

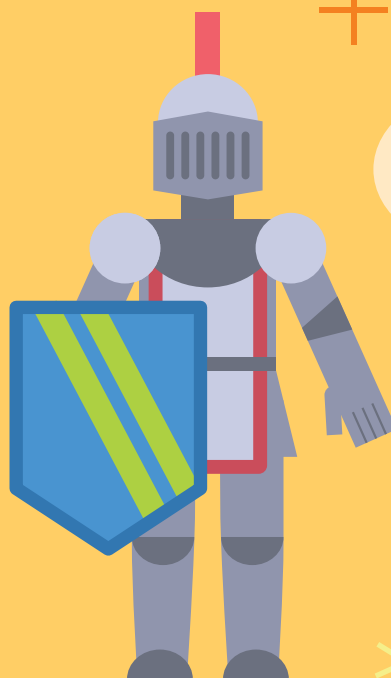


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/n/



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Skills

Activity Book: Volume 2

Grade 1

Skills 4–5

Activity Book

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Skills 4–5

Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Units 4–5. 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 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.

Grade 1

Skills 4

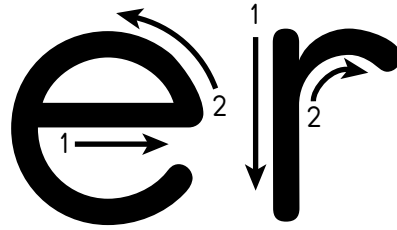
NAME: _____

DATE: _____

1.1

Activity Page

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



er er

er

her her

her

Bert Bert

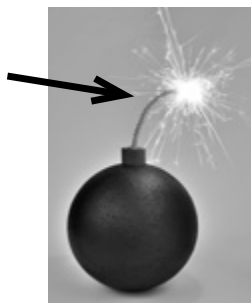
Bert

perk perk

perk

Print the words on the lines where they fit best.

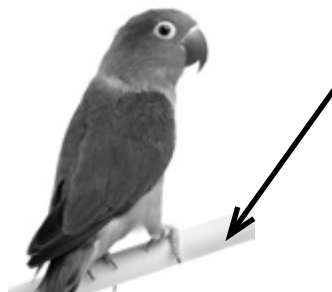
1. fern



2. herd



3. perch



NAME: _____

DATE: _____

2.1

Activity Page

Directions: Have students write the words with the /r/ sound under the red header and the words with the /er/ sound under the her header.

~~fern~~ rope term ~~rat~~ rag
rust clerk room perch verb

/r/ as in red

/er/ as in her

rat

fern

NAME: _____

DATE: _____

3.1

Activity Page

Directions: Have students read each sentence and write the word from the word box that best fits the sentence.

her	clerk	round	coin
verb	paws	scoops	food

1. The plate is _____.

2. The _____ gave her
a dime.

3. Dogs have _____.

4. I would like three _____!

Directions: Have students read each sentence and write the word from the word box that best fits the sentence.

her	clerk	round	coin
verb	paws	scoops	food

5. I can cook a lot of _____.

6. _____ dad is at home.

7. I will flip a _____.

8. Is this word a _____?

NAME: _____

DATE: _____

3.2

Activity Page

Meet Vern

1. Where will Vern take you?

☐ the shop

☐ the Green Fern Zoo

☐ the bus

Page _____

2. What is Vern's job?

Page _____

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

3. What could be some things with wings?

4. Name some things that you could see at the zoo.

Page _____

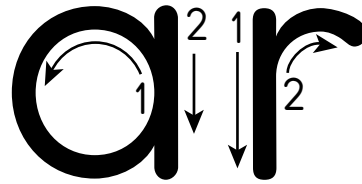
NAME: _____

DATE: _____

4.1

Activity Page

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



ar

ar

ar

art

art

art

farm

farm

farm

yarn

yarn

yarn

Print the words on the lines where they fit best.

1. arm

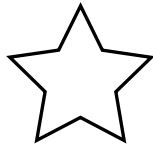


arm

2. car



3. star



4. yarn



5. cart



NAME: _____

DATE: _____

5.1

Activity Page

Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

NAME: _____

DATE: _____

5.2

Activity Page

Things that Swim

1. What is a trout?

☐ a dog

☐ a bug

☐ a fish

Page _____

2. What parts of a trout help it hide?

☐ spots and marks

☐ mouth and teeth

☐ fins and scales

Page _____

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

3. What big fish makes wee fish run and hide?

- ☐ trout
- ☐ reef shark
- ☐ squid

Page _____

4. Why do reef sharks make their home close to reefs?

Page _____

NAME: _____

DATE: _____

5.2
CONTINUED

Activity Page

5. What do reef sharks like to feed on?

Page _____

NAME: _____

DATE: _____

6.1

Activity Page

Directions: Have students read the words in the box and write each word in the sentence where the word fits best.

stars perk look fern shout
oil claws moon shark herd

1. There is not a _____
in this lake.
2. The car needs _____
in it.
3. That cat has sharp _____
_____!
4. The flag has _____
and stripes.

Directions: Have students read the words in the box and write each word in the sentence where the word fits best.

stars perk look fern shout
oil claws moon shark herd

5. My mom had to ask us not to

_____.

6. She must _____ up
and not sleep!

7. I saw a _____ of
deer in the woods.

8. I would like to see the Green
_____ Zoo.

NAME: _____

DATE: _____

6.1
CONTINUED

Activity Page

stars perk look fern shout
oil claws moon shark herd

9. _____ at that big
wave!

10. We look up at the stars and the
_____ when it gets
dark.

NAME: _____

DATE: _____

6.2

Activity Page

Directions: Have students match the words to their contracted form.

it is

he's

here is

can't

she is

she's

can not

it's

he is

here's

Directions: Have students fill in the blanks with the correct contraction.

can't

let's

here's

she's

it's

Bert's

1. _____ sad.

2. _____ hot out.

3. _____ run to the
park.

4. _____ a good pal.

5. _____ my class.

6. We _____ see the
sharks.

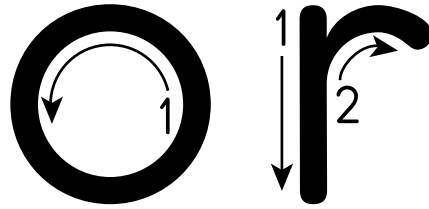
NAME: _____

DATE: _____

7.1

Activity Page

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



or

or

or

corn

corn

corn

fork

fork

fork

short

short

short

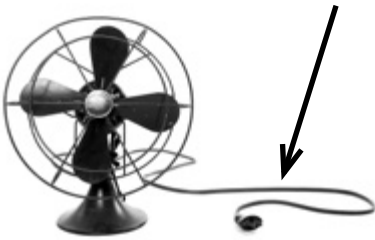
In the box are 4 words. Print them on the lines where they fit best.

fork

cord

corn

shorts



NAME: _____

DATE: _____

8.1

Activity Page

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: _____

9.1

Activity Page

Chimps

1. Green Fern Zoo has _____ chimps.

☐ one

☐ five

☐ ten

Page _____

2. Who is Bess?

☐ a chimp

☐ Vern's pal

☐ a shark

Page _____

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

3. What do chimps not like to munch on?

○ plants

○ seeds

○ rocks

Page _____

4. What will Bart have for lunch?

[illegible]

Page _____

NAME: _____

DATE: _____

9.1
CONTINUED

Activity Page

5. What will Max do for fun?

Page _____

6. Why were Carl and Norm not pals last week?

Page _____

NAME: _____

DATE: _____

10.1

Activity Page

Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

NAME: _____

DATE: _____

10.2

Activity Page

Mandrills

1. Is a male man·drill's nose green?

Page _____

2. What makes man·drills look and feel good?

Page _____

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

3. What is the **verb** in, “We feed man·drills ants, grass·es, nuts, **bark**, plant shoots, and roots.”

☐ man·drills

☐ feed

☐ bark

4. List 4 nouns that you found in “Man·drills.”

NAME: _____

DATE: _____

11.1

Activity Page

Mark the words that are said and print them on the lines.

1. **arm·pit** **art·ist**

- - - - -

2. sneez·ing sniff·ing

- - - - -

3. bas·kets bask·ing

- - - - -

4. nap·kin napp·ing

- - - - -

5. broil·ing boil·ing

- - - - -

6. twist·er tweezer

7. un·like un·less

8. cor·ner cor·net

9. win·ter winner

10. ant·hill antler

NAME: _____

DATE: _____

12.1

Activity Page

Directions: Have students read the sentences, circle the nouns, and underline the verbs with a squiggly line. Then have students write a few original sentences on the lines.

1. The pig snorts.
2. The dog barks.
3. The car stops.
4. The shark hunt·ed.
5. The man helped.

— — — — —

— — — — —

— — — — —

— — — — —

— — — — —

NAME: _____

DATE: _____

12.2

Activity Page

Things with Wings

1. The puff-in makes his home _____

☐ in hot lands

☐ up north

☐ in the grass

Page _____

2. The puff-in's feet help him _____

☐ swim

☐ sleep

☐ get a snack

Page _____

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

3. What can a puff-in use to get fish?

☐ his feet

☐ his eggs

☐ his bill

Page _____

4. Puff-ins are born

from _____. The puff-in

mom and _____ sit on their

egg. In the end, the

_____ pops out of the shell.

Page _____

DATE: _____

Activity Page

[illegible]

Skills 4

NAME: _____

DATE: _____

13.1

Activity Page

Directions: Have students underline the past-tense marker ed in each verb. Then have students write the past-tense verbs that end in /ed/ under the /ed/ header, the verbs that end in /d/ under the /d/ header, and the verbs that end in /t/ under the /t/ header.

started grinned helped sounded formed parked

pointed smiled baked lifted waved hiked

/ed/

/d/

/t/

start <u>ed</u>	grin <u>ned</u>	help <u>ed</u>	sound <u>ed</u>	form <u>ed</u>	park <u>ed</u>
point <u>ed</u>	smile <u>d</u>	bake <u>d</u>	lift <u>ed</u>	wave <u>d</u>	hike <u>d</u>

NAME: _____

DATE: _____

14.1

Activity Page

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. For an extra challenge, ask students to write the number of syllables in the circle.

1. ham·ster ☐ _____ ○

2. green ☐ _____ ○

3. win·ter ☐ _____ ○


4. slime ☐ _____ ○


5. good ☐ _____ ○


6. gar·lic ☐ _____ ○


7. shout ☐ _____ ○


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. For an extra challenge, ask students to write the number of syllables in the circle.


8. paws ☐  ☐


9. pop·corn ☐  ☐

10. camp·ers ☐  ☐

11. mon·ster ☐  ☐

12. woods ☐  ☐

13. for·get ☐  ☐

14. zipp·ers ☐  ☐

NAME: _____

DATE: _____

14.2

Activity Page

Yes or No?

1. Is green slime a
good food?

2. Do gar·lic and a rose
smell the same?

3. Do cats have paws?

4. Is a pump·kin black?

5. Can a pig ride a
bike?

6. Is pop·corn a good
snack?

7. Do camp·ers sleep in tents?

8. Is a verb a word?

9. Would you like to win a prize?

10. Can a dog tell time?

11. Is it hot in the win·ter?

12. Do coins have zipp·ers?

NAME: _____

DATE: _____

14.3

Activity Page

Big Cats

1. Name three things that a bob·cat hunts.

Page _____

2. Why should you not keep a bob·cat in your home?

Page _____

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

3. What helps a pan·ther hunt?

The image displays four identical sets of primary writing lines, arranged vertically. Each set is composed of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are evenly spaced and extend across the entire width of the page, providing a template for handwriting practice.

Page _____

4. A pan·ther can be ...

- ☐ green with stripes.
- ☐ black **or** tan, **or** can have spots.
- ☐ red with tan dots.

Page _____

NAME: _____

DATE: _____

15.1

Activity Page

Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

NAME: _____

DATE: _____

15.2

Activity Page

Groundhogs

1. What do ground·hogs use their claws for?

Page _____

2. Why do ground·hogs have to be on the
look·out when they are not in their holes?

Page _____

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

3. Where was Pepp·er when she got out from her pen?

Page _____

4. What did Pepp·er stuff her·self with?

Page _____

NAME: _____

DATE: _____

16.1

Activity Page

The Reptile Room

1. What do gar·ter snakes feed on?

Page _____

2. Why are gar·ter snakes harm·less for us?

Page _____

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

3. A ratt·ler has a patt·ern on his scales so that. . .

Page _____

4. Why is a ratt·ler not harm·less for us?

Page _____

NAME: _____

DATE: _____

17.1

Activity Page

Directions: For each sentence, have students circle the nouns and underline the verbs with a squiggly line.

1. To·day kids march in line.
2. Yes·ter·day kids marched in line.
3. To·morr·ow kids will march in line.
4. To·day the cat naps on the car·pet.
5. Yes·ter·day the cat napped on the
car·pet.

6. To·morr·ow the cat will nap on the
car·pet.
7. To·day the man bikes at the park.
8. Yes·**ter**·day the man biked at the park.
9. To·morr·ow the man will bike at the
park.

NAME: _____

DATE: _____

19.1

Activity Page

Directions: Have students underline the past-tense marker -ed in each verb. Then have students write the final sound(s) in each word in the slashes. Then have students write the past-tense verbs that end in /ed/ under the /ed/ header, the verbs that end in /d/ under the /d/ header, and the verbs that end in /t/ under the /t/ header.

<u>start</u> ·ed /ed/	grin <u>ned</u> /d/	<u>help</u> ed /t/
rubbed / /	mar <u>ched</u> / /	add·ed / /
seemed / /	snort·ed / /	wished / /

/ed/

started

/d/

grinned

/t/

helped

NAME: _____

DATE: _____

19.2

Activity Page

Termites

1. What are **ter**·mites?

Page _____

2. What is in·side a **ter**·mite mound?

Page _____

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

3. What do **ter**·mites look like?

Page _____

4. Why would a **ter**·mite munch on your home?

Page _____

NAME: _____

DATE: _____

20.1

Activity Page

Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

NAME: _____

DATE: _____

20.2

Activity Page

In the box are 4 words. Print them on the lines where they fit best.

gar·lic

cool·er

dinn·er

hor·net





In the box are 4 words. Print them on the lines where they fit best.

blend·er

pop·corn

car·pet

for·est



NAME: _____

DATE: _____

21.1

Activity Page

River Otters

1. What do riv·er ott·ers like to do?

Page _____

2. Which is NOT the riv·er ott·ers' home?

- ☐ nests on land
- ☐ the riv·er
- ☐ up in trees

Page _____

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

3. What **part** helps riv·er ott·ers swim fast?

☐ webbed paws

☐ point·ed nose

☐ sharp claws

Page _____

4. What do riv·er ott·ers like **for** food?

Page _____

NAME: _____

DATE: _____

21.2

Activity Page

Check the Draft

Step by Step

1. Check that the name of the thing is there.	
2. Check that you des·cribed what it looks like.	
3. Check that you des·cribed the feel, sound, and taste of the thing.	
4. Check that you end·ed with a fun fact or if you like the thing.	
5. Aa, Bb, Cc	
6. ? . !	
7. Check that the words are spelled well.	

NAME: _____

DATE: _____

22.1

Activity Page

1. Yes·ter·day the dog _____

(lick)
the food on the car·pet.

2. My pal _____ at us.
(grin)

3. Fran lost her tem·per and

_____.
(yell)

4. She _____ wood in her
(chop)
back·yard.

5. I _____ a cake yes·ter·day
(bake)
for my class.

Directions: Have students write the verb in its past tense form.

NAME: _____

DATE: _____

22.2

Activity Page

Name of Critt·er: _____



I will des·cribe: _____

What it looks like: _____

Directions: Have students respond to the prompts, using the Reader as a resource.

What it sounds like:

What it feels like:

Where is its home?

What food would it like?

NAME: _____

DATE: _____

22.3

Activity Page

Name of Critt·er: _____



I will des·cribe: _____

What it looks like: _____

Directions: Have students respond to the prompts, using the Reader as a resource.

What it sounds like:

What it feels like:

Where is its home?

What food would it like?

NAME: _____

DATE: _____

22.4

Name of Critt·er: _____



I will des·cribe: _____

What it looks like: _____

Directions: Have students respond to the prompts, using the Reader as a resource.

What it sounds like:

What it feels like:

Where is its home?

What food would it like?

NAME: _____

DATE: _____

22.5

Activity Page

Name of Critt·er: _____



I will des·cribe: _____

What it looks like: _____

Directions: Have students respond to the prompts, using the Reader as a resource.

What it sounds like:

What it feels like:

Where is its home?

What food would it like?

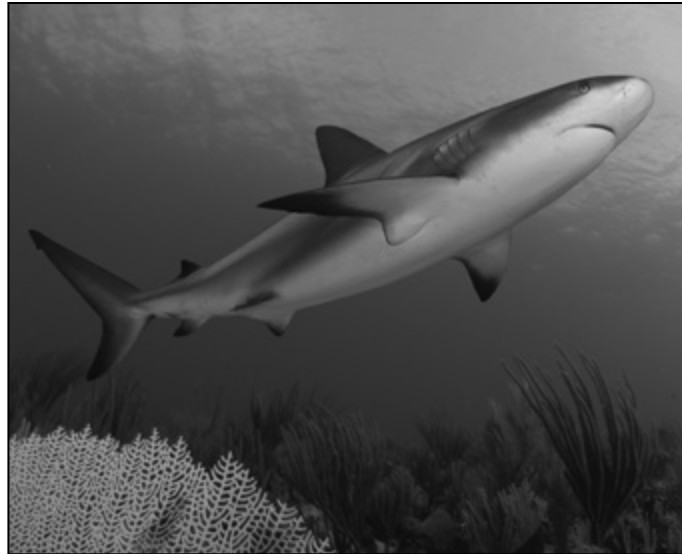
NAME: _____

DATE: _____

22.6

Activity Page

Name of Critt·er: _____



I will des·cribe: _____

What it looks like: _____

Directions: Have students respond to the prompts, using the Reader as a resource.

What it sounds like:

What it feels like:

Where is its home?

What food would it like?

NAME: _____

DATE: _____

22.7

Activity Page

Name of Critt·er: _____



I will des·cribe: _____

What it looks like: _____

Directions: Have students respond to the prompts, using the Reader as a resource.

What it sounds like:

What it feels like:

Where is its home?

What food would it like?

NAME: _____

DATE: _____

23.1

Activity Page

Name of Critter: _____

I will describe: _____

Describe what it looks like, sounds like, and feels like:

Home:

Food:

Fun Fact:

End:

NAME: _____

DATE: _____

24.1

Activity Page

Check the Draft Step by Step

Name of Partner: _____

Edited by: _____

Step	Check?
Check that the name of the critt·er is there.	
Check that you des·cribed what it looks like.	
Check that you des·cribed its home.	
Check that you des·cribed its food.	
Check that you list·ed a fun fact.	
Aa, Bb, Cc and ? . !	
Check that the words are spelled well.	

Grade 1

Skills 5

NAME: _____

DATE: _____

1.1

Activity Page

Can you see the spell·ing patt·ern? Fill in the chart.

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

NAME: _____

DATE: _____

1.2

Activity Page

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.

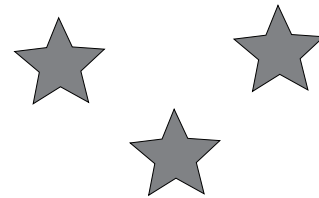
1.



2.



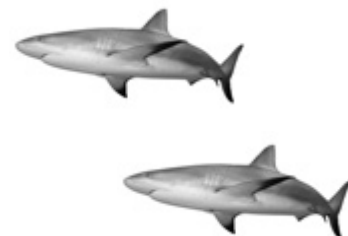
3.



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: _____

2.1

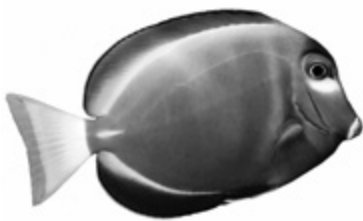
Activity Page

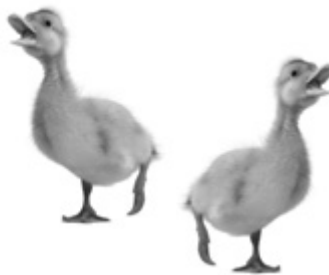
Directions: Have students look at each picture and label it using the plural or singular form.













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













NAME: _____

DATE: _____

2.2

Activity Page

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

Activity Page

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		

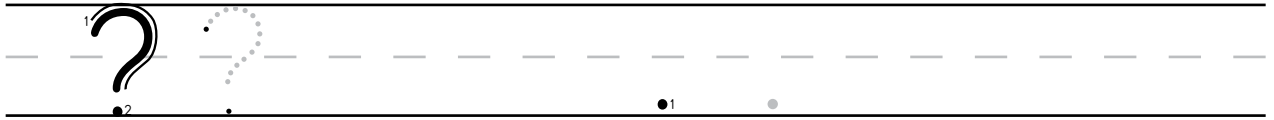
NAME: _____

DATE: _____

3.2

Activity Page

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: _____

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: _____

5.1

Activity Page

Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

NAME: _____

DATE: _____

5.2

Activity Page

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

Activity Page

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

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?

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

NAME: _____

DATE: _____

7.1

Activity Page

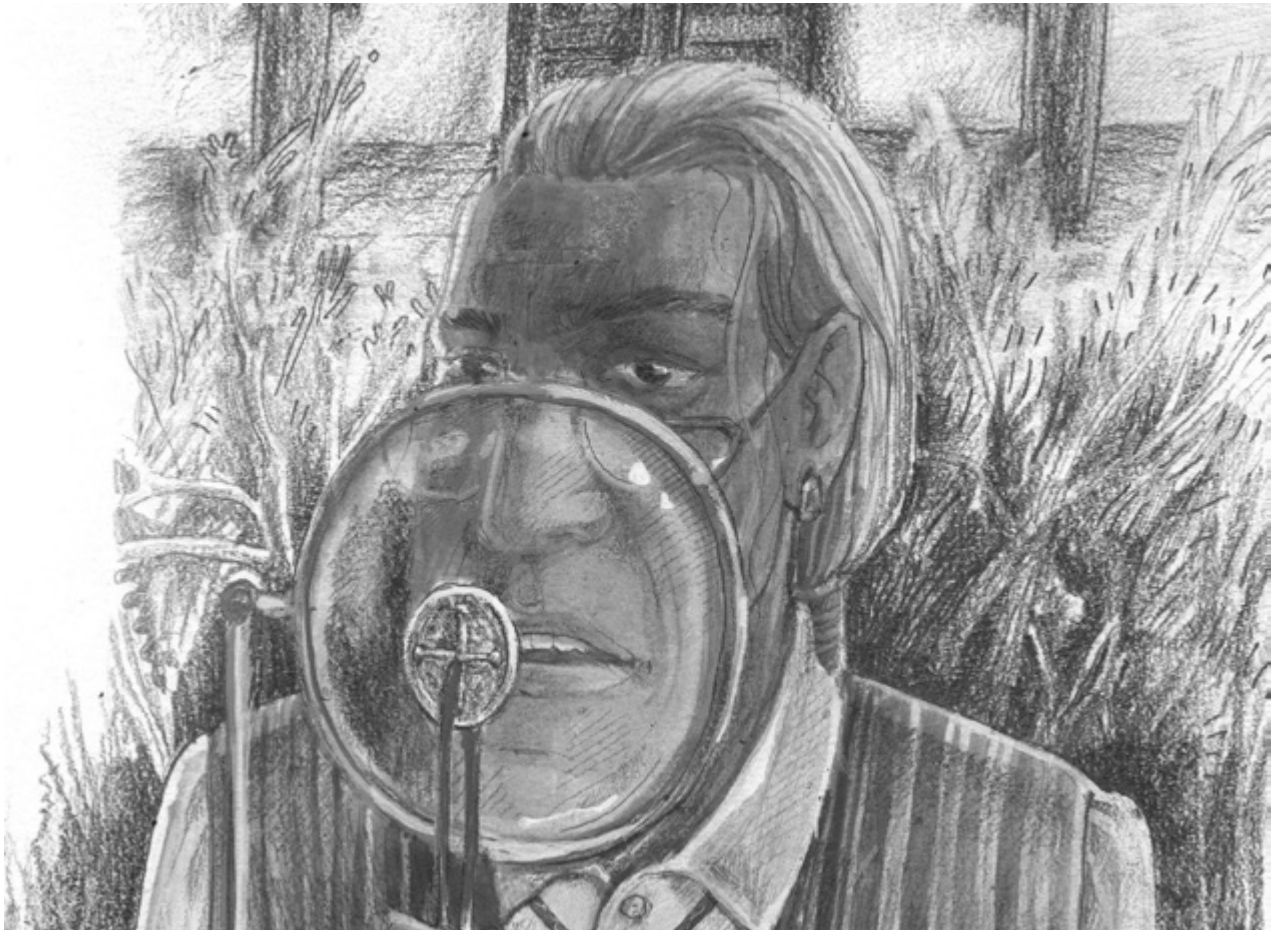
1. do·ba drove us to the coin shop

2. are there a lot of coins in that cave

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

Directions: Have students copy the sentences on the lines using correct punctuation.

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

This image shows a full page of handwriting practice paper. It contains four identical sets of horizontal lines, each set consisting of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

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.

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

The image shows a full page of handwriting practice paper. It contains four identical sets of horizontal lines, each set consisting of three lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are evenly spaced and run horizontally across the entire page, providing a guide for letter height and placement.

NAME: _____

DATE: _____

8.1

Activity Page

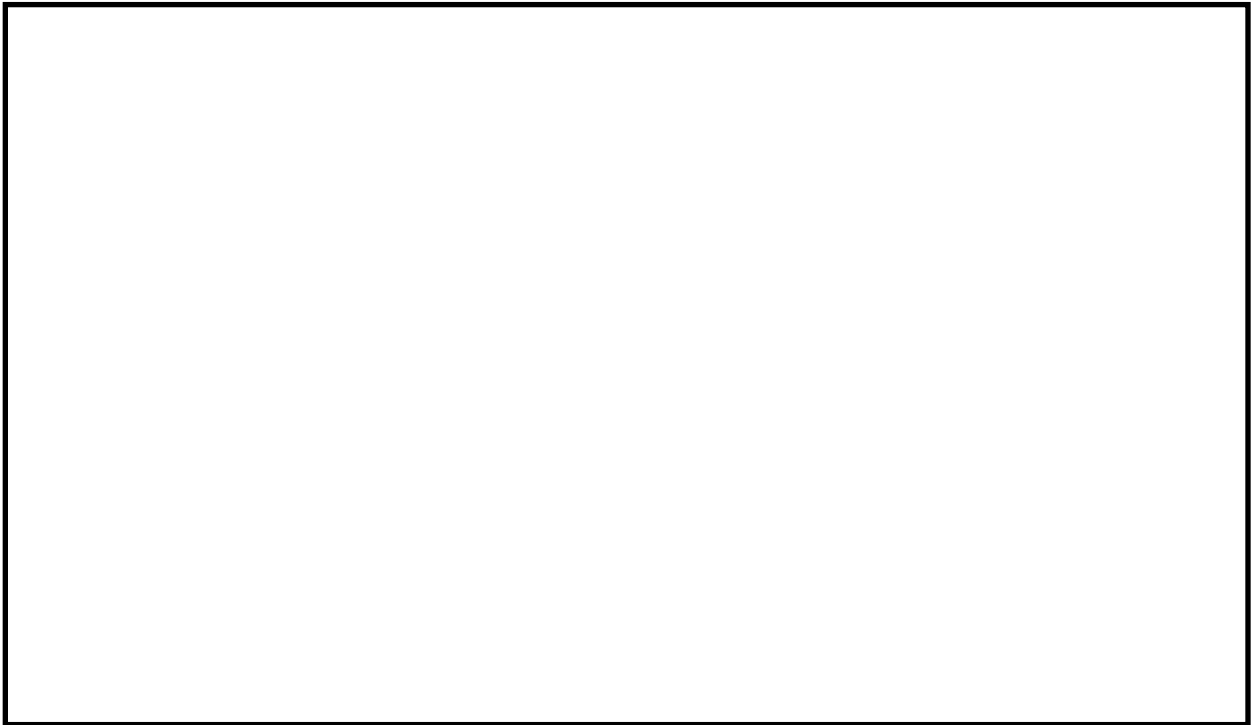
You Never Can Tell

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?



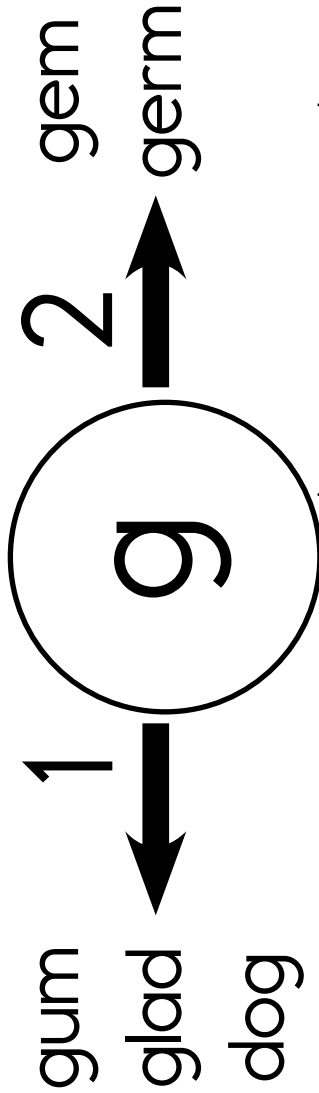
NAME: _____

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 legs. <u>g</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>g</u>		
5. There are plants in the gar <u>g</u> ·den.		

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: _____

10.1

Activity Page

Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

NAME: _____

DATE: _____

10.2

Activity Page

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 multiple sets of three horizontal lines (top, middle dashed, bottom) for student use.

NAME: _____

DATE: _____

11.1

Activity Page

Sort the words by their spellings for /t/.

time

un.til

sit

truck

cut

baked

bitt.er

cutting

parked

sitt.ing

ripped

hoped

↑
/t/

↑

/t/ → 'ed'

[illegible]

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

Activity Page

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: _____

12.1

Activity Page

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		

NAME: _____

DATE: _____

12.2

Activity Page

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: _____

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

Activity Page

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

Activity Page

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 _____.

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

verbs

van

serve

riv·er

twelve

vote

nev·er

vet

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

_____?

NAME: _____

DATE: _____

14.2

Activity Page

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?

Page _____

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

This image shows a full page of handwriting practice paper. It contains four identical sets of horizontal lines, each set consisting of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Page _____

NAME: _____

DATE: _____

15.1

Activity Page

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

Activity Page

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)

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

Activity Page

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

DATE: _____

Activity Page

Date: _____

This image shows a full page of handwriting practice paper. It features five identical sets of horizontal guidelines arranged vertically. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a structured space for practicing letter formation and alignment.

NAME: _____

DATE: _____

18.1

Activity Page

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 be·cause?	
Did you Tell <u>Why</u> #2 with be·cause?	
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 and ? . !	
Check that the words are spelled well.	

DATE: _____

Activity Page

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

// → **'II'**

[illegible]

NAME: _____

DATE: _____

20.1

Activity Page

Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

NAME: _____

DATE: _____

20.2

Activity Page

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?

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

Page _____

3. What will Ron Fitch do next?

Page _____

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

Page _____

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.

The Big Dig

1. In order to get the bones out, the diggers have to ...
 - blast a hole in to the cliff.
 - get bigger tools soon.
 - cut the cliff up in to large blocks of rock.

Page _____

2. How will the plaster keep the bones safe?

Page _____

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

3. What tools will they use at the lab to get the bones out of the blocks?

Page _____

4. What did Kate name the raptor?

Page _____

NAME: _____

DATE: _____

22.1

Activity Page

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.

3. The man got a close-up of ...

- the rap·tor in the side of the cliff.
- Gad and Kate with their forks.
- Ron **Fitch**, the bone man.

Page _____

4. What did the TV man ask Kate?

Page _____

Acknowledgements

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Amplify CKLA

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