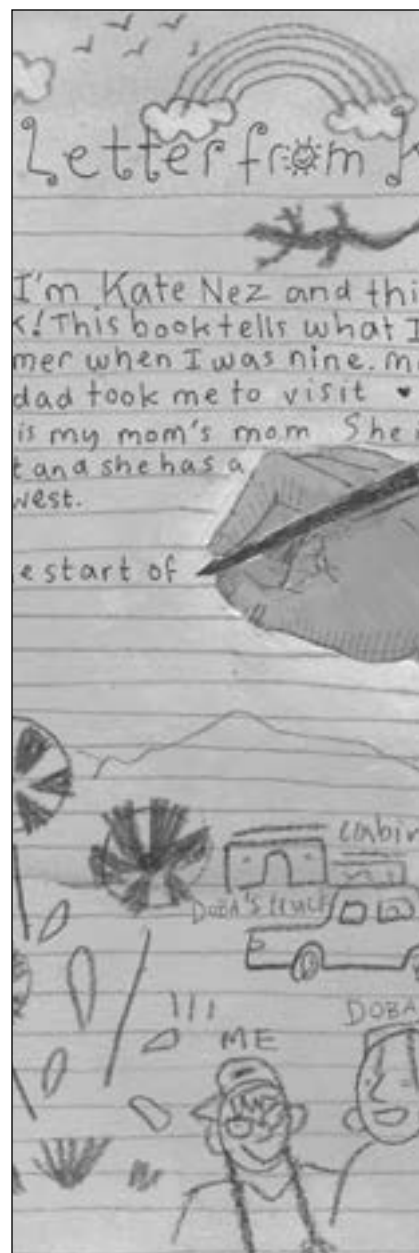
Repeated oral reading is an important way to improve reading. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

We Make a Book

When we got back to Do·ba's, I start·ed to write the book. I wrote down all of the cool stuff that happ·ened to me out West. The hard·est part was gett·ing start·ed. Once I got started, it went fast.

Do·ba helped me pick out good words. Some·times when you write, you have to write things two or three times to get all of the best words and get them in the best or·der.

Gad helped me out, too. He said, "I can help you with spell·ing. I am the best spell·er in my class." Gad looked at what I had writt·en and fixed a lot of spell·ing mis·takes that I had made.



When I had **writt·en** the words, Do·ba got out her brush and start·ed to make the art. It took her a long time. She sent the pic·tures to me three weeks af·ter I went home.

My dad took me and my book to a pal of his to see if he would pub·lish the book.

The man looked at it and said, “This is well-**writt·en**! Chil·dren out there will like this book. I’d like to print it!”

I was so glad, I shout·ed, “Yipp·ee!”

The man and his staff got the book all set to pub·lish. Then they sent it to a print·er.

I hope you liked the book.

If you’d like to **writ·e** me a lett·er, you can send it to me at this add·ress:

Kate Nez
801 East High Street
Charlottesville, Virginia 22902



We Are TV Stars

1. Where were Kate and Gad when they saw them·selves on TV?

Page _____

2. What did the TV man ask Kate?

- Where did you spot the coin?
- What's your name?
- Where is your Do·ba?

Page _____

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

Do·ba's Book

1. What sort of book did Do·ba have?
 - She had a pic·ture book.
 - She had a com·ic book.
 - She had a Na·va·jo book.

Page _____

2. How did Do·ba feel when she got to the end of the book?

Page _____

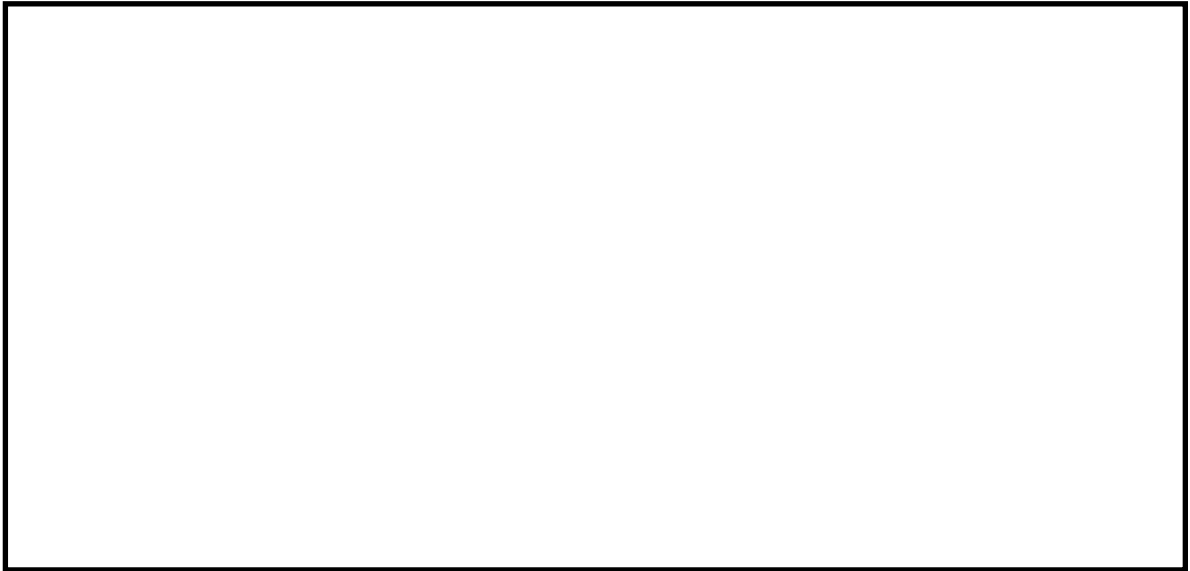
Directions: Have students reread the story and answer the questions.

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

3. Why did Do·ba take her book to the book shop?

Handwriting practice lines consisting of three sets of solid top and bottom lines with a dashed middle line.

Page _____



Handwriting practice lines consisting of three sets of solid top and bottom lines with a dashed middle line.

The Book Shop

1. Who is Si·mon Chee?
 - Si·mon Chee writes Na·va·jo books.
 - Si·mon Chee is Do·ba's pal.
 - Si·mon Chee is a bone man.

Page _____

2. What did Kate ask Mis·ter Chee?

Page _____

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

3. What sort of book would Kate like to make?

Page _____

4. Who will make the pic·tures for Kate's book?

- Kate will make the pic·tures.
- Si·mon will make the pic·tures.
- Do·ba will make the pic·tures.

Page _____

NAME: _____

PP.27

DATE: _____

We Make a Book

1. Who helped Kate with her spelling?

Page _____

2. Who made the art for the book?

Page _____

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

3. Use the lines to write a letter to Kate.

Handwriting practice lines for writing a letter. The page contains 12 sets of three horizontal lines (top solid, middle dashed, bottom solid). The first set is positioned at the top left, and the remaining sets are spaced down the page. The final set of lines is positioned at the bottom right, leaving a blank space for a signature or name.

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