

3

Grade 1

Skills 3 | Activity Book

Grade 1

Skills 3

Activity Book

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at **texashomelearning@tea.texas.gov**.

ISBN 978-1-64383-694-2

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in Mexico
01 XXX 2021

Skills 3

Activity Book

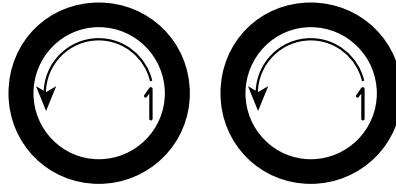
This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 3. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 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 digraph and words. Students should say the sounds while writing the letters.



oo oo o o

oo oo o o

soon soon soon

soon

loot loot loot

loot

room room room

room

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

~~moon~~

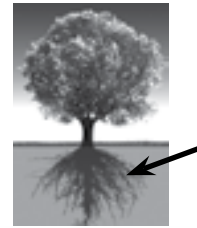
spoon

tools

roots

broom

boots



moon



NAME: _____

DATE: _____

1.2

King Log and King Crane

Directions: Students should reread the story and answer the questions, noting the page number where they found the answer.

1. What did the frogs ask the gods to send them?

lots of food

a log

a king

Page _____

2. Did the frogs like King Log? Why or why not?

Page _____

3. Did the frogs like King Crane? Why or why not?

Page _____

4. Who was mad in the end?

- King Log
- the gods
- the frogs

Page _____

NAME: _____

DATE: _____

1.3

Activity Page

Spelling Words

1. same

2. green

3. stone

4. line

5. make

6. hide

7. seed

8. Tricky Word: they

NAME: _____

DATE: _____

1.4

Take-Home

Dear Family Member,

Today we started Unit 3 of English Language Arts. Starting with this unit, your student will receive a new list of spelling words each Monday. The purpose of having weekly spelling words is to help students become strong spellers and allow them to practice at home the skills they have learned. Your student will receive the spelling words at the beginning of the week and will be tested on the words at the end of the week.

There are eight words each week. The words cover only the spellings that have been reviewed and taught in class, meaning that your student will only work with and be tested on familiar spellings. The last spelling word is shaded in gray to indicate it is a Tricky Word. Tricky Words do not follow the expected spelling rules, so they cannot be reliably sounded out and spelled, which means their spellings must be memorized. Tricky Words are also taught and reviewed in class.

I encourage you to work with your student each night to review the spelling words for 5–10 minutes. The activities can be fun but should involve having your student write the word, not just spelling it aloud.

Here are a few activity ideas:

- Say a sentence with the spelling word, but leave the spelling word out. Your student should guess which of the week’s spelling words should complete the sentence and then write the word down.
- Create spelling word flash cards. After reading the word on a flash card, your student can turn over the card and write the word from memory on another piece of paper.
- Have a spelling bee at home, asking your student to both spell the words to you orally and write them.
- Ask your student to write each word in a short sentence, or write a story with the words.
- If possible, act out or draw a picture of the words; have your student guess the word and then write it down.
- Please have your student practice spelling the words in a different order each night; do not simply call them out in the order listed.
- Starting later this week, your student will also bring home a story that we have read in class. The story for this week is called “King Log and King Crane.” Please have your student read the story to you and then talk about it together.

If you have any questions, please do not hesitate to contact me.

NAME: _____

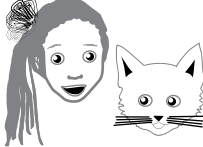
DATE: _____

2.1

Directions: Have students fill in the story map to describe the characters, setting, and plot of the story.


Name: _____

Who?



A line drawing of a girl with a flower in her hair and a cat's face next to her.

Where?



A simple illustration of a mountain range.

What?

Once, there were . . .

Next in the tale . . .

At the end of the tale . . .

NAME: _____

DATE: _____

2.2

Take-Home

Dear Family Member,

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

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

King Log and King Crane

Once the frogs said, “We wish we had a king!
We need a king! We must have a king!”

The frogs spoke to the gods. They said, “We
ask you, the gods, to send us a king!”

“The frogs are fools,” said the gods. “As a joke,
let us send them a big log to be their king.”

The gods got a big
log and let it drop.
The log fell in the
pond and made a
big splash.



The frogs were scared of the log. They said,
“King Log is strong! We must hide from him in
the grass!”

As time went by, the frogs came to see that
King Log was tame. He did not bite. He did not
run. He just sat there.

“King Log is not a strong king!” said one frog.

“I wish we had a strong king!”

“I do, too!”

“We must have a strong king!”

The frogs spoke to the gods. They said, “We
ask you, the gods, to send us a strong king,
and send him soon!”

This time the gods sent a crane to be king of
Frog Land.

NAME: _____

DATE: _____

2.2

CONTINUED

Take-Home

King Crane was not like King Log. He did not just sit there. He ran fast on his long legs, and he ate lots of the frogs!

The frogs were sad.

“King Crane is a bad king,” they said. “We miss King Log! He was a fine king. We made a bad trade!”

The frogs spoke to the gods. They said, “We ask you, the gods, to send us back King Log!”

The gods were mad. “**Fools!**” they said. “You said you must have a strong king. We sent you one. He is yours to keep!”



NAME: _____

4.1

Activity Page

DATE: _____

The Two Dogs

Directions: Have students reread the story and answer the questions, noting the page number where they found the answer. Have students draw a picture illustrating the fable's moral.

1. Which dog gets food from the men?

the tame dog

the dog who runs free

Page _____

2. Why is one dog plump?

Page _____

3. What makes the thin dog run off?

Page _____

4.



NAME: _____

DATE: _____

5.1

Assessment

Spelling Test

1.

2.

3.

4.

5.

6.

7.

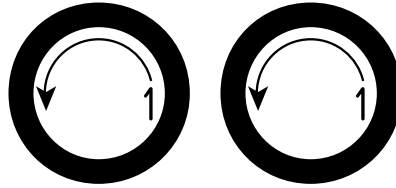
8.

NAME: _____

DATE: _____

5.2

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



oo oo o o

oo oo o o

look look

foot foot

good good

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

brook

book

hood

foot

hook

cook







NAME: _____

DATE: _____

5.3

Take-Home

Dear Family Member,

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

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

The Two Dogs

Once two dogs met. One of them was a tame dog who made his home with men. One was a dog who ran free.

The dog who ran free stared at the tame dog and said, "Why is it that you are so plump and I am so thin?"

"Well," said the tame dog, "I am plump becau se the men feed me. I do not have to run all the time to get my food. My job is to keep the home safe when the men are in their beds.



When they wake up, they feed me scraps of food from their plates.”

“Your life must be a fine life,” said the thin dog.
“I wish my life were like yours.”

The plump dog said, “If you will help me keep the home safe, I bet the men will feed you, too.”

“I will do it!” said the thin dog.

But just as the thin dog said this, the moon shone on the neck of the plump dog.

The thin dog said, “What is that on your neck?”

“I am on a rope when the sun is up,” said the plump dog.

“Rope?” said the thin dog. “Do they keep you on a rope?”

NAME: _____

DATE: _____

5.3

CONTINUED

Take-Home

“Yes,” said the plump dog. “When the moon is up, the men let me free, but when the sun shines, they keep me on a rope. I can not run and be free when the sun is up, but it is not so bad.”

“No, no!” said the thin dog, as he ran off. “I will not have a rope on my neck. You can be plump. I will be free!”



NAME: _____

DATE: _____

6.1

Take-Home

The Hares and the Frogs

Directions: Have students reread the story and answer the questions. Tell them to record the page on which they found their answer.

1. Where did the hares have a chat?

in the grass

in a tree

in a hut

Page _____

2. Why were two of the hares sad?

They were fools.

They were tame.

They were not brave.

Page _____

3. What are some things that scare the hares?

Handwriting practice lines for question 3, consisting of four sets of solid top and bottom lines with a dashed middle line.

Page _____

4. Who was scared of the hares in the end?

Handwriting practice lines for question 4, consisting of four sets of solid top and bottom lines with a dashed middle line.

Page _____

NAME: _____

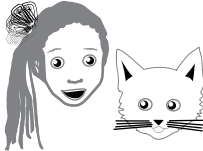
DATE: _____

6.2

Directions: Have students fill in the story map to describe the characters, setting, and plot of the story.


Name: _____

Who?



A line drawing of a girl with a flower in her hair and a white cat with whiskers.

Where?



A simple illustration of a mountain range.

What?	<p><u>Once, there were . . .</u></p>
	<p><u>Next in the tale . . .</u></p>
	<p><u>At the end of the tale . . .</u></p>

NAME: _____

DATE: _____

6.3

Name: _____

In the tale, "The Two Dogs," _____

Directions: Have students use the template for their book reports.

Once _____

Next,

In the end

NAME: _____

DATE: _____

6.3
CONTINUED

This tale tells us _____

I liked/did not like this tale because _____

NAME: _____

DATE: _____

6.4

Take-Home

Dear Family Member,

This week during our language arts time, we will continue to explore the writing process with students. We are teaching students to plan, draft, and edit written compositions before creating a final product. Ask your student to explain the process to you.

We will also continue to read stories from the reader *Fables*. Your student can explain the different morals from the stories we read in class.

Included below are the spelling words for this week. Remember to encourage your student to practice these words each night in order to be prepared for the test at the end of the week.

Spelling Words

1. frog

2. moth

3. quote

4. wood

5. took

6. spoon

7. tooth

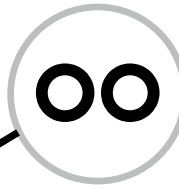
8. Tricky Word: why

NAME: _____

DATE: _____

7.1

Directions: Read the words aloud as a class. Have students write the words with the /oo/ sound under the 'boo' header and the words with the /oo/ sound under the 'book' header.



1

/oo/ as in soon

2

/oo/ as in look

boo	book	bloom	food
took	cool	good	cook



/oo/ as in boo

/oo/ as in book

Handwriting practice lines for the 'boo' header. The first line contains the word 'boo' in dotted letters. Below it are several sets of blank handwriting lines (top solid, middle dashed, bottom solid) for independent practice.

Handwriting practice lines for the 'book' header. The first line contains the word 'book' in dotted letters. Below it are several sets of blank handwriting lines (top solid, middle dashed, bottom solid) for independent practice.

NAME: _____

DATE: _____

7.2

Take-Home

Dear Family Member:

Your student has been taught to read words with the vowel sounds /oo/ as in *soon* and /oo/ as in *look*. Reading words like these is tricky because the two vowel sounds are spelled with the exact same spelling, 'oo,' but pronounced differently. Ask your student to cut out the word cards. Show the cards to your student and have your student read them. You may also ask your student to copy the words onto a sheet of paper. Your student can sort the word cards into two piles: one pile for words with /oo/ as in *soon* and one pile for words with /oo/ as in *look*. Please keep and use the cards for future practice.

pool

moon

cook



look

foot

hood

food

boot

book

spoon

took

root

NAME: _____

DATE: _____

8.1

Activity Page

The Two Mules

spots

strong

ten

packs

five

mules

lift

fool

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

A man went on a trip with two

_____. The black mule

was _____, but the

mule with _____ was not

as strong. The mule with spots had to

ask the black mule to help him with his

_____. "I have my five

packs and you have your

spots

strong

ten

packs

five

mules

lift

fool

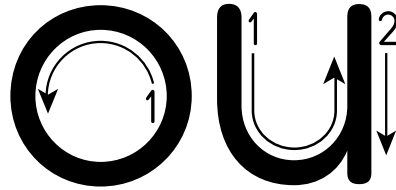
_____,” said the black
mule. The mule with spots went on, but at
last he fell and could not get up. The man
set all _____ packs on the
black mule. The black mule said, “What a
_____ I was! I did not
help the mule with spots when I should
have! If I had, I would not have to
_____ all of his packs as
well as mine.”

NAME: _____

DATE: _____

9.1

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



ou ou

out out

mouth

shout

Print the words on the lines where they fit best.

1. cloud



2. snout



3. mouth



4. couch



5. round



NAME: _____

DATE: _____

10.1

Assessment

Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.



NAME: _____

DATE: _____

10.2

Directions: Have students underline the verbs with a squiggly line and then copy them on the lines. Have students copy their favorite se on the line beneath the box and illustrate it.

1. Run up the hill.

run

2. Mop the room.

3. Cook good food.

4. Look it up.

5. Shake his hand.

6. Pet the dog.

The Dog and the Mule

The mule set his feet on the man's lap and gave the man a big lick .



The man let the dog lick him and his spoon. The man would rub the dog and kiss him.

The man was scared. He made the mule run back out to his pen.

The mule felt left out. The mule said, "I should act like a dog."

A man had a dog and a mule.

Directions: Have students cut out the events from the story "The Dog and the Mule." Tell them to look back at their Reader to find the correct order of events. They will then tape or glue the events in the right order on the next page.

NAME: _____

DATE: _____

10.3
CONTINUED

Activity Page

The Dog and the Mule

1.

2.

3.

4.

5.

Dear Family Member,

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

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

The Hares and the Frogs

Three hares stood in the grass.

“I am sad,” one of them said. “I wish we were brave.”

“So do I,” said the next one. “But we are not brave. A splash in the brook scares us. The wind in the grass scares us. We are scared all the time.”

“Yes,” said the last one. “It is sad to be a hare.”



Just then there was a splash in the brook. The splash scared the hares. They ran off to hide. As they ran, they scared a bunch of frogs.

“**L**ook,” said one of the hares. “The frogs are scared of us!”

“Yes, they are!” said the next hare. “They are scared of us! Well, I’m glad I am not a frog!”

“Yes!” said the last hare. “In the end, it is good to be a hare!”



NAME: _____

DATE: _____

11.1

Yes? No?

1. Can a round spoon fit in your mouth?

2. Is there a couch in the room?

3. Are there big cats at the zoo?

4. Can you wave your hand to shoo a bug?

5. Can you count the books?

6. Is the ground down?

7. Is a cake sweet?

8. Can a mule cook food?

Directions: Have students print yes or no on the lines.

NAME: _____

DATE: _____

11.2

Print the words on the lines where they fit best.

hares	shout	free	fools
brook	need	spoon	
packs	food	feet	

1. The frogs said, "We _____ a king!"

2. The gods said the frogs were _____.

3. The tame dog got his _____ from men.

4. The thin dog had to be _____.

5. There was a splash in the _____.

hares

shout

free

fools

brook

need

spoon

packs

food

feet

6. The _____ were scared all the time.

7. The black mule did not help the mule with spots with his _____.

8. The man let the dog lick his _____.

9. The mule put his _____ on the man's lap.

10. The man gave a _____ and he was scared.

NAME: _____

DATE: _____

11.3

Activity Page

Spelling Words

1. brook

2. stood

3. booth

4. room

5. south

6. proud

7. shout

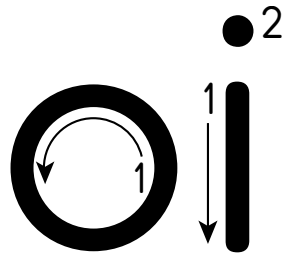
8. Tricky Word: down

NAME: _____

DATE: _____

12.1

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



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

coin

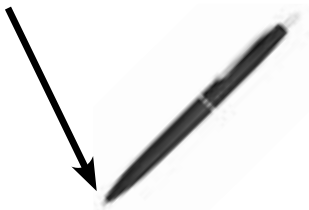
point

soil

boil

oil

coil



NAME: _____

12.2

DATE: _____

The Bag of Coins

1. What did the man who found the coins tell the next man?

Page _____

2. Why was the bunch of men mad?

Page _____

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

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

3. When the bunch of men came, the man with the coins said, “If they see us with the coins,
- they will be glad.”
 - they will be scared.”
 - we will be in a bad spot.”

Page _____



NAME: _____

DATE: _____

12.3

Take-Home

Dear Family Member:

Your student has been taught to read words with the vowel spellings 'oo' as in *spoon*, 'oo' as in *book*, 'ou' as in *cloud*, and 'oi' as in *boil*. Ask your student to cut out the word cards. Show the cards to your student and have your student read them. Then have your student read the word cards from previous take-home activity pages. You may ask your student to copy the words onto a sheet of paper. In addition, you can read the words aloud and have your student write the words down, one sound at a time, paying attention to the digraphs. Please keep the cards for future practice.

smooth

moon

round

cook

boil

foil

look

spoon

loud

sound

book

oil



NAME: _____

DATE: _____

14.1

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. coins

4

coins

2. moist

--

3. broom

--

4. tooth

--

5. scoop

--

6. couch

--

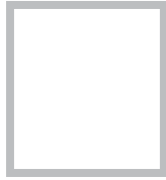
7. shook

--

8. joint

--

9. crouch



10. foul



11. hood



12. stoop



13. troop



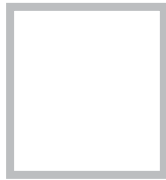
14. point



15. droop



16. mount



NAME: _____

DATE: _____

15.1

Assessment

Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.



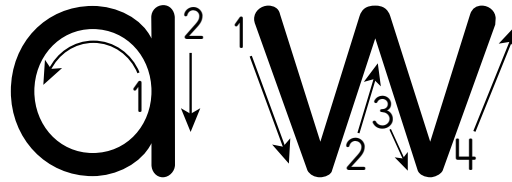
NAME: _____

15.2

Activity Page

DATE: _____

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



d w d w

d w

draw draw

draw

saw saw

saw

paw paw

paw

Print the words on the lines where they fit best.

1. claw



2. paw



3. saw



4. lawn





NAME: _____

DATE: _____

16.1

The Dog and the Ox

1. Where did the dog take his nap?

- in a loft
- in a den
- in a food box

Page _____

2. What did the dog do when the ox came back?

- He got off the box.
- He did not get off the box.
- He went to the loft.

Page _____

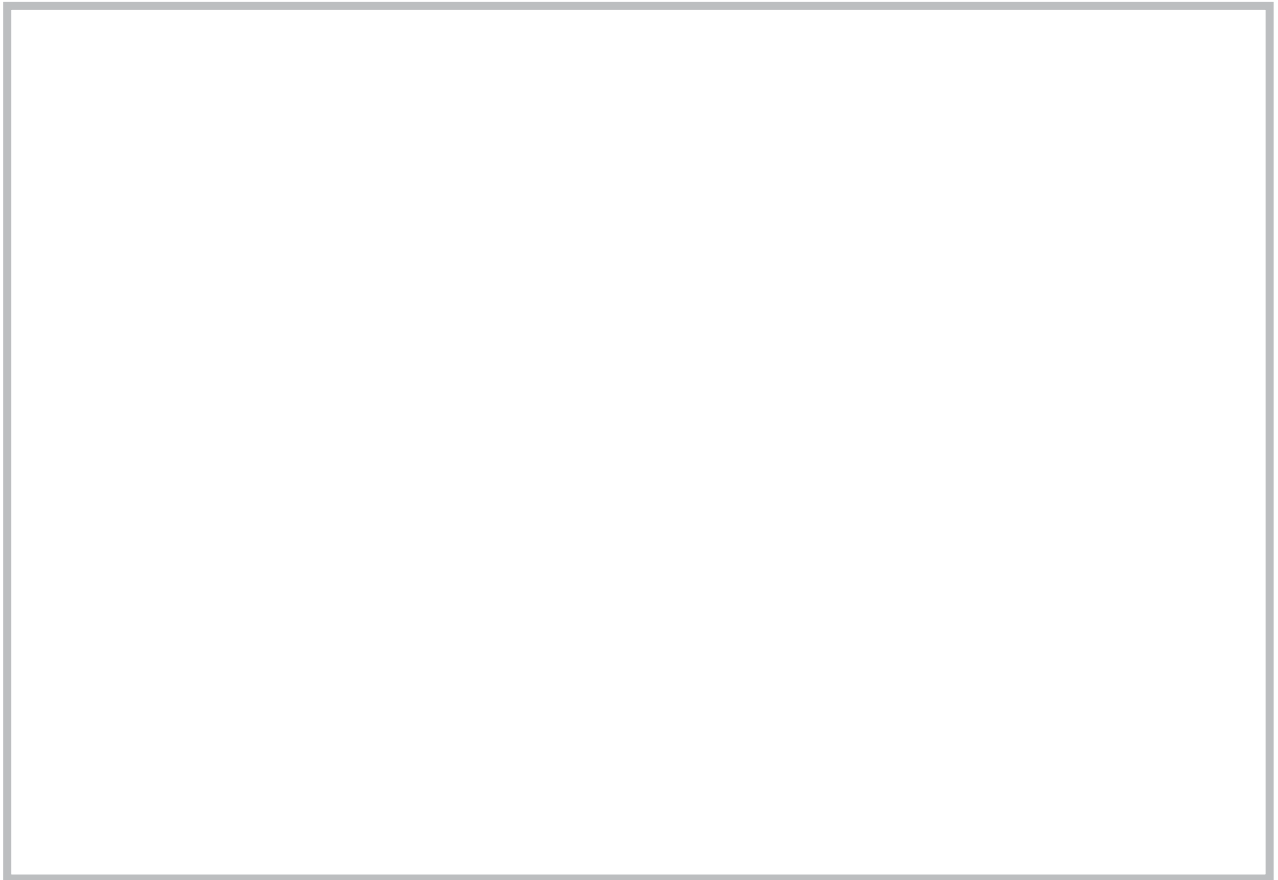
Directions: Have students reread the story and answer the questions.

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

3. Why did the dog get off of the box in the end?

- The dog was mad.
- The ox said he could sleep in the loft.
- The man said there was **straw** in the loft and the dog must get up.

Page _____



NAME: _____

DATE: _____

Dear Family Member:

For Unit 3 of our English Language Arts program, your student has been taught to read the Tricky Words *should*, *could*, *would*, *because*, and *down*. Tricky Words are hard to read because they contain parts that are not pronounced the way one would expect. For this reason, students must memorize the word.

Have your student read the Tricky Words in the box and then the sentences below. Note that the tricky parts are underlined. Have your student write the matching Tricky Word for each sentence and write it on the line. Please note that there could be different answers for the sentences. Ask your student to read the completed sentence out loud, and ask if it makes sense. You may ask your student if there is another word that could fit in the sentence as well.

<u>sh</u> ould	<u>c</u> ould	<u>w</u> ould	<u>b</u> ecause	<u>d</u> own
----------------	---------------	---------------	-----------------	--------------

1. You _____ wash
your hands.

2. _____ you hand
me that?

should

could

would

because

down

3. I was glad _____ I ate
cake for lunch.

4. I _____ jump up
and sing.

5. The stars are up, not

_____.

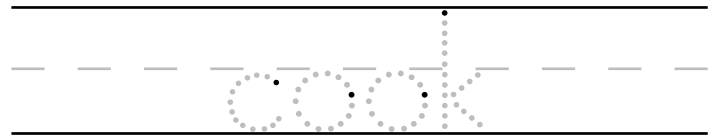
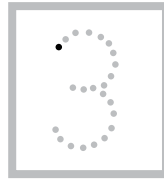
NAME: _____

DATE: _____

17.1

Directions: For each word, have students read the word and then circle and count the number of sound/spellings. Then have students copy the word on the lines.

1. **cook**



2. **cloud**



3. **lawn**



4. **point**



5. **sleep**



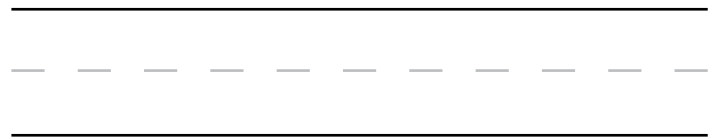
6. **spoon**



7. **brook**



8. **moist**



9. shape

10. hawk

11. pound

12. saw

13. pool

14. join

15. shout

16. mount

NAME: _____

DATE: _____

17.2

Take-Home

Dear Family Member,

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

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

The Dog and the Ox

Once a dog took a nap on a pile of stuff in a box. “That straw looks good for sleeping,” said the dog. But it was not straw in the box. The box was not a bed.

When the ox came home, he saw the dog in his food box. But he could not get to the food because the dog was on top of it.

“Dog,” said the ox,
“There is straw in
the loft. Could you
sleep up in the loft? I
would like to munch on
the food in my box.”



The dog woke up, but he would not get off the food box. He was mad that the ox woke him up.

At last, a man came in and saw the dog on the food box.

“Bad dog!” said the man. “That box is not a bed. It has food for the ox, but you would not let him have it! Shame on you! Get up! You should sleep on the straw in the loft.”



NAME: _____

DATE: _____

18.1

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. _____

The Fox and the Grapes

1. What did the fox see?

a fat hen

a fawn

a bunch of ripe grapes

Page _____

2. To get the grapes, the fox ...

Page _____

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

3. Can the fox tell that the grapes are sour? Why
or why not?

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

Page _____

A large empty rectangular box for drawing or illustration.

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

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

NAME: _____

DATE: _____

19.1

Assessment

Directions: Have students circle the word their teacher says.

1. punt point put pout

2. wood want wool wet

3. foil food foot fed

4. clam clod coil cloud

5. foil fall for fell

6. mouth moist mount moth

7. shout shine soil shoot

8. look lake loot late

9. clap cot couch coil

10. joust jar Jill join

11. south smooth sand smooch

12. male mouth mill mope

13. shell shout share shook

14. boot bout bite boon

15. stand stood shout store

The Fox and the Crane

1. The fox asks the crane to have :
 - lunch with him
 - fun with him
 - a snack with him
2. The fox was up to a trick. He gave the crane some food:
 - in a flat stone dish
 - on big plate
 - in a bag
3. The crane could not get the food because:
 - he did not like it
 - of the shape of his bill
 - the dish was hot

4. The crane gave the milk to the fox:

- on a big plate
- in a flat stone dish
- in a glass with a long, thin neck

5. The fox could not get the milk because:

- the milk was bad
- of the shape of his nose
- of the shape of his bill

6. The tale tells us what?

- If you trick a pal, he could trick you.
- Milk is best from a tall glass.
- A long bill is best.

NAME: _____

DATE: _____

PP.1

Activity Page

Directions: Have students write the words with the /oo/ sound under the 'oo' header and the words with the /oo/ sound under the 'book' header.

~~pool~~ ~~shook~~ tool cook
hook zoom smooth took



oo as in boo



oo as in book

pool

shook

Directions: Have students write the words with the /ue/ sound under the 'cute' header and the words with the /oo/ sound under the 'cool' header.

cute	room	hoop	soon
cube	mute	use	loop

/ue/ as in cute

/oo/ as in cool

cute

hoop

NAME: _____



DATE: _____

Directions: Have students write the words with the /oi/ sound under the 'oil' header and the words with the /ou/ sound under the 'shout' header.

boil	sound	loud	hoist
join	moist	round	foul

/oi/ as in oil

/ou/ as in shout

NAME: _____

DATE: _____

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. claws

4

claws

2. hoist

3. hoop

4. loud

5. shook

6. draw

7. oil

8. shout

9. good

10. mouth

11. hood

12. yawn

13. point

14. proud

15. paw

16. look

NAME: _____

DATE: _____

PP.4

Activity Page

Print the words.

cool

cool

moon

moon

root

root

hoop

hoop

scoop

scoop

Print the words.

look

look

foot

foot

good

good

hood

hood

nook

nook

NAME: _____

DATE: _____

PP.5

Activity Page

Print the words.

loud

loud

shout

shout

couch

couch

mouth

mouth

round

round

Print the words.

joint

joint

soil

soil

coin

coin

foil

foil

point

point

NAME: _____

DATE: _____

PP.6

Activity Page

Print the words.

law

law

straw

straw

paw

paw

yawn

yawn

shawl

shawl

NAME: _____

DATE: _____

PP.7

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.	

NAME: _____

PP.8

Activity Page

DATE: _____

Print the words.

because

because

would

would

could

could

should

should

down

down

Print the words.

because

would

could

should

down

NAME: _____

DATE: _____

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

1. Is the moon made **out** of cake?

no

2. Can a duck squawk?

3. Can a hawk swoop down?

4. Is **straw** a food?

5. Are your pants made **out** of tin foil?

6. Is a dime a **coin**?

7. Is there food on the ground?

8. Do you like to look at books?

9. Is two plus two six?

10. Can a hawk coil up like a snake?

11. Do we use oil to cook?

12. Can you crawl as fast as you can run?

13. Can you draw the sun?

14. Can you jump on one foot?

15. Can a broom sing a song?

16. Do you have a green couch in your home?

NAME: _____

DATE: _____

PP.10

Activity Page

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

yawn

coin

crawl

foot

couch

broom







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

hook
mouth

soil
hawk

tooth
paw



NAME: _____

DATE: _____

PP.11

Activity Page

Print the words on the lines where they fit best.



1. food



2. cloud



3. joint



4. moon



5. straw

Print the words on the lines where they fit best.



6. couch



7. fawn



8. pool



9. tooth



10. soil

NAME: _____

DATE: _____

Print the names of the things on the lines.

hook hat



hawk hound



lap loop



coins canes



book broom



claw cloud



Print the names of the things on the lines.

oil

toil



paw

pan



shout

shack



mane

moon



roots

round



tool

tooth



NAME: _____

DATE: _____

PP.13

Activity Page

Directions: Have students circle the phrase or sentence that is said.

1. big room big root

2. Toss a can. Toss a coin.

3. lost and found lost the fan

4. Draw a man. Draw a kid.

5. red boots red books

6. loud mouth loud moth

7. a big yawn a big lawn

8. Boil fish in a pot. Boil crabs in a pot.

9. up and down down and out

10. Join us at two. Meet us at two.

NAME: _____

DATE: _____

PP.14

Directions: Have students fill in the blanks as the teacher says each phrase.

1. a big _____

2. the _____ moon

3. Look at the _____.

4. bills and _____

5. two _____ cooks

6. _____ the food.

7. lunch at _____

8. a cat's _____

NAME: _____

DATE: _____

PP.15

Take-Home

Dear Family Member,

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

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

The Fox and the Grapes

A fox saw a bunch of ripe grapes that hung from the branch of a tree.

The fox said, “Those grapes look good. I will get them and make them my lunch.”

The fox stood up on his back legs, but he could not grab the grapes.

The fox made a hop, but he could not grab the grapes.

The fox ran and made a big jump, but he still could not get the grapes.



At last, the fox sat down on the ground.

“What a fool I am!” said the fox. “I can tell that those grapes are sour. They would not have made a good lunch.”



NAME: _____

DATE: _____

PP.16

Take-Home

Dear Family Member,

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

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

The Fox and the Hen

A hen sat in a tree. A red fox ran up to the tree.

“Did they tell you?” said the fox.

“Tell me what?” said the hen.

“They have made a law,” said the fox. The **law** says that we must all be pals.

Dogs are not to chase cats.

They must be pals. Cats are not to chase rats. They must be pals. Dog and cat, fox

and hen, snake and rat must all be pals! So jump down here and let me hug you!”



“Well, that sounds swell!” said the hen. “But, all the same, I will sit up here a bit.”

Then the hen said, “What’s that I see?”

“Where?” said the fox. “What is it?”

“It looks like a pack of dogs,” said the hen.

“Dogs!” said the fox. “Then I must get **out** of here!”

“Stop!” said the hen.
“The law says that dog and fox must be pals. So you are safe!”

But the fox did not stop. He ran off.

The hen just smiled.



NAME: _____

DATE: _____

PP.17

Take-Home

Dear Family Member,

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

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

The Fox and the Crane

The fox saw the crane and said, “Crane, will you have lunch with me?”

The crane said, “I will.”

The crane came and sat down with the fox in his den.

The fox was up to a trick. He gave the crane some food, but he gave it to him in a flat stone dish. The crane could not get the food because of the shape of his bill. The fox smiled at his trick. He ate up all of his food.



The next week the crane saw the fox and said, “Fox, will you have lunch with me?”

The fox said, “That would be good. I will.”

This time the crane was up to a trick. He gave the fox milk, but he gave it to him in a glass with a long, thin neck. The fox could not get the milk because of the shape of his nose.



NAME: _____

DATE: _____

PP.18

The Tree and the Reeds

1. What stood next to a grove of reeds?

Page _____

2. What did the reeds do in the strong wind?

Page _____

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

3. What did the tree do in the strong wind?

Page _____

4. Name the **noun** in: "The reeds bent."

- The
- reeds
- bent

5. Name the **noun** in: "The tree fell."

- The
- tree
- fell

NAME: _____

DATE: _____

PP.19

The Moon

1. Will the moon's mom make a dress?

Page _____

2. Why can she not make a dress?

Page _____

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

3. If you could make a dress, what would it look like?

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



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, located at the bottom of the page.

Directions: In the box, have students draw the dress they would make.

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Chief Academic Officer, Elementary Humanities

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director,
Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Martinez, Associate Director, Spanish Language Arts

Baria Jennings, EdD, Senior Content Developer

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy,
K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Texas Contributors

Content and Editorial

Sarah Cloos

Laia Cortes

Jayana Desai

Angela Donnelly

Claire Dorfman

Ana Mercedes Falcón

Rebecca Figueroa

Nick García

Sandra de Gennaro

Patricia Infanzón-
Rodríguez

Seamus Kirst

Michelle Koral

Sean McBride

Jacqueline Ovalle

Sofía Pereson

Lilia Perez

Sheri Pineault

Megan Reasor

Marisol Rodriguez

Jessica Roodvoets

Lyna Ward

Product and Project Management

Stephanie Koleda

Tamara Morris

Art, Design, and Production

Nanyamka Anderson

Raghav Arumugan

Dani Aviles

Olioli Buika

Sherry Choi

Stuart Dalgo

Edel Ferri

Pedro Ferreira

Nicole Galuszka

Parker-Nia Gordon

Isabel Hetrick

Ian Horst

Ashna Kapadia

Jagriti Khirwar

Julie Kim

Lisa McGarry

Emily Mendoza

Marguerite Oerlemans

Lucas De Oliveira

Tara Pajouhesh

Jackie Pierson

Dominique Ramsey

Darby Raymond-
Overstreet

Max Reinhardsen

Mia Saine

Nicole Stahl

Flore Thevoux

Jeanne Thornton

Amy Xu

Jules Zuckerberg

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Credits

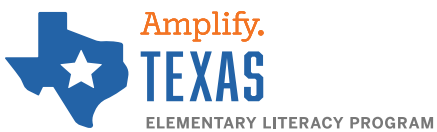
Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Illustrators and Image Sources

1.1: Shutterstock; 2.1: Staff; 2.2: Nicole Stahl; 5.2: Shutterstock; 5.3: Nicole Stahl; 6.2: Staff; 7.1: Shutterstock; 9.1: Shutterstock; 10.1: Staff; 10.4: Nicole Stahl; 12.1: Shutterstock; 15.1: Staff; 15.2: Shutterstock; 17.2: Nicole Stahl; PP.1: Shutterstock; PP.10: Shutterstock; PP.11: Shutterstock; PP.12: Shutterstock; PP.15: Nicole Stahl; PP.16: Nicole Stahl; PP.17: Nicole Stahl

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."



Grade 1 | Skills 3 | Activity Book

ISBN 9781643836942



9 781643 836942