

2

Grade 1

Skills 2 | Activity Book

Grade 1

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## **Skills 2**

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**Activity Book**

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# **Skills 2**

## **Activity Book**

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 2. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The activity pages in this book do not always include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these activity pages to the students orally, using the instructions in the Teacher Guide. The Activity Book is a student component, which means each student should have an Activity Book.

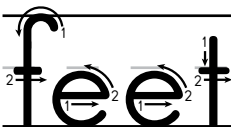
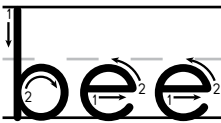
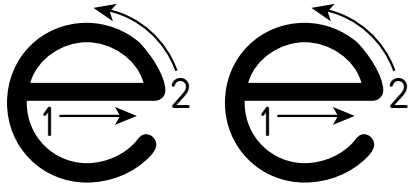


NAME: \_\_\_\_\_

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

1.1

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



queen

sheep

bee

teeth



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

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

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

1.2

# Gran's Trips

1. Where did Gran get to see lots of ships?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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2. What did Gran do at the Gulf?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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



3. Which trip was Gran's best trip?

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4. Gran gets to Josh and Jen . . .

on a ship.

in a cab.

in a truck.

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

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

1.3


Take -Home

**Dear Family Member,**

Today our class started the second unit for our English Language Arts program. The Reader for this unit is called *Gran*. Your student will bring home stories you can read together about the adventurous Gran and her grandchildren, Josh and Jen. Remember that reading at home with your student is important for their success as a reader.

In addition, your student today has been taught to read words with the double-letter spelling 'ee', as in *feet*. To practice this new spelling, ask your student to cut out the word cards below. In addition to words with the 'ee' spelling, some of the words below are Tricky Words; Tricky Words have parts that are underlined because they do not play by the sound rules. Have your student read all of the words aloud, and arrange the cards to make phrases such as *the eel*, *three sheep*, *long speech*, etc. You may also ask your student to copy the phrases onto a sheet of paper. Please keep the cards for future practice.

the	all	long
teeth	week	one
deep	eel	sheep
speech	three	sleep





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

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

2.1

# The Pet

1. When did Gran get the pet?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

2. Gran said that the pet ...

has three green teeth.

has long legs, but no feet.

is long and has fangs.

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

Directions: Have students retell the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.



Handwriting practice lines consisting of ten sets of three horizontal lines (top solid, middle dashed, bottom solid).

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

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

2.2

Take -Home

**Dear Family Member,**

Your student read this story in class. Please ask your student to read the story aloud to you. Remind your student that the underlined parts of words signal that this part is tricky and does not follow the sound rules they have learned. Also remind your student that the bolded 'ee' signals that these letters are sounded as /ee/, as in the word *feet*.

## Gran's Trips

“When will Gran get here?”  
Josh asks.

Jen shrugs.

Just then, Josh and Jen  
**see** a cab on the **street**.

“Gran is here!” Jen yells.

When Gran steps from the  
cab, Josh and Jen run up  
to get a hug.



“Was the trip fun?” Josh asks.

“Which one?” Gran asks. “I went on **three** trips!”

“Where to?” asks Josh.

“One was to the Swiss Alps,” says Gran. “In the Alps, there were steep cliffs. I went up to the top of one cliff, but it was slick. I fell and had to cling to the rocks!”

“No!” says Jen.

“Yes!” says Gran. “Here is a snap shot.”



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

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

2.2  
CONTINUED

Take -Home

“What was the next trip?”  
Josh asks.

“I went to Hong Kong,” says  
Gran.

“What is in Hong Kong?”

“Lots of stuff,” says Gran.

“Hong Kong has lots of  
ships and big lamps.”

“No!” says Josh.

“Yes!” says Gran. “Here is a  
snap shot.”





“What was the last trip?”  
asks Jen.

“I went to the gulf to swim  
with the **eels** and **feed** the  
fish,” says Gran.

“No!” says Jen.

“Yes!” says Gran. “Here is a  
snap shot.”

“Which trip was the best?”  
Josh asks.

“This one!” Gran says. “The  
one where I get to **see**  
Josh and Jen!”



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

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

3.1

Print the words that are said on the lines.

m a d → m a d e

1.

→

2.

→

3.

→

4.

→

5.

→



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

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

3.2

Take -Home

Dear Family Member,

Your student read this story in class earlier this week. Please ask your student to read the story aloud to you. Remind your student that the underlined parts of words signal that this part is tricky and does not follow the sound rules your student has learned.

## The Pet

Gran says, “When I was on my trip, I got a pet.”

“What can it be?” asks Jen. “Is it a fish?”

“No,” says Gran.

“Is it a dog?” asks Josh.

“No,” says Gran.



“Is this pet big?” asks Josh.

“Well,” says Gran, “he is not big, but he is long.”

“Has he got teeth?” asks Josh.

“He has fangs!” says Gran.

“What are fangs?” asks Jen.

Just then, the bell rings.

Gran says, “That must be him!”



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

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

4.1

Activity Page

# King

1. What is in the crate?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

2. King is . . .

long with green bands.

long and black.

thick and red.

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. Why is King a snake that Josh and Jen can pet?

Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).



Handwriting practice lines consisting of one set of three horizontal lines (top solid, middle dashed, bottom solid).

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

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

5.1

# Where Is King?

1. Which spot did Josh and Jen check?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

2. King was . . .

in the pots.

in a vase.

in the crate.

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



Directions: Have students retell the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.



Handwriting practice lines consisting of ten sets of three horizontal lines (top, middle dashed, bottom) for writing.

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

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

5.2

Take -Home

**Dear Family Member,**

Your student has been taught to read the Tricky Words *he, she, me, they,* and *their*. In addition, your student has learned to read words with the separated digraph 'a\_e', as in *bake*. Tricky Words are hard to read because they contain parts that are not pronounced the way one would expect. Words with separated digraph 'a\_e' can be challenging to read because the reader has to recognize that the letters 'a' and 'e' are separated by a consonant, but they still work together to make a vowel sound.

Have your student first read the Tricky Words in the box and then the sentences below. Your student will need to figure out which Tricky Word makes sense in each sentence. Note that the tricky parts are underlined. Then have your student write the correct Tricky Word for each sentence on the line.

<u>be</u>	<u>me</u>	<u>They</u>
<u>their</u>		<u>She</u>

1. Will Jake bake \_\_\_\_\_  
a cake?

2. Shane and Jane have \_\_\_\_\_  
\_\_\_\_\_ dog.

be

me

They

their

She

3. Kate is ten. \_\_\_\_\_ is in  
fifth grade.

4. Nate and Beth are pals.

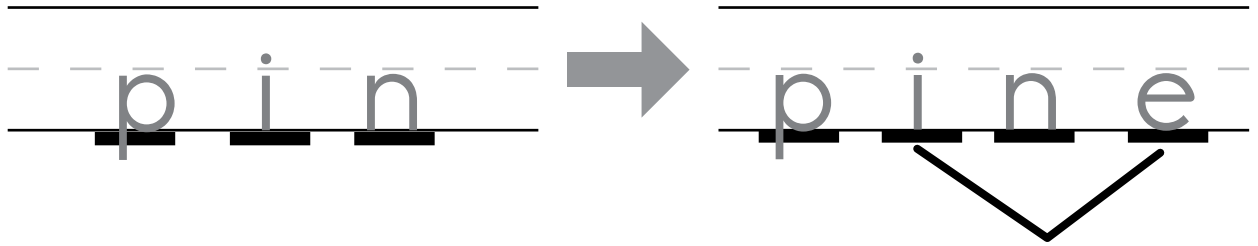
\_\_\_\_\_  
\_\_\_\_\_ are in the same class.

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

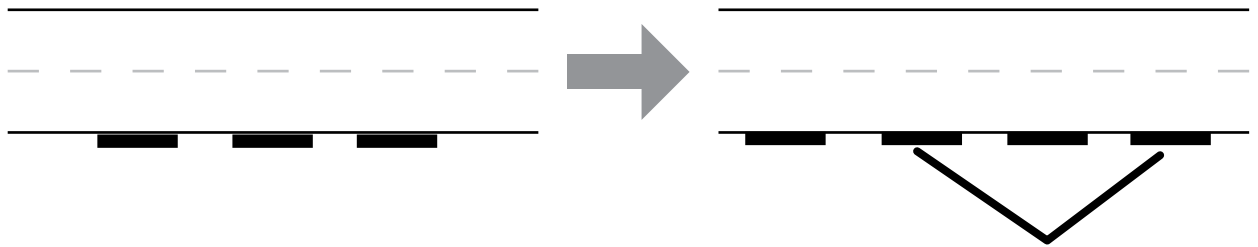
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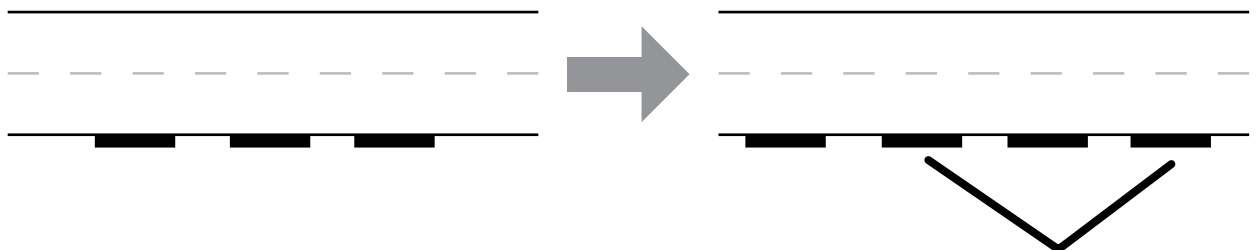
Print the words that are said on the lines.



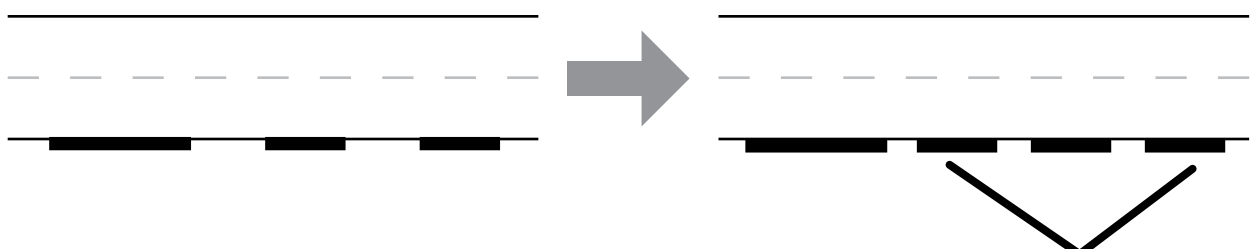
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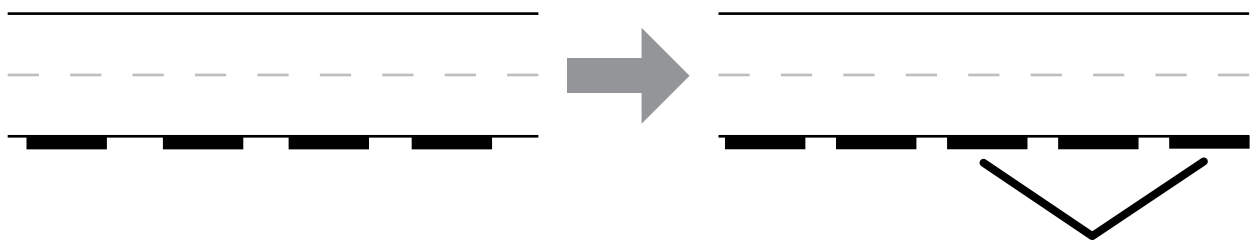
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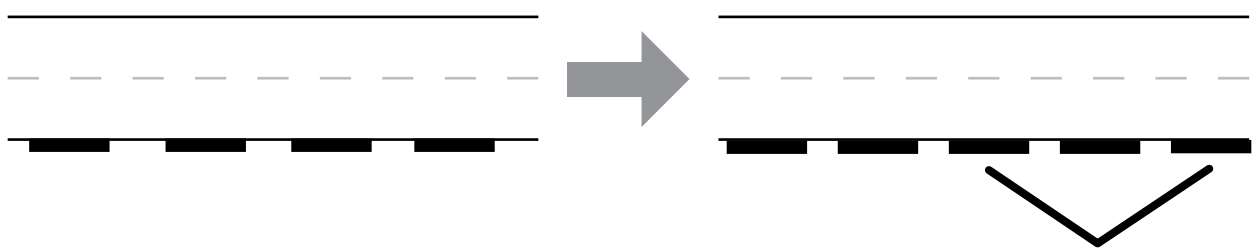
3.



4.



5.





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

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

6.2

# The Swim Meet

1. Who went to the swim meet?

\_\_\_\_\_

-----

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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2. In which lane did Jen swim?

\_\_\_\_\_

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\_\_\_\_\_

-----

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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

3. Were Josh and Jen sad that they did not win?

Handwriting practice lines for question 3, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

4. Did Gran **take** King to the **meet**?

Handwriting practice lines for question 4, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

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

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

6.3

Take -Home

**Dear Family Member,**

The words below are Tricky Words. These are words that are not pronounced as students may expect. For this reason, we say that Tricky Words do not play by the rules. Please ask your student to cut out the word cards. Show the cards to your student and have them read them aloud. As an extension of this activity, ask your student to copy the words onto a sheet of paper. Please keep the word cards for future practice.

a

I

no



so

of

all

some

are

from

word

were

have

one

once

to





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

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

7.1

# At the Reef

1. Where did Gran plan to **meet** Mike?

at the reef

on the swim deck

in the Swiss Alps

2. What did Gran **ride** to get to the reef?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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



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

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

7.2

Take -Home

Dear Family Member,

Your student read this story in class earlier this week. Please ask your student to read the story aloud to you. Remind your student that the underlined parts of words signal that this part is tricky and does not follow the sound rules your student has learned.

## The Swim Meet

Josh and Jen **like** to swim.  
They take Gran to their  
swim **meet**.

Jen **lines** up in **lane** five.

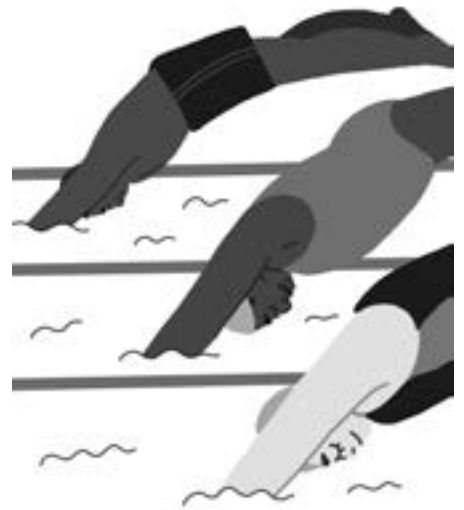
Josh **lines** up in **lane** six.

The kids are up on the  
blocks.

Then there is a **beep**.

All the kids **dive** in. **Splash!**

“Swim!” yells Gran. “Swim  
fast!”



Josh and Jen swim as fast as they can. They swim and swim. In no time, they **make** it to the end.

“Did Josh win?” asks Gran.  
“Did Jen win?”

Josh and Jen **wave** and **smile**. They did not win, but they had a lot of fun!

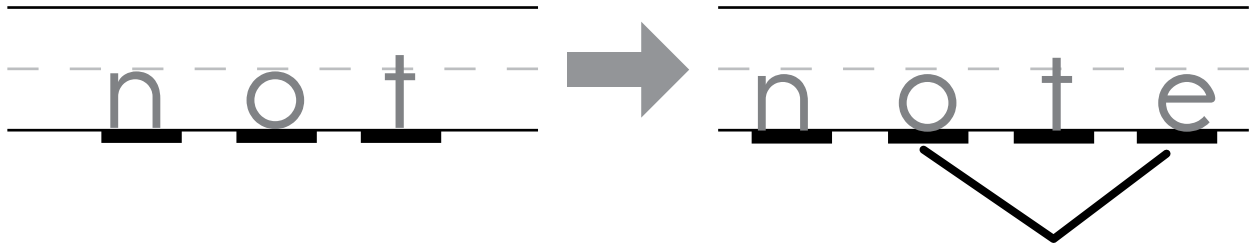


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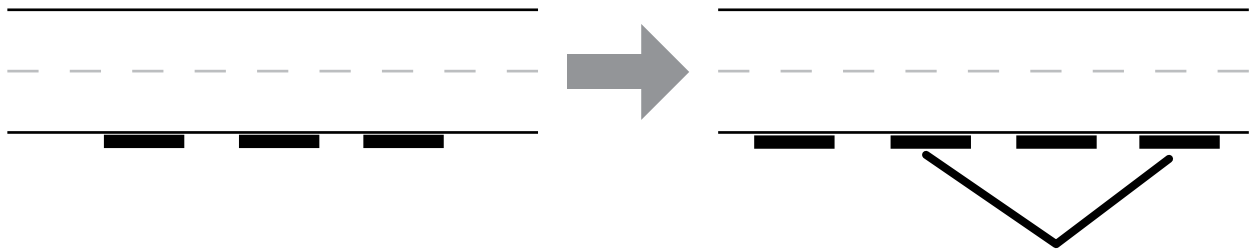
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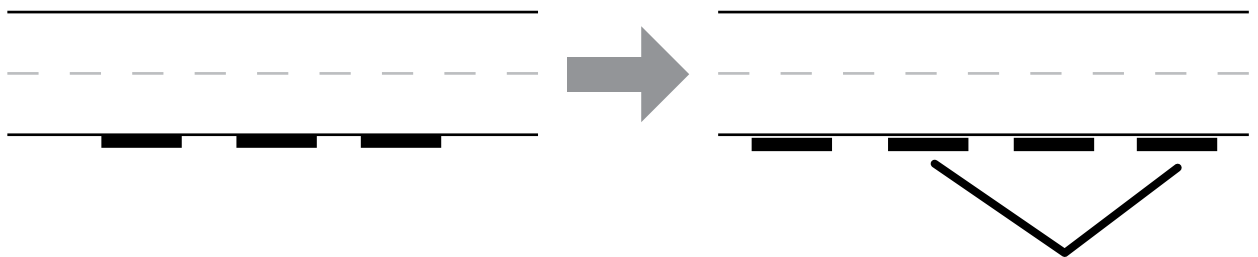
Print the words that are said on the lines.



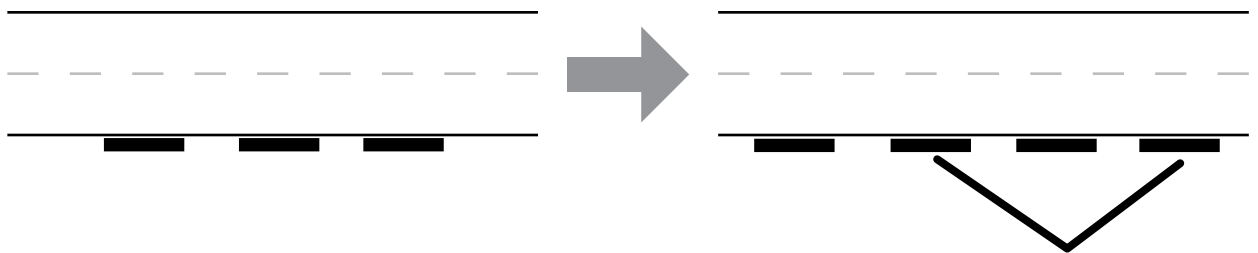
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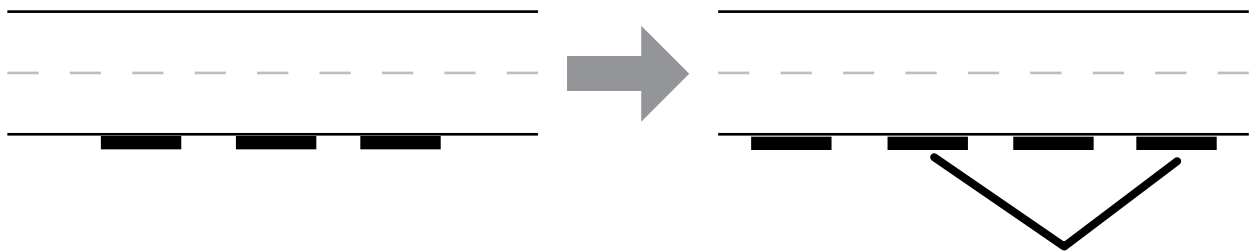
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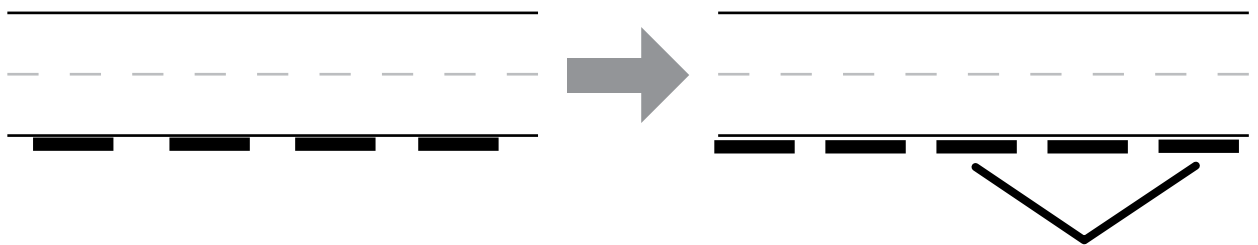
3.



4.



5.



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

O \_ e as in n O p e

note note

note

rope rope

rope

bone bone

bone

home home

home

those those

those

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

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

8.2

Take -Home

Dear Family Member,

Your student read this story in class earlier this week. Please ask your student to read the story aloud to you. Remind your student that the underlined parts of words signal that this part is tricky and does not follow the sound rules your student has learned.

## At the Reef

Josh asks Gran what it was like when she went to the reef.

“Well,” Gran says, “it was a lot of fun! I made a plan to meet my pal Mike. I had to ride my bike nine miles to the reef to meet Mike.”

“That is a long ride!” says Jen.





“When I got there I went on a **dive** to **see** the fish and the **eels**.”

“With **Mike**?” Josh asks.

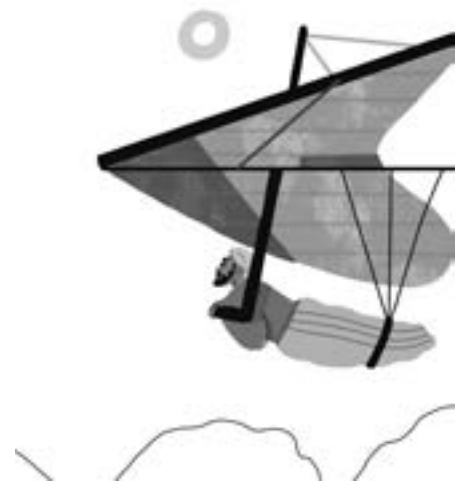
“No,” Gran says. “**Mike** did not **dive** with me. He went to hang **glide**.”

“Did he **like** it?” Jen asks.

“Not so much,” Gran says with a **smile**.

“Why not?” asks Josh.

“It must be lots of fun to hang **glide**.”



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

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

8.2  
CONTINUED

Take -Home

“Did he crash?” asks Jen.

“No, no,” says Gran, “but he did have a bad time. When it was time to land, he hit a hive of bees! He got stung ten times.”

“Yikes!” says Jen.





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

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

10.1

# The Bug Glass

1. What was it that Jen broke?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What can Josh do with his bug glass?

- He can fill it with bugs.
- He can see bugs up close.
- He can let bugs sip milk from it.

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



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

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

# 10.2

**Dear Family Member,**

So far in Unit 2, your student has been taught to read words with the separated digraphs 'a\_e' as in *cake*, 'i\_e' as in *time*, and 'o\_e' as in *bone*. Ask your student to read the words in the word bank below, then circle the separated digraph in each word. Your student should then sort the words into the appropriate column, saying each word while writing it. The first one is done for you as an example.

wave	rose	wife
smoke	cones	life
size	close	game
shape	drive	take

'i\_e' as in time

'a\_e' as in cake

'o\_e' as in bone

	wave	









# The Tape

1. What did Gran's gran do?

She **made** up jokes.

She sang a jazz song.

She kept **tame** snakes.

2. What did Jen and Gran **like** about what they heard?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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

Directions: Have students retell the part of the story that is shown in the picture or have them copy the sentences from the story that go with the picture.



Handwriting practice lines consisting of ten sets of three horizontal lines (top, middle dashed, bottom) for writing.

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

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


11.3

Take -Home

**Dear Family Member,**

Below are words that contain digraph spellings, or letter teams. These are two letters that work together to make one sound. Please ask your student to read these words aloud to you. Your student can then cut the words out to make flash cards. Show the card and ask your student to use the word in a phrase or sentence. For handwriting practice, have your student copy the words onto a piece of paper, paying attention to the separated digraphs. Please keep the cards for future practice with your student at home.

poke	gate	cheek
sweep	flake	pipe
twine	bride	peel
hole	shave	vote



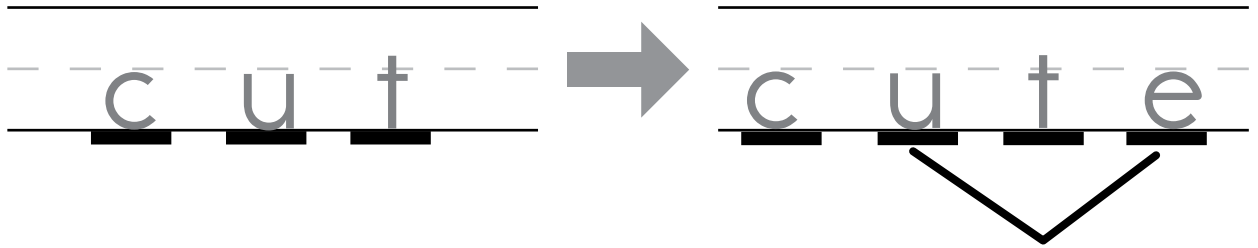


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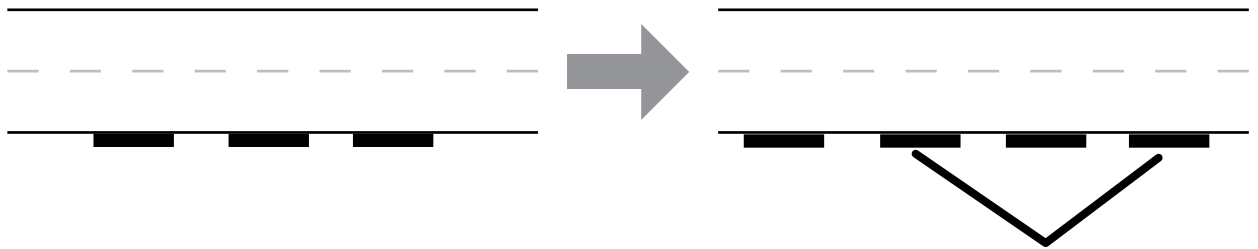
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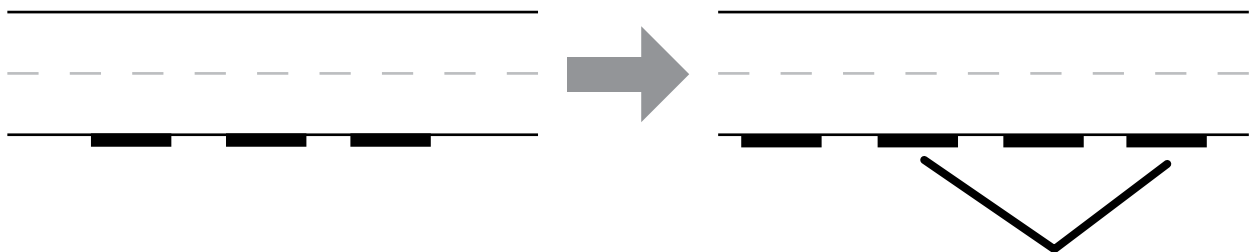
Print the words that are said on the lines.



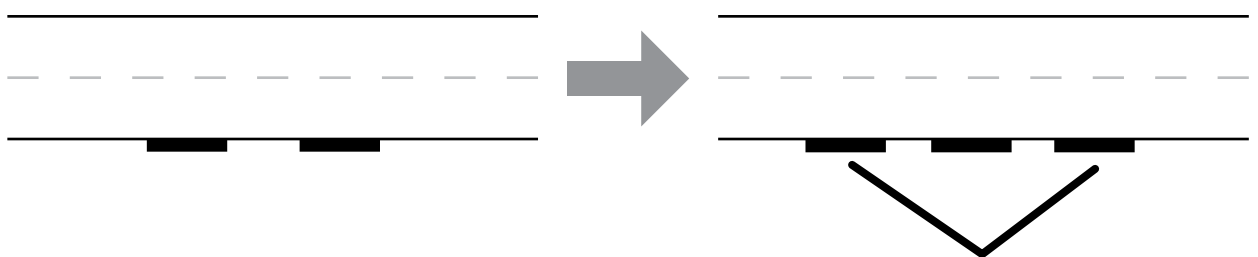
1.



2.



3.





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

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

12.2

# Fuzz and Mel

1. Which cat is a brave cat?

\_\_\_\_\_

-----

\_\_\_\_\_

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\_\_\_\_\_

-----

\_\_\_\_\_

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\_\_\_\_\_

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2. Did Fuzz like it when Mel made the plane zip and dive?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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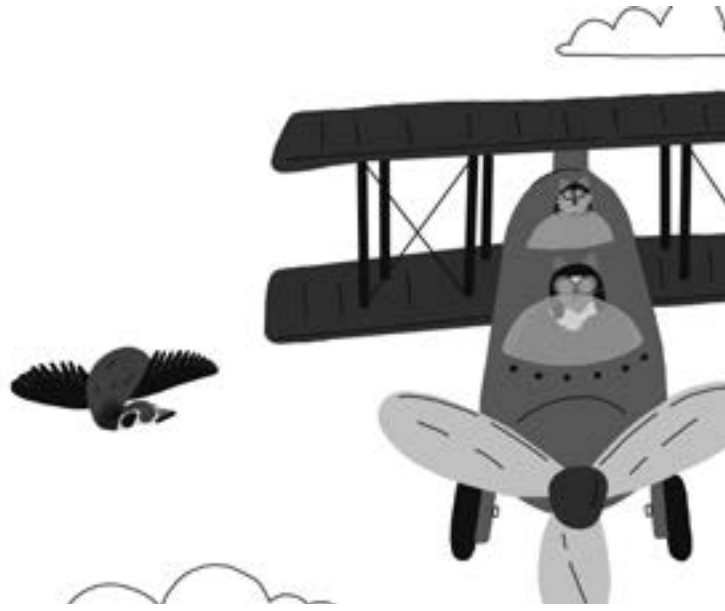
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*Directions: Have students reread the story and answer the questions.*



Directions: Have students retell the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.



Handwriting practice lines consisting of ten sets of three horizontal lines (top, middle dashed, bottom) for writing.

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

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

12.3

Take -Home

Dear Family Member,

Your student read this story in class earlier this week. Please ask your student to read the story aloud to you. Remind your student that the underlined parts of words signal that this part is tricky and does not follow the sound rules your student has learned.

## The Tape

“Gran,” Jen asks, “what is that?”

“This is a tape deck,” Gran says. “And in it is a tape with some songs sung by my gran.”

On the tape Gran’s gran sings a jazz song. At the end she sings, “Pip! Pip! Ting a ling a ling!”

“I like those notes she sings at the end!” says Jen.

“So do I!” says Gran.



“Gran,” says Jen, “we can act **like** we are in the band and sing the song!”

“OK,” says Gran. “Run and get a dress. I will grab those **shades** I **like**.”

Gran and Jen dress up. Then they sing the song. At the end they sing, “Pip, pip! Ting a ling a ling!”

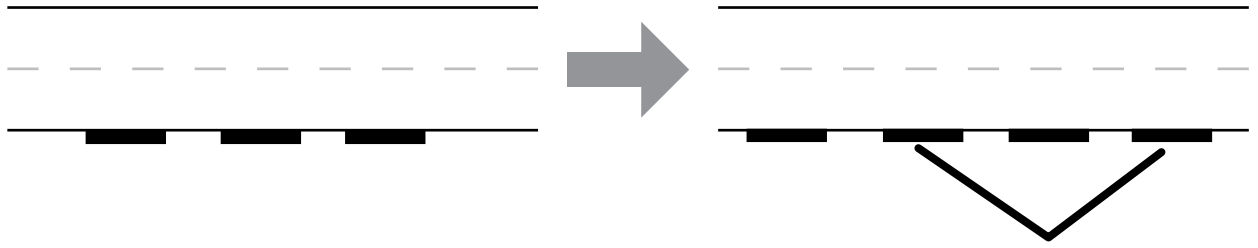


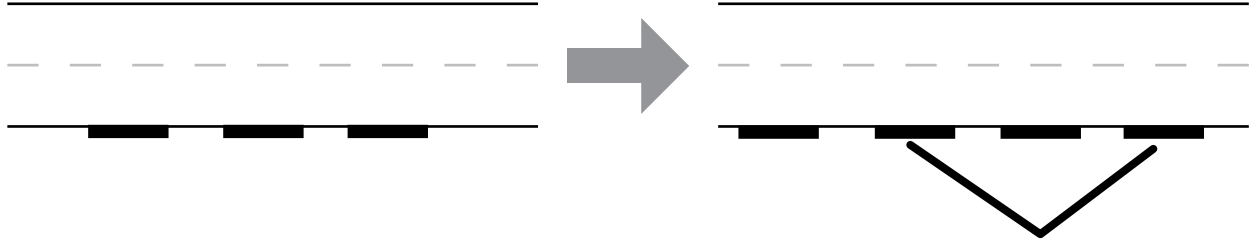
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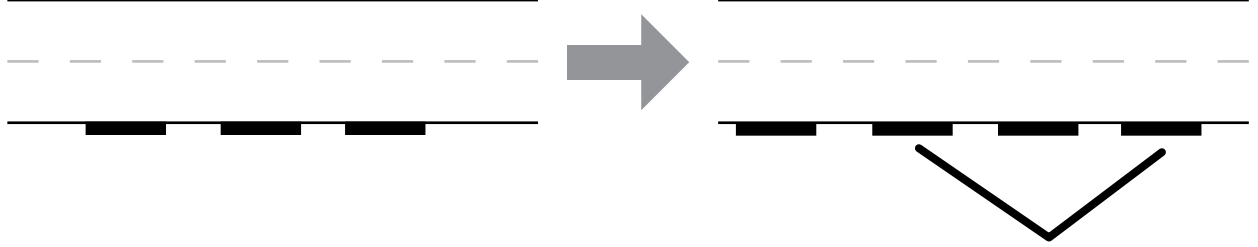
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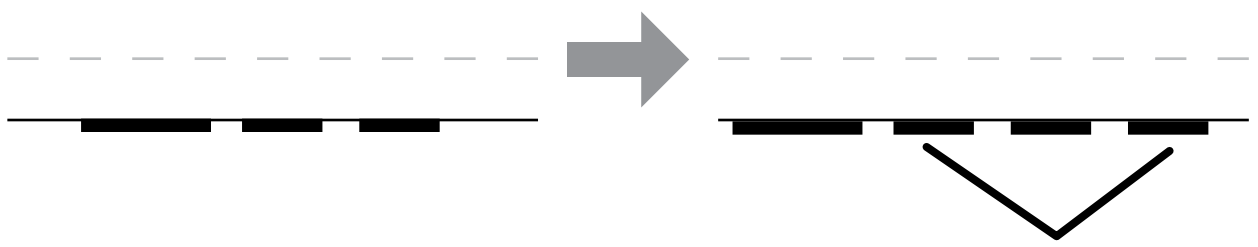
13.1

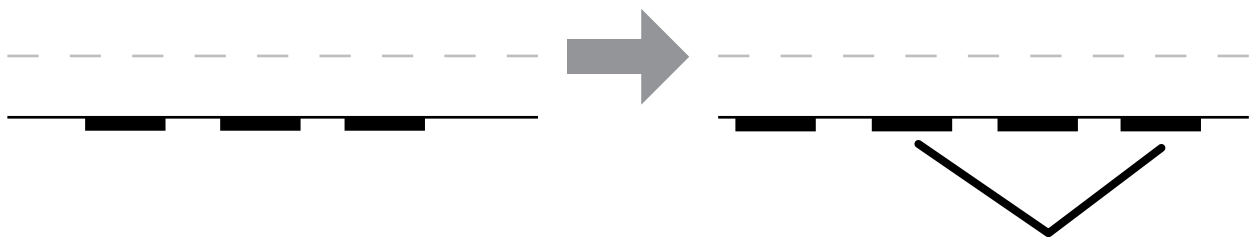
Print the words that are said on the lines.

1. 

2. 

3. 

4. 

5. 



# The Sweet Shop

1. What did Gran's dad have?

a **bike** shop

a **sweet** shop

a truck stop

2. What did Gran get to **make**?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

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



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

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

13.3

Activity Page

Print the names of the things on the lines.

cub      cube



\_\_\_\_\_

-----

\_\_\_\_\_

pin      pine



\_\_\_\_\_

-----

\_\_\_\_\_

cap      cape



\_\_\_\_\_

-----

\_\_\_\_\_

can      cane

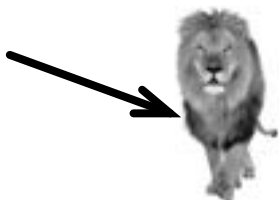


\_\_\_\_\_

-----

\_\_\_\_\_

man      mane



\_\_\_\_\_

-----

\_\_\_\_\_

dim      dime



\_\_\_\_\_

-----

\_\_\_\_\_

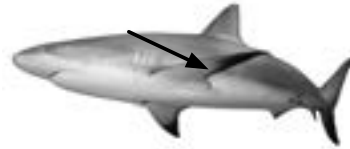


Print the names of the things on the lines.

wed weed



fin fine



kit kite



tap tape



not note



hop hope



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

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

13.4

Print the names of the things on the lines.

tree      bee



\_\_\_\_\_

-----

\_\_\_\_\_

Kate      gate



\_\_\_\_\_

-----

\_\_\_\_\_

bike      pike



\_\_\_\_\_

-----

\_\_\_\_\_

dimes      limes



\_\_\_\_\_

-----

\_\_\_\_\_

tone      bone



\_\_\_\_\_

-----

\_\_\_\_\_

cute      cube



\_\_\_\_\_

-----

\_\_\_\_\_

Print the names of the things on the lines.

hope rope



seeds weeds



pine pin



feet fate



cake rake



rate rat



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

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

13.5

Directions: For each word, have students circle and count the spellings, then write the number of sounds in the box and copy the word on the lines.

1. red

red

2. green

3. make

4. splash

5. spend

6. gate

7. hide

8. chin

9. ring

---

---

---

10. shine

---

---

---

11. snake

---

---

---

12. ape

---

---

---

13. rash

---

---

---

14. ask

---

---

---

15. reed

---

---

---

16. ride

---

---

---

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

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

13.6

Take -Home

**Dear Family Member,**

The words below are Tricky Words. These are words that are not pronounced as students may expect. For this reason, we say that Tricky Words do not play by the rules. Please ask your student to read the Tricky Words in the box below, and then use the Tricky Words to complete the sentences (not all of the words will be used).

<u>why</u>	<u>here</u>	<u>what</u>
<u>said</u>	<u>are</u>	<u>have</u>
<u>where</u>	<u>two</u>	<u>there</u>

1. \_\_\_\_\_  
\_\_\_\_\_ is the shop?

2. "Run fast!" \_\_\_\_\_ Jack.

3. We \_\_\_\_\_ all here.

why

here

what

said

are

have

where

two

there

4. \_\_\_\_\_ is Tom sad?

5. \_\_\_\_\_ is his name?

6. I \_\_\_\_\_ two snacks.

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

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

15.1

Take -Home

Dear Family Member,

Your student read this story in class earlier this week. Please ask your student to read the story aloud to you. Remind your student that the underlined parts of words signal that this part is tricky and does not follow the sound rules your student has learned.

## The Sweet Shop

“Gran,” Josh asks, “did you have a job when you were a kid?”

“I did,” says Gran. “My dad had a sweet shop and I had a job in the shop.”

“Did you get to make sweets?”

“Yes,” says Gran. “I got to make milk shakes, cakes, and gum drops.”





“Was it fun?” Josh asks.

“Some of it was fun,” says Gran. “But it was not all fun and **games**. I had to **sweep** and pick up. And I had to **wipe** off the **cake case**.”

“Can you still **make** **cakes**?” asks Jen.

“You bet I can!” says Gran.  
“Do you want to **make** one?”



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

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

17.1

Activity Page

## The Trip West

1. The kids and Gran get to the ranch in the West. . .
  - on **skates**.
  - by **bike** and sled.
  - by cab, **plane**, and van.
2. On his back Sam has . . .
  - a pack with camp stuff.
  - a bag with **mule** snacks.
  - rope** and twine.

*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. Who do the kids **meet** at the ranch?

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



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

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

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

17.2

**Dear Family Member,**

Your student has been continuing to learn about digraphs, or spelling teams: letters that work together to make one vowel sound. Please have your student read the words in the word box below and circle the letter teams. Next, ask your student to write the words in the appropriate column in the chart. You may have your student use each word in a sentence. The first one is done for you as an example.

home	tape	fume
joke	fuse	shape
bare	rope	choke
cane	mule	cube

'o\_e' as in home

'a\_e' as in tape

'u\_e' as in use

home		



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

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

18.1

Assessment

1. bike bit bite bake

2. rose rise robe rope

3. cheek ship chin seek

4. rat rake rate ran

5. bit beet bet best

6. cut cube cub cute

7. sheet chip sheep ship

8. luck lake lick lush

9. cube cute cub can

10. lit lint line lend

11. rut robe rash rob

12. sheet shine shin slip

13. close clot loss gloss

14. pit pan pane pale

15. mute mutt nut mule

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

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

18.2

Assessment

# Saved by the Bells

1. Who do Josh, Jen, and Gran hike with?:
  - Sam the mule
  - Fuzz and Mel
  - Tex
  - Mike
  
2. The camp site:
  - has lots of trees
  - is damp and wet
  - is close to a cave
  - has ropes
  
3. Gran, Josh, and Jen:
  - take Sam to the cave
  - rest in the tent
  - hike deep in the cave
  - set up the tent



4. In the **cave**, they get:

- hot
- lost
- snacks
- bells

5. What helps Josh, Jen, and Gran get back to the camp **site**?

- Tex's **smile**
- Sam's rope
- Mel's **plane**
- Sam's bells

\_\_\_\_\_ /5

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

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

19.1

Assessment

Jack snake kite queen snack

1.	Josh	bike	stone	cube	sweets
2.	tree	Gran	plane	Jane	bee
3.	cave	mule	home	state	rope
4.	Jake	wife	kid	stove	Rome
5.	grape	tape	Pete	shack	kid

\_\_\_\_\_ /10



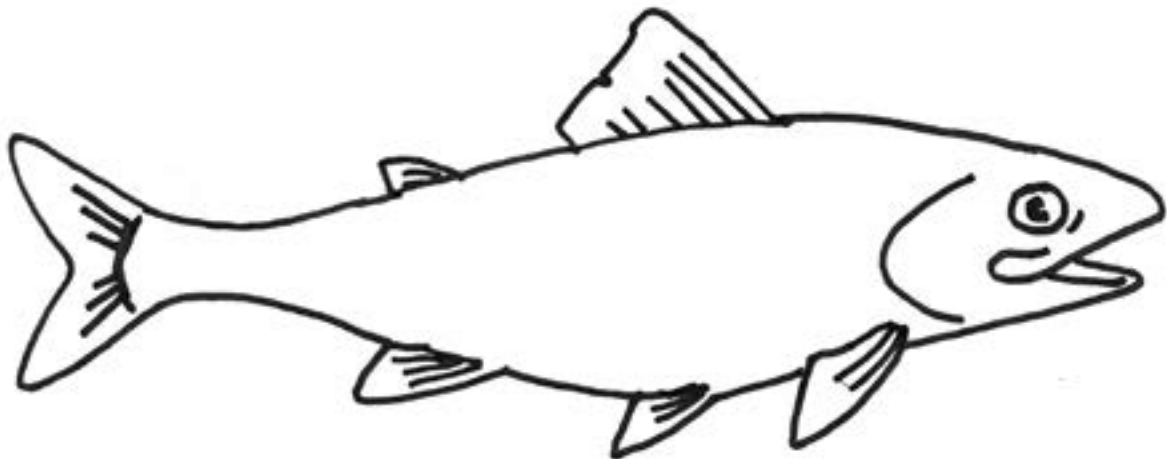
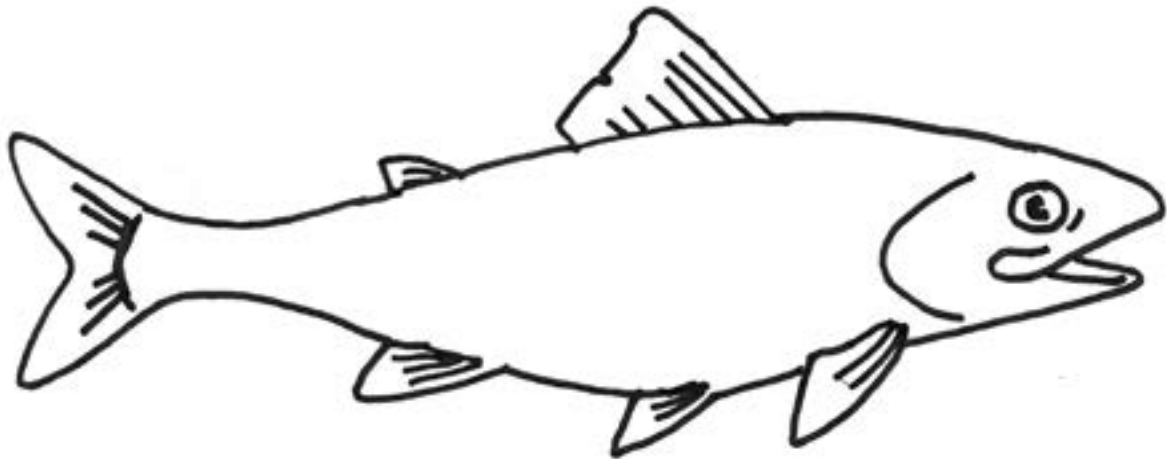
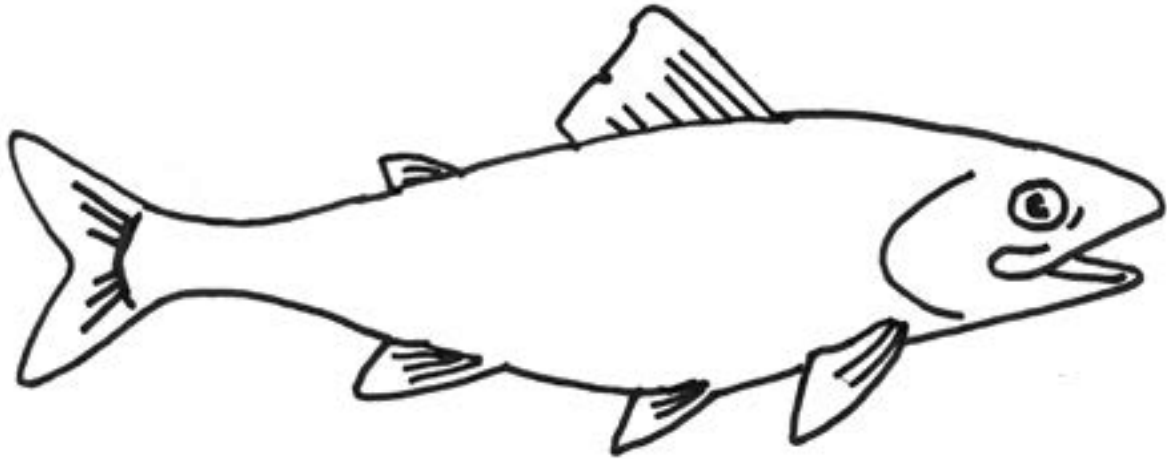
NAME: \_\_\_\_\_

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

PP.1

Activity Page

# Template for Fishing Pond Exercise





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

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

PP.2

Take -Home

**Dear Family Member,**

Ask your student to cut out the word cards. Show the cards to your student and have your student read them. Ask your student to say a phrase or sentence with each word.

Extension: Ask your student to copy the words onto a sheet of paper. Further extension: Read the words aloud and have your student write the words down, paying attention to the separated digraphs. Please keep the cards for future practice.

my	your	tell
bikes	cakes	sweet
rose	jokes	cubes
red	nine	bake





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

PP.3

Activity Page

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

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

cheek

cheek

cheek

deer

deer

deer

queen

queen

queen

see

see

see

street

street

street



smile

smile

smile

wipe

wipe

wipe

ripe

ripe

ripe

hive

hive

hive

five

five

five

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

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

PP.4

Activity Page

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

flame

flame

flame

bake

bake

bake

game

game

game

snake

snake

snake

wave

wave

wave

hole

hole

hole

smoke

smoke

smoke

nose

nose

nose

bone

bone

bone

stone

stone

stone

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

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

PP.5

Activity Page

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

use

use

use

fuse

fuse

fuse

cute

cute

cute

mule

mule

mule

cube

cube

cube

close

close

close

creek

creek

creek

spine

spine

spine

take

take

take

rope

rope

rope

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

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

PP.6

Activity Page

Print the names of the things on the lines.

tree three

3

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

feet beet



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

five six

5

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

rake make



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

note nose



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

teeth tent



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

Print the names of the things on the lines.

rope plate



wave weed



pine nine

9

sheep pig



cane cake



bones stones



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

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

PP.7

Activity Page

Print the names of the things on the lines.

tree      bee



\_\_\_\_\_

-----

\_\_\_\_\_

Kate      gate



\_\_\_\_\_

-----

\_\_\_\_\_

bike      pike



\_\_\_\_\_

-----

\_\_\_\_\_

dimes      limes



\_\_\_\_\_

-----

\_\_\_\_\_

tones      bones



\_\_\_\_\_

-----

\_\_\_\_\_

cute      cube



\_\_\_\_\_

-----

\_\_\_\_\_



Print the names of the things on the lines.

hope rope



---

---

---

seeds weeds



---

---

---

pine pin



---

---

---

feet fate



---

---

---

cake rake



---

---

---

rate rat



---

---

---

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

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

PP.8

Activity Page

Print the names of the things on the lines.

hat hate



\_\_\_\_\_

-----

\_\_\_\_\_

glob globe



\_\_\_\_\_

-----

\_\_\_\_\_

ten teen

10

\_\_\_\_\_

-----

\_\_\_\_\_

cop cope



\_\_\_\_\_

-----

\_\_\_\_\_

plan plane

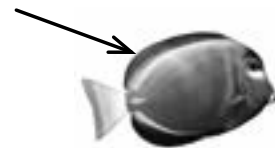


\_\_\_\_\_

-----

\_\_\_\_\_

fin fine



\_\_\_\_\_

-----

\_\_\_\_\_

Print the names of the things on the lines.

mop mope



---

---

---

bet beet



---

---

---

rat rate



---

---

---

twin twine



---

---

---

rob robe

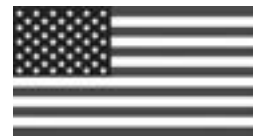


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---

strips stripes



---

---

---

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

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

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

1. bike      bake

2. cute      cube

3. fit      feet

4. rode      ride

5. like      lake

6. rope      robe

7. queen      quite

8. mute      mule

9. pile      pale

10. mane      mine



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

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

PP.10

Activity Page

1. m k

2. t k

3. t m

4. t m

5. d m

6. d m

7. d z

8. d z

Fill in the gaps.

1. c \_ \_ \_ b \_ \_ \_

2. c \_ \_ \_ t \_ \_ \_

3. m \_ \_ \_ t \_ \_ \_

4. m \_ \_ \_ l \_ \_ \_

5. m \_ \_ \_ l \_ \_ \_

6. p \_ \_ \_ l \_ \_ \_

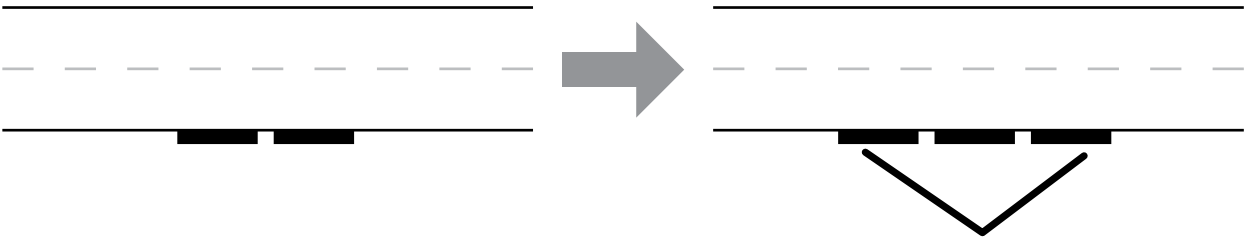
7. p \_ \_ \_ l \_ \_ \_

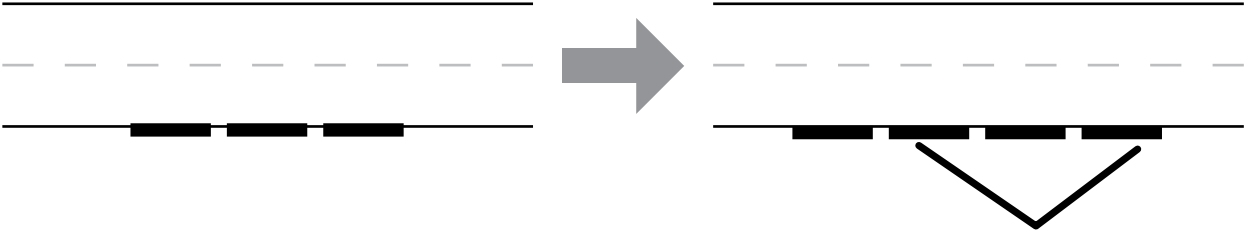
8. p \_ \_ \_ l \_ \_ \_

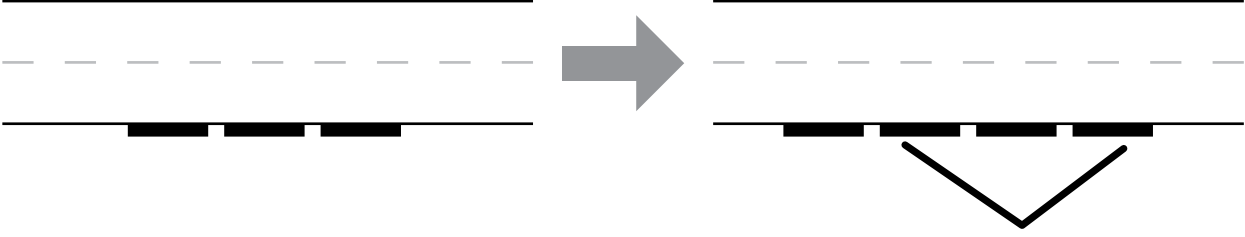
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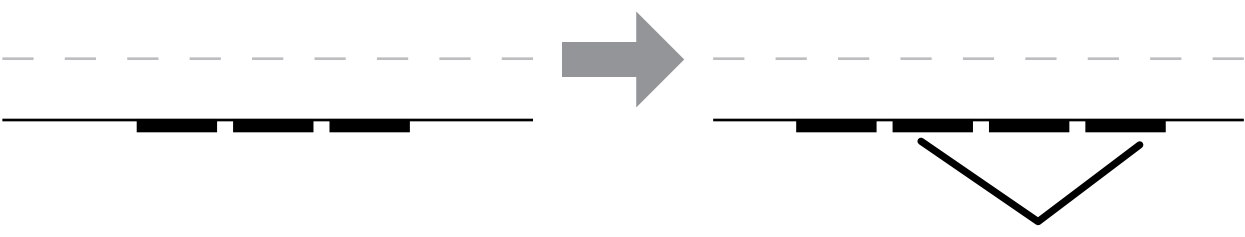
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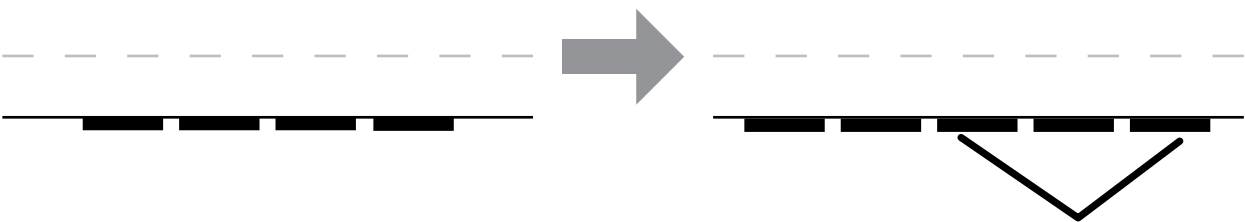
Print the words that are said on the lines.

1. 

2. 

3. 

4. 

5. 

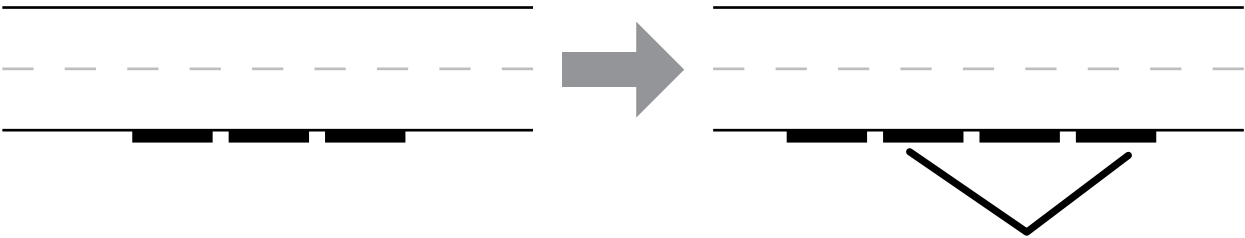


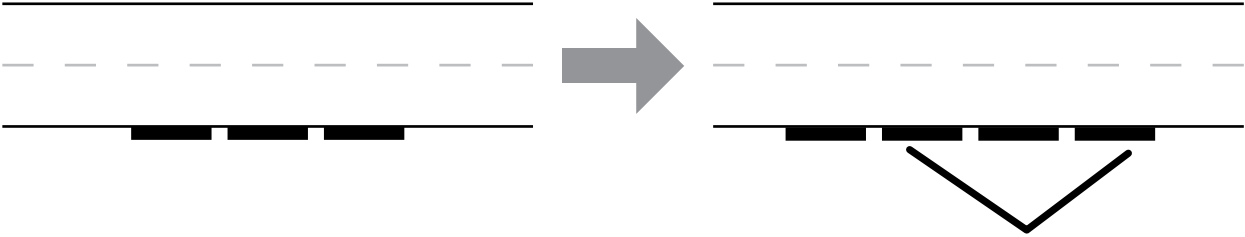


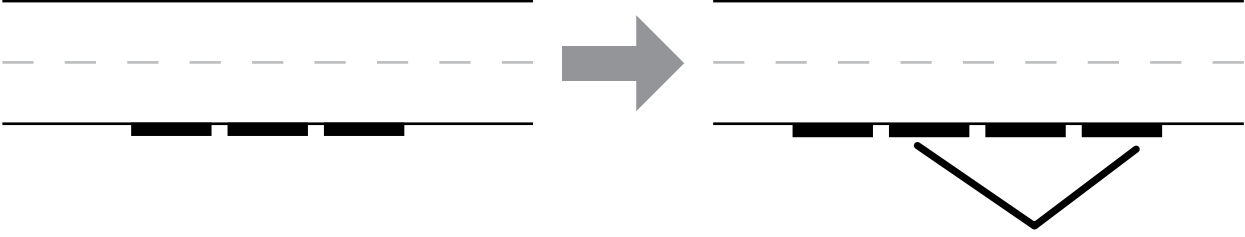
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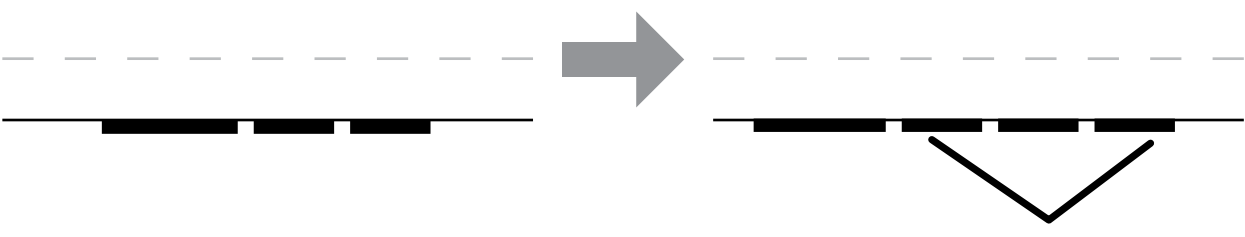
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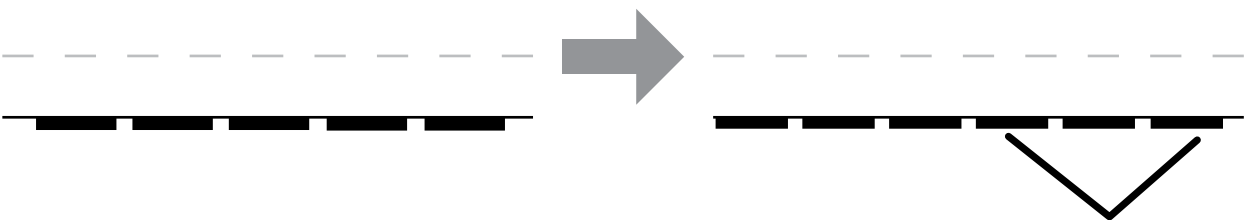
Print the words that are said on the lines.

1. 

2. 

3. 

4. 

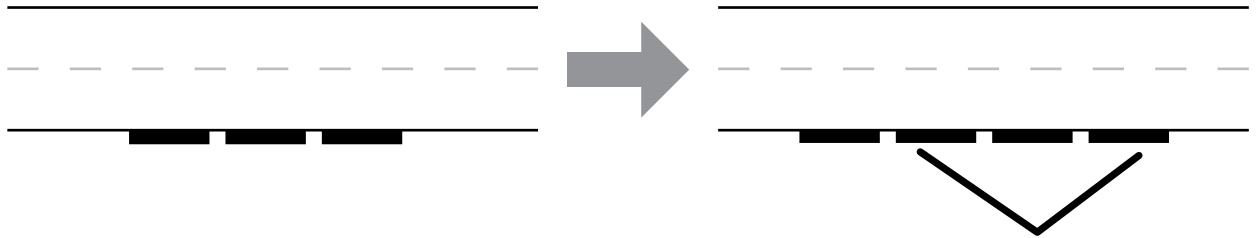
5. 

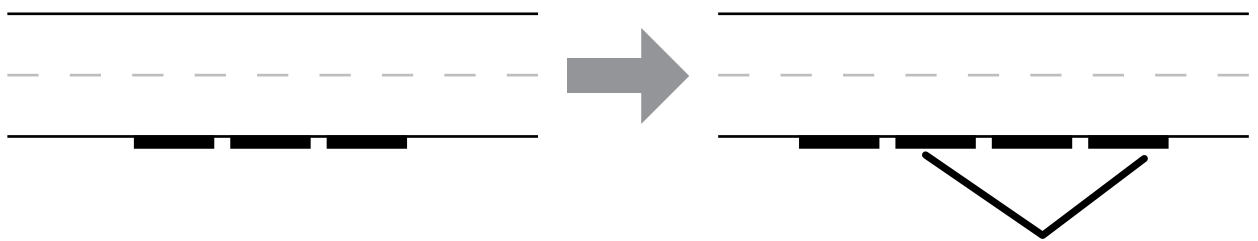


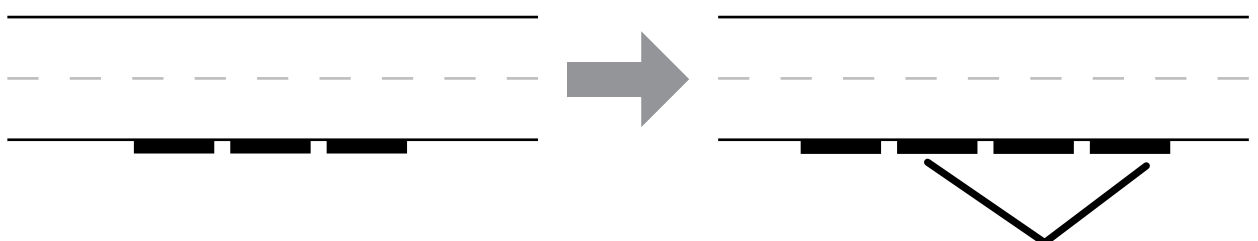
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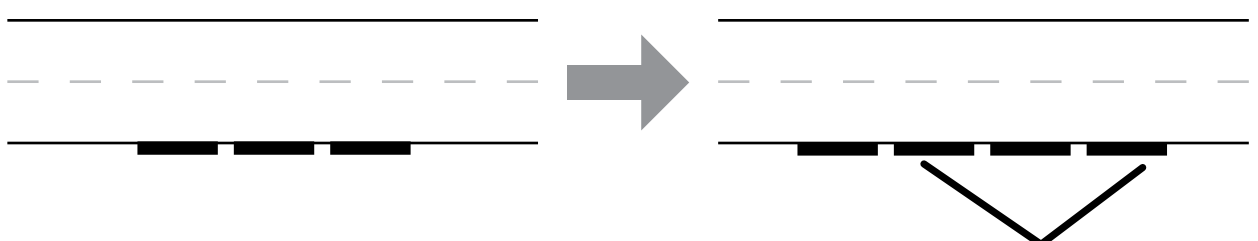
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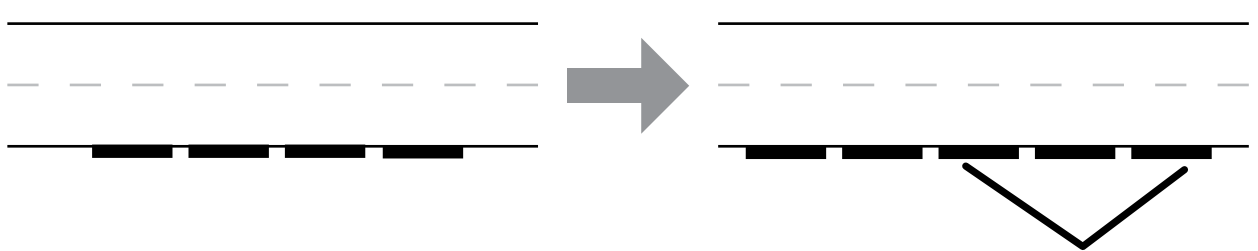
Print the words that are said on the line.

1. 

2. 

3. 

4. 

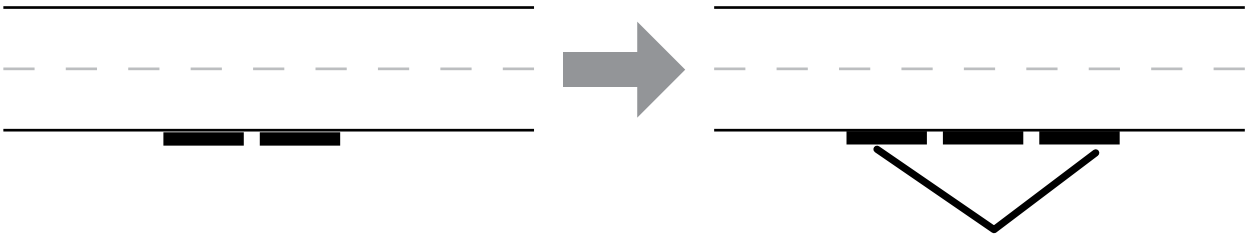
5. 

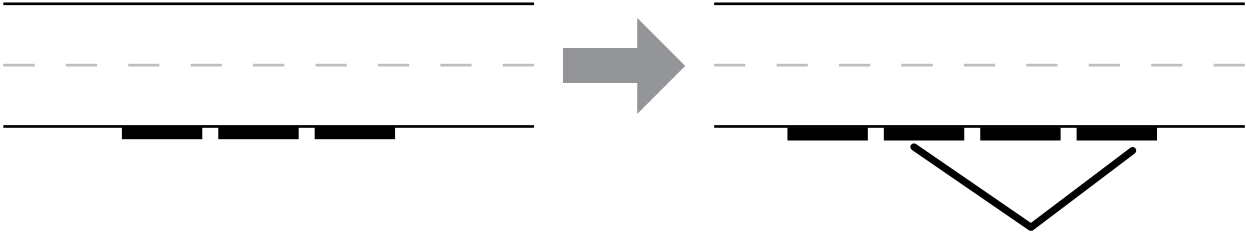


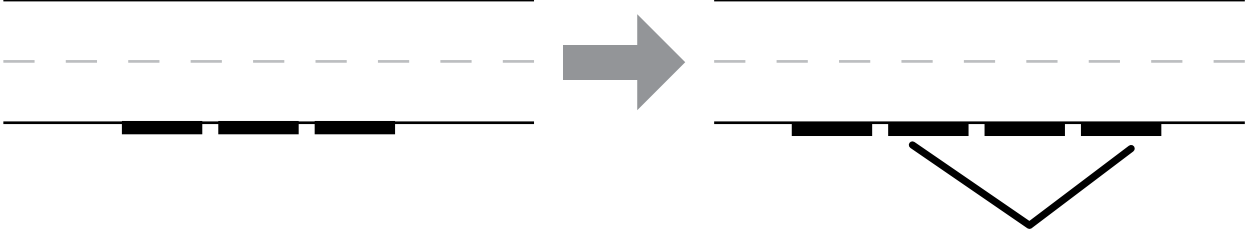
NAME: \_\_\_\_\_

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

Print the words that are said on the line.

1. 

2. 

3. 



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

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

PP.15

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

<p><del>stone</del></p> <p>plane</p> <p>feet</p>	<p>tape</p> <p>cone</p> <p>sheep</p>
--	--------------------------------------



\_\_\_\_\_

stone

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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

bee

bones

nose

~~nine~~

five

queen

9



nine



5



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

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

Print the words on the lines.



1. cake



2. bike



3. bee



4. cube



5. pine

Print the words on the lines.



6. seeds



7. cane



8. mule



9. globe



10. feet

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

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

Directions: Have students answer the question by writing yes or no on the line.

1. Is a pup cute?

yes

2. Can bees sting?

3. Do you like grapes?

4. Can you bake a cake?

5. Do you have a bike?

6. Do dogs like bones?

7. Can a chimp sing?

8. Is fire wet?



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

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

Directions: Have students answer the question by writing yes or no on the line.

1. Do kings have robes?

yes

2. Are limes sweet?

3. Is King a black snake?

4. Do you like milk?

5. Do moles sleep in trees?

6. Do you have a nose?

7. Can a dog quack like a duck?

8. Do snakes have scales?









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

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

Directions: Have students write the words with the /a/ sound under the mad header and the words with the /ae/ sound under the made header.

can	glade	fate	tape
cane	pan	glad	fat
pane	tap		

/a/ as in mad

/ae/ as in made

Handwriting practice lines for the /a/ sound. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such sets of lines provided for writing practice.

Handwriting practice lines for the /ae/ sound. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such sets of lines provided for writing practice.



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

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

Directions: Have students write the words with the /o/ sound under the mop header and the words with the /oe/ sound under the mope header.

rob	robe	hope	cope
globe	glob	slope	hop
slop	cop		

/o/ as in mop

/oe/ as in mope

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







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

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

*Directions: Have students draw a line from each picture to its matching phrase.*



deer gaze



a cute pup



drive a truck



a pile of stones



Directions: Have students draw a line from each picture to its matching phrase.



a bee hive



a mule with packs



a closed gate



two dimes

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

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

Directions: Have students draw a line from each picture to its matching phrase.



three cubes



a pine tree



smile at me



a bunch of grapes

Directions: Have students draw a line from each picture to its matching phrase.



plate and cup



three cubes



mole in hole



a long stride

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

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

Fill in the lines with the words from the box.

feed	name	tire
robe	use	greet

1. a bike \_\_\_\_\_

2. \_\_\_\_\_ the pigs

3. \_\_\_\_\_ a pal

4. print your \_\_\_\_\_

5. a plush red \_\_\_\_\_

6. \_\_\_\_\_ it up



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

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

Fill in the lines with the words from the box.

gate	eels	maze
stones	prize	cute

1. shut the \_\_\_\_\_  
\_\_\_\_\_

2. win a \_\_\_\_\_ in math  
\_\_\_\_\_

3. \_\_\_\_\_ in a reef

4. lost in a \_\_\_\_\_  
\_\_\_\_\_

5. skip \_\_\_\_\_ on a lake

6. pet a \_\_\_\_\_ cat



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

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

Print the words that are said on the lines.

1. She has **g**reen \_\_\_\_\_.

2. Who **l**ikes \_\_\_\_\_?

3. I **r**ode my \_\_\_\_\_.

4. Grab the \_\_\_\_\_!

5. **J**ane skips \_\_\_\_\_.

6. He **r**ides a \_\_\_\_\_.

7. **M**ike was stung by a \_\_\_\_\_.

8. **N**ate can bring some \_\_\_\_\_.





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

PP.28

Activity Page

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

Fill in the lines with the words from the box.

meet

skates

be

feels

vote

bride

1. She \_\_\_\_\_ fine.

2. Let's \_\_\_\_\_ on it!

3. When did you \_\_\_\_\_ him?

4. Where are your \_\_\_\_\_ ?

5. \_\_\_\_\_ quick!

6. Kate will be a \_\_\_\_\_ next week.



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

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

PP.29

Activity Page

Fill in the lines with the words from the box.

use

home

seen

life

spade

froze

1. We wish you a long \_\_\_\_\_!

2. To dig a hole they will need a \_\_\_\_\_.

3. There is no one at \_\_\_\_\_.

4. Have you \_\_\_\_\_ my bike?

5. He \_\_\_\_\_ in his tracks.

6. \_\_\_\_\_ your words!



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

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

PP.30

Activity Page

Directions: Have students cut out the word cards. Have students create sentences with the words and write them on a piece of paper. Remind students that sentences start with an uppercase letter and end with a period, question mark, or exclamation point.

?

.

!

Did

When

Who

in

you

they

**rode**

**see**

**ride**

did

the

**use**

Get

**plane**

**mule**





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

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

Directions: Have students trace and copy the words.

he

he

he

he

he

he

she

she

she

she

she

she

we

we

we

we

we

we

be

be

be

be

be

be

me

me

me

me

me

me



Directions: Have students trace and copy the words.

he

he

he

he

she

she

she

she

we

we

we

we

be

be

be

be

me

me

me

me

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

PP.32

Activity Page

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

they

they

they

their

their

their

you

you

you

your

your

your

my

my

my

by

by

by

Directions: Have students trace and copy the words.

Directions: Have students trace and copy the words.

they

they

their

their

you

you

your

your

my

my

by

by

they

their

you

your

my

by

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

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

*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.	_____	1.	_____
2.	_____	2.	_____
3.	_____	3.	_____
4.	_____	4.	_____
5.	_____	5.	_____
6.	_____	6.	_____
7.	_____	7.	_____
8.	_____	8.	_____
9.	_____	9.	_____
10.	_____	10.	_____

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

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

3. \_\_\_\_\_  
-----  
\_\_\_\_\_

4. \_\_\_\_\_  
-----  
\_\_\_\_\_

5. \_\_\_\_\_  
-----  
\_\_\_\_\_

6. \_\_\_\_\_  
-----  
\_\_\_\_\_

7. \_\_\_\_\_  
-----  
\_\_\_\_\_

8. \_\_\_\_\_  
-----  
\_\_\_\_\_

9. \_\_\_\_\_  
-----  
\_\_\_\_\_

10. \_\_\_\_\_  
-----  
\_\_\_\_\_

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

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

3. \_\_\_\_\_  
-----  
\_\_\_\_\_

4. \_\_\_\_\_  
-----  
\_\_\_\_\_

5. \_\_\_\_\_  
-----  
\_\_\_\_\_

6. \_\_\_\_\_  
-----  
\_\_\_\_\_

7. \_\_\_\_\_  
-----  
\_\_\_\_\_

8. \_\_\_\_\_  
-----  
\_\_\_\_\_

9. \_\_\_\_\_  
-----  
\_\_\_\_\_

10. \_\_\_\_\_  
-----  
\_\_\_\_\_

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

PP.34

Activity Page

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

Fill in the lines with the words from the box.

<u>we</u>	<u>you</u>	<u>he</u>
<u>your</u>	<u>no</u>	<u>some</u>

1. Is this \_\_\_\_\_ home?  
\_\_\_\_\_
2. \_\_\_\_\_ tells jokes all the time.
3. There were \_\_\_\_\_ stripes on the flag.
4. Did \_\_\_\_\_ make the fire?
5. Can we plant \_\_\_\_\_ of the seeds?  
\_\_\_\_\_
6. \_\_\_\_\_ will share my lunch.



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

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

PP.35

Take -Home

**Dear Family Member,**

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

## King

Jen yells, “Gran, there is a man here with a big crate.”

Gran says, “It must be King!”

“Who?” asks Jen.

“The pet I got on my trip,” says Gran.

“But what is this King?” asks Josh.





Gran **takes** the lid off the **crate** and lifts up a long, black **snake**.

“**Sweet!**” says Josh. “King is a **snake!**”

“**Eek!**” Jen yells. “I am scared of **snakes!**”

Gran says, “King is a **safe snake**. There are snakes that can kill us, but King is not one of them. This is a **snake we** can pet.”



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

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

PP.36

Take -Home

Dear Family Member,

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

## Saved by the Bells

Josh, Jen, and Gran hike off to the camp site with Sam the mule.

“I will meet you there!” Tex yells.

When they get to the camp site, Josh hangs Sam’s rope on a tree.

The camp site is close to a cave. Gran and the kids peek in the cave.

Drip. Drip. The cave is damp and dim. No sun shines in the cave.



Josh, Jen, and Gran hike deep in the cave. They get lost. They are a bit scared, but just then Sam's bells ring.

Sam's bells help them get back to the camp site.

When they get back, Jen hugs the mule and says, "Sam, you and your bells saved us!"



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

PP.37

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

# Splash Dogs

1. Why did they take Buck and Pup to the lake?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

2. What trick can Buck do?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

*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. What did Pup bring back?

the stick and a fish

a fish

the stick



---

---

---

# Tex and Rex

Directions: In line 5, have students mark the noun(s) that name a place. In line 6, have students mark the noun(s) that name a thing. In line 7, have students mark the proper noun(s) that name a person.

1. Tex is mad at Josh and Jen.  yes  no
2. Josh and Jen are twins.  yes  no
3. Rex and Tex are twins.  yes  no
4. Rex is the man with the black hat.  yes  no

- |    |       |       |      |      |
|----|-------|-------|------|------|
| 5. | Rex   | creek | trip | wave |
| 6. | pup   | rope  | shed | Jill |
| 7. | snake | Gran  | Rex  | cap  |

Directions: Have students retell the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.



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

# Gran's Mud Run

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

1. What did Gran drive in the Mud Run?
  - a green truck
  - a black truck
  - a red truck
2. There were five trucks in the Mud Run.
  - yes
  - no
3. Rex, Tex, Josh, and Jen were at the track.
  - yes
  - no
4. Gran did not win the Mud Run.
  - yes
  - no



5. Who got stuck in **deep** mud?

Handwriting practice lines for question 5, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

6. What prize did Gran get?

Handwriting practice lines for question 6, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

# Gran's Trip Home

1. Who will take Josh and Jen back?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, provided for the answer to question 1.

2. What will Gran use to get to Three Mile Gulch?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, provided for the answer to question 2.

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

3. What will Gran **use** to cross **Three Mile Gulch**?

---

---

---

---

---

---

---

---

---

---

4. Will Gran **ride** a **bike** to **Pine Hill**?

---

---

---

---

---

---

---

---

---

---

5. When will Gran **see** **Josh and Jen**?

---

---

---

---

---

---

---

---

---

---

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

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

*Directions: Have students write the proper nouns that name specific people under the picture of George Washington and the common nouns that name a person under the picture of the girl.*

Tex	kid
twin	Rex
Gran	man
cop	Josh



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



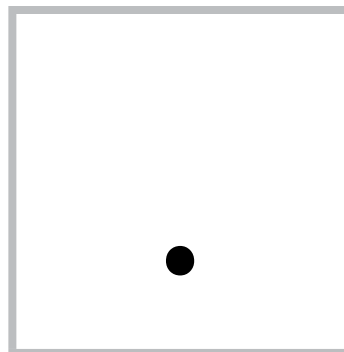
NAME: \_\_\_\_\_

PP.42

Activity Page

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

Directions: Have students read the sentences and add a period, question mark, or exclamation point at the end of each sentence.



1. Can you lend me me your bike \_\_\_\_\_

2. Take all five pens \_\_\_\_\_

3. I like to stroke my cat's back \_\_\_\_\_

4. Do you feel well \_\_\_\_\_

5. Do not jump in the creek \_\_\_\_\_

6. My name is Kate \_\_\_\_\_

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