

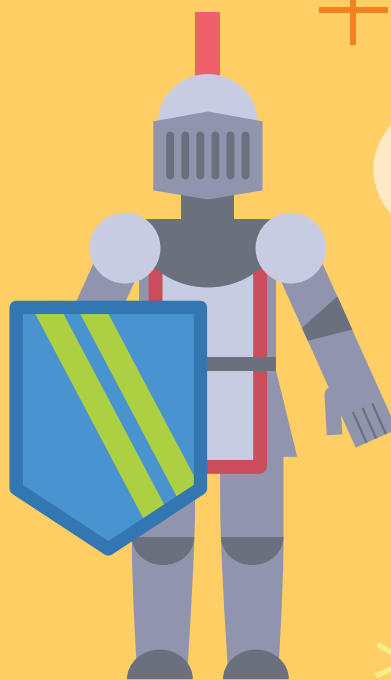


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Skills

# Activity Book: Volume 1

**Grade 1**

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# **Skills 1–3**

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## **Activity Book**

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# **Skills 1–3**

## **Activity Book**

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Units 1–3. 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 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

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# **Skills 1**

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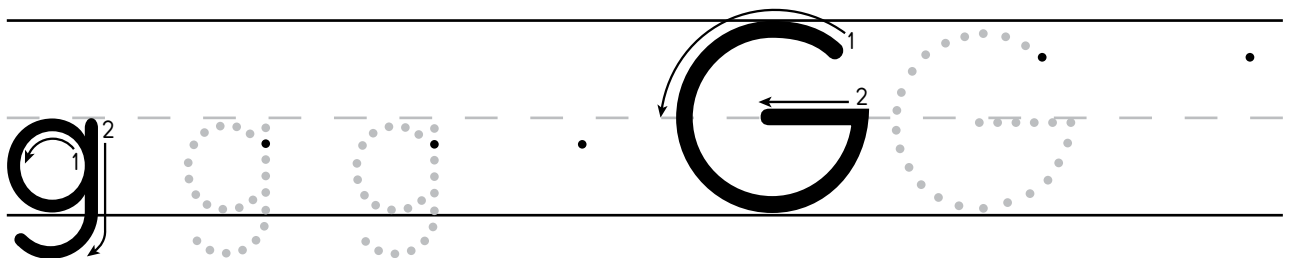
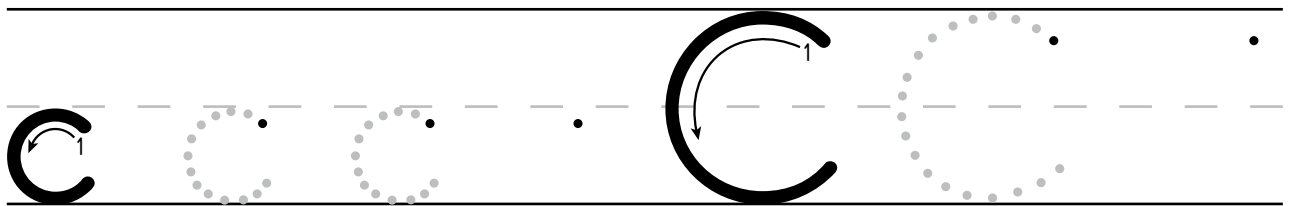
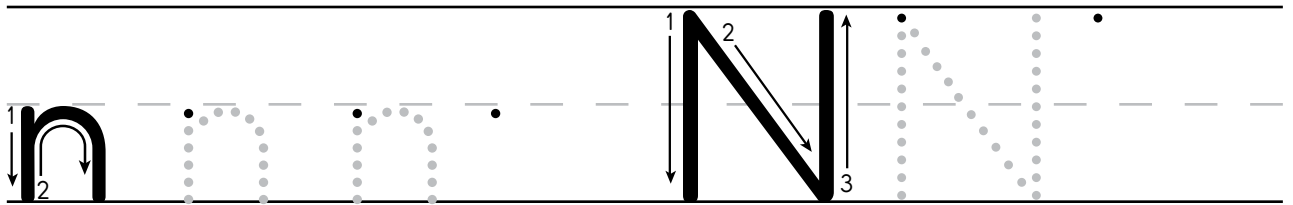
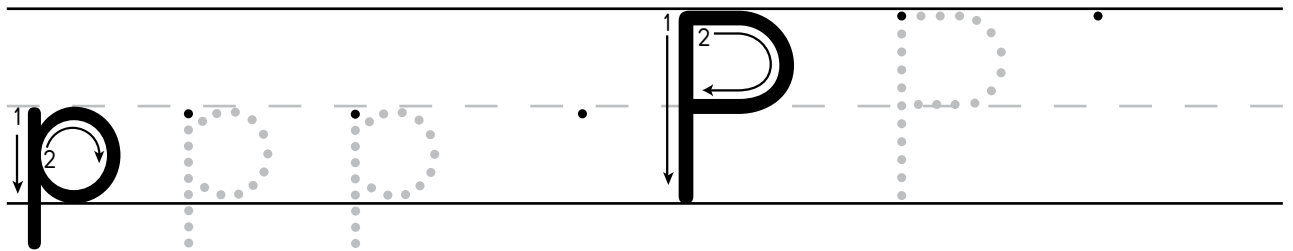
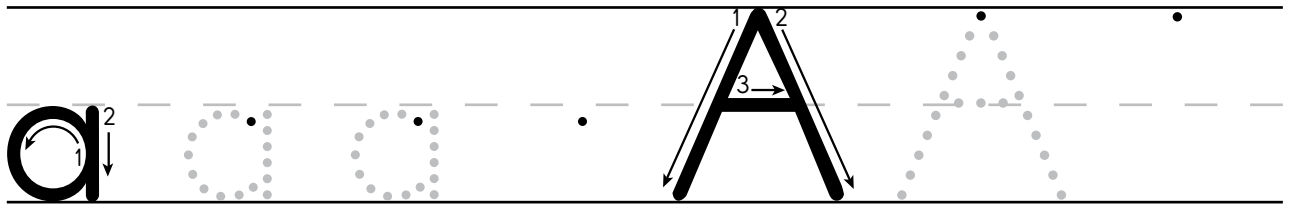
NAME: \_\_\_\_\_

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

1.1

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.





Directions: Have the student write each word under its matching picture.

pan

cap

nap

can



\_\_\_\_\_

\_\_\_\_\_

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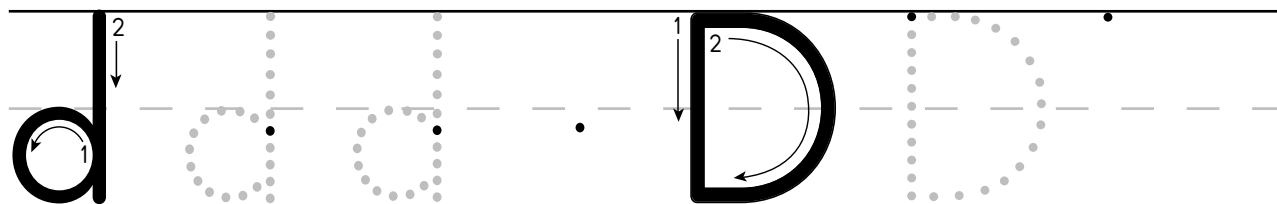
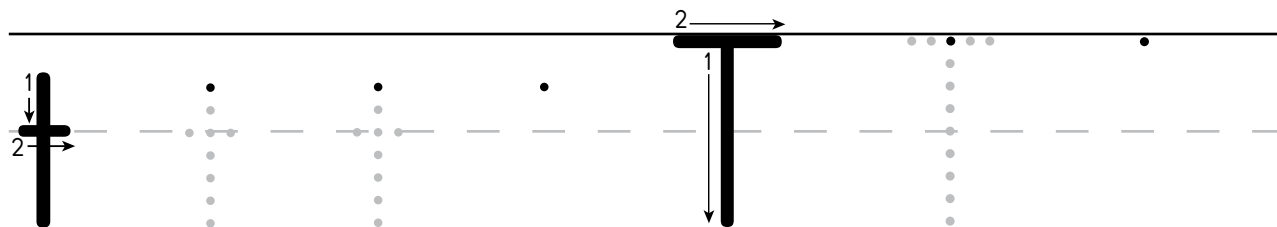
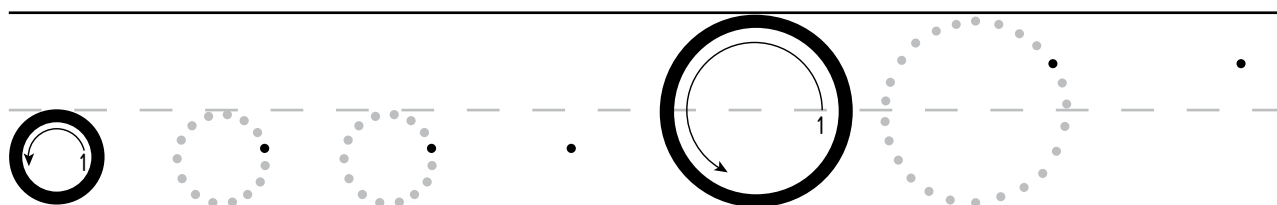
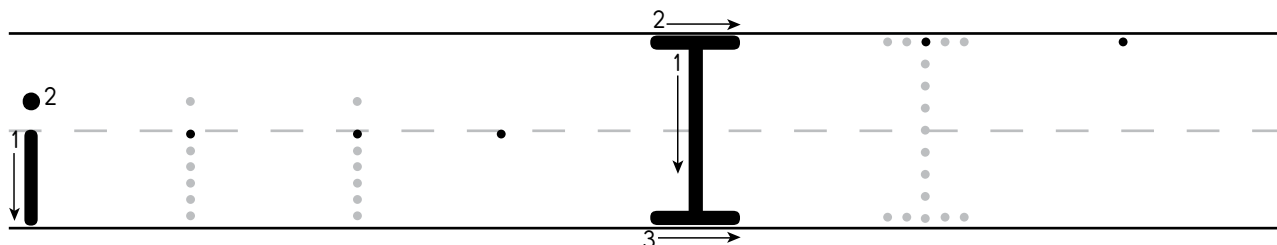
NAME: \_\_\_\_\_

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

2.1

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.





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

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

2.2

Activity Page

cat

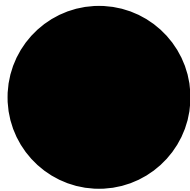
pot

dot

dad

cap

dig



\_\_\_\_\_

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\_\_\_\_\_

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Directions: Have the student write each word under its matching picture.



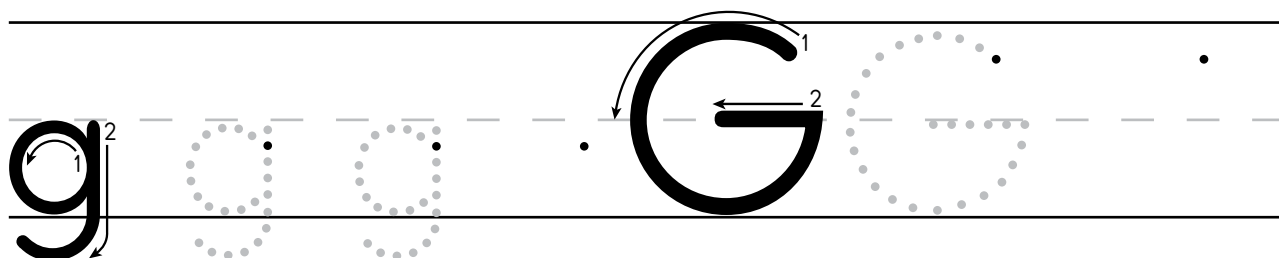
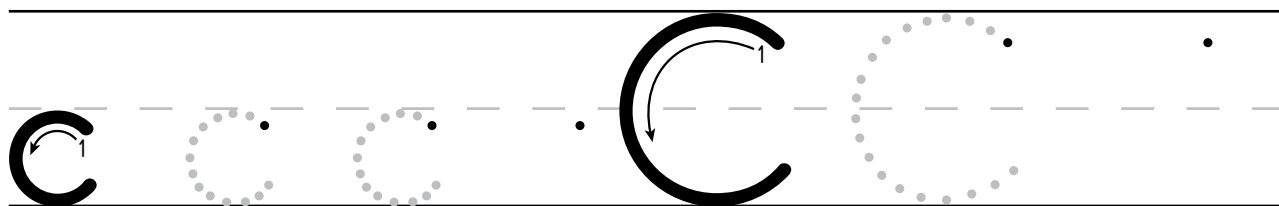
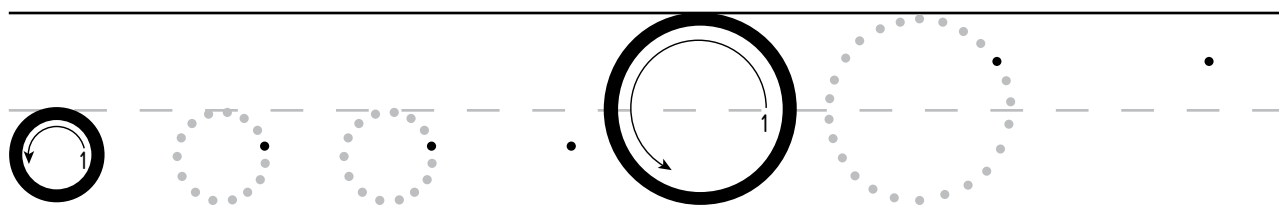
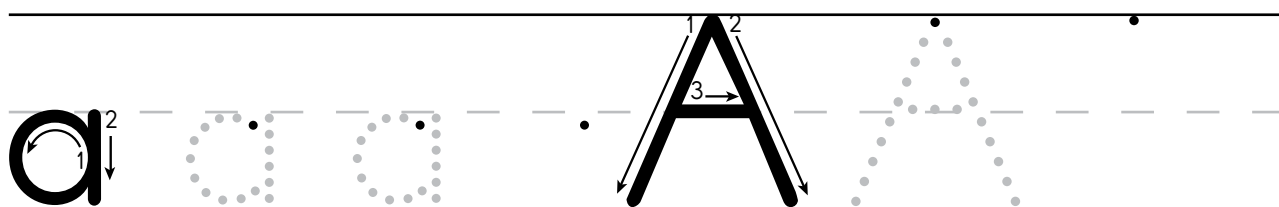
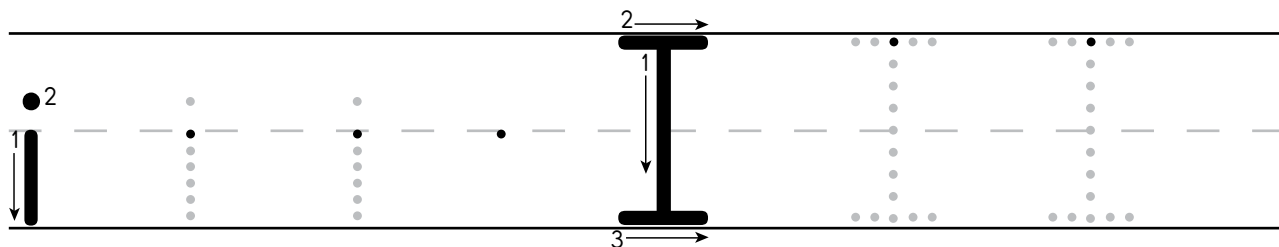
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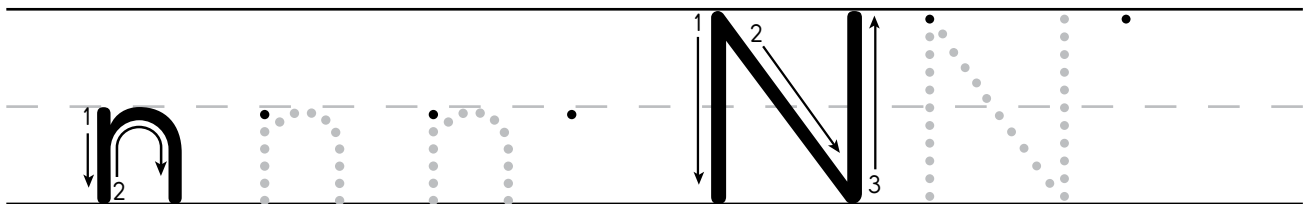
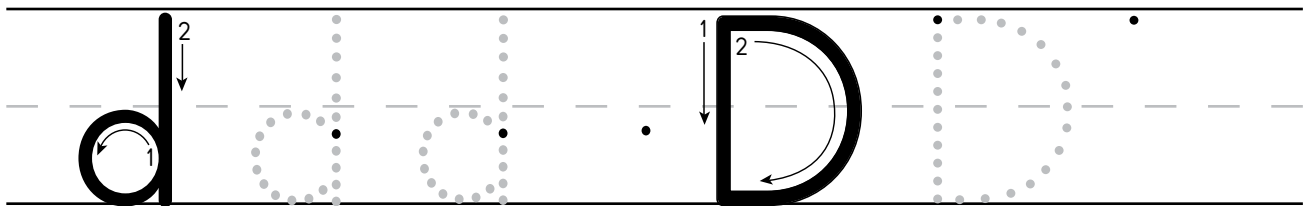
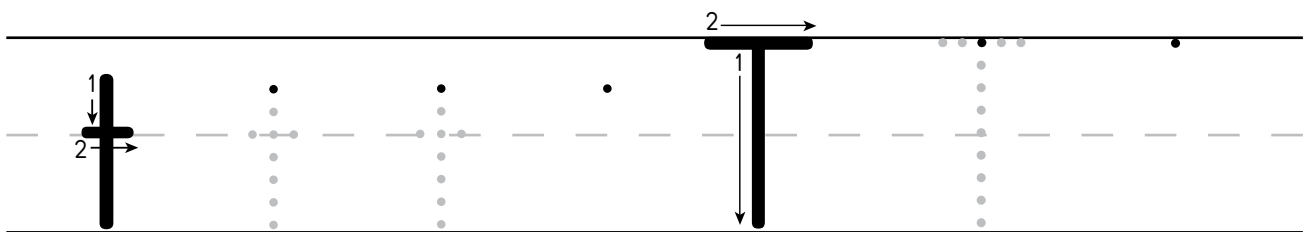
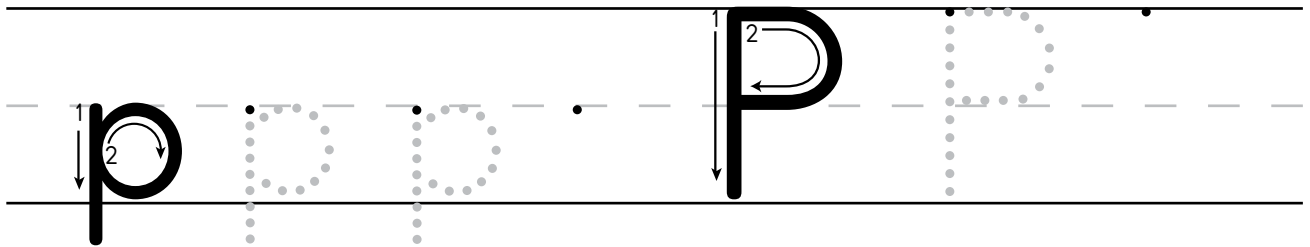
DATE: \_\_\_\_\_

3.1

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.





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

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

3.2

Activity Page

pan

dot

dad

dog

pin

nap



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

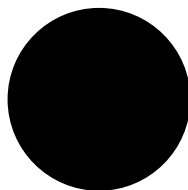
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\_\_\_\_\_

Directions: Have the student write each word under its matching picture.





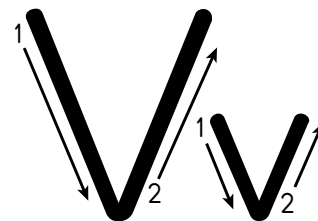
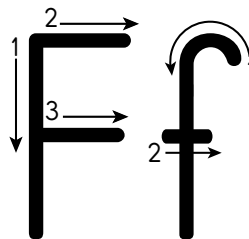
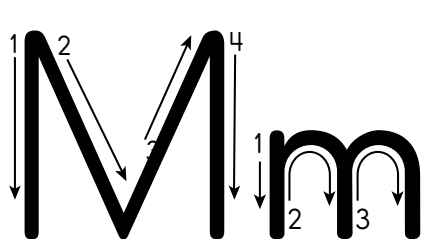
NAME: \_\_\_\_\_

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

4.1

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.



Tracing practice lines for the letters m, M, f, F, v, and V. Each letter is shown in a large format with stroke order arrows, followed by several rows of dashed versions for tracing on a three-line grid. Each row of dashed letters begins with a solid dot indicating the starting point.



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

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

4.2

Activity Page

a dog

mom and dad

a fat pig

a tin can



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Directions: Have the student write each phrase under its matching picture.

a dog

mom and dad

a fat pig

a tin can



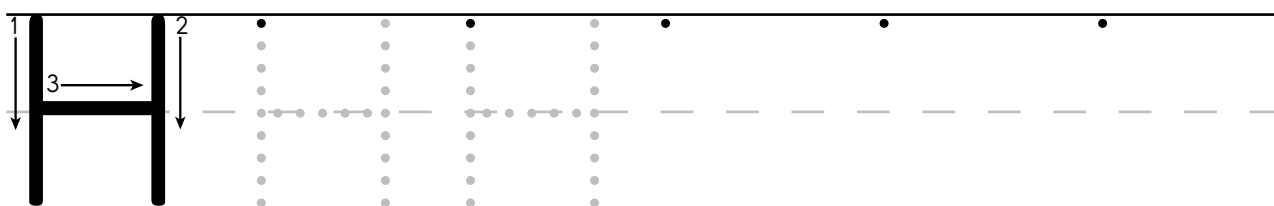
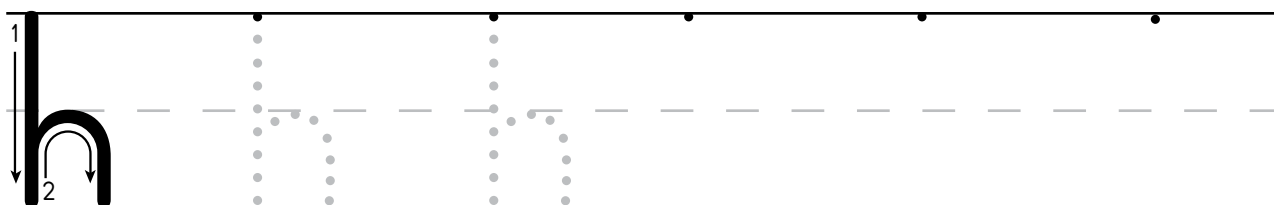
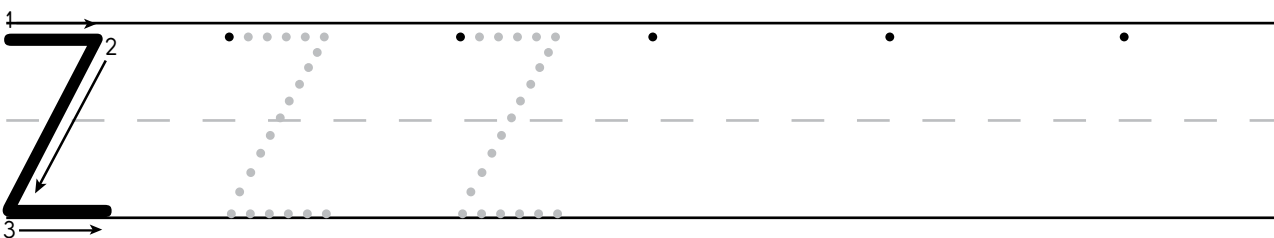
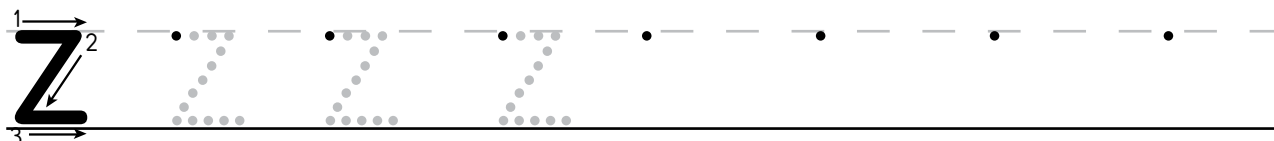
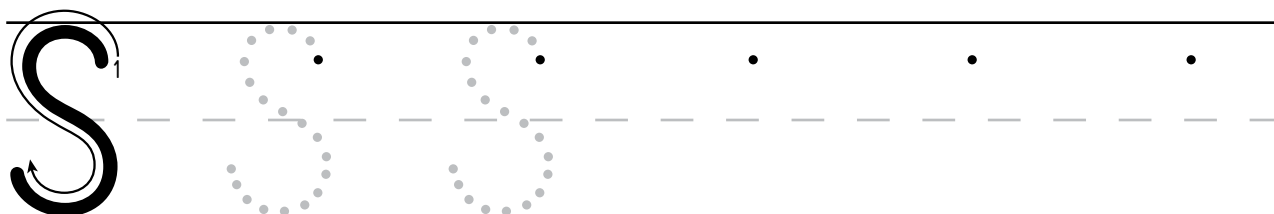
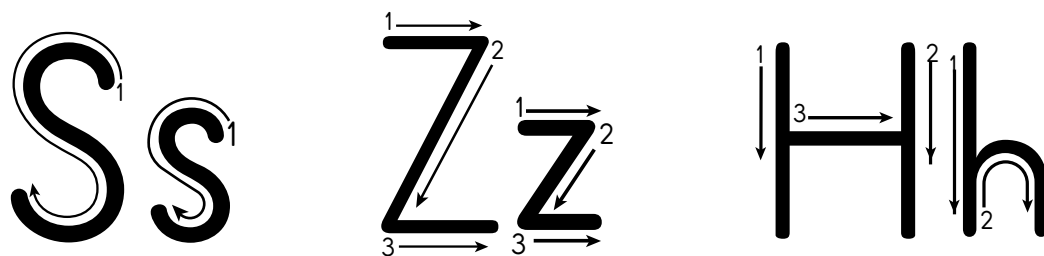
NAME: \_\_\_\_\_

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

5.1

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.



Directions: Have the student write each word under its matching picture.

stamp

hat

fist

ham



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

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

6.1

Activity Page

# Seth

This is Seth Smith.

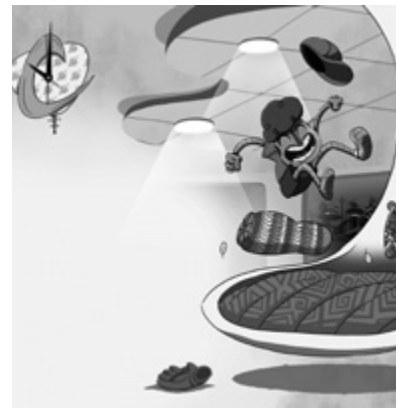
Seth is ten.



Seth must get in bed at ten.

Seth can jump on his bed,  
but not past ten.

Seth can stomp and romp and  
stand on his hands, but not past ten.



Seth's dad gets mad if  
Seth is not in bed at ten.







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

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

6.2

Activity Page

# Seth's Mom

This is Pat.

Pat is Seth's mom.



Pat can fix things.



Pat can scrub, plan, and think.



Pat is strong.

Pat can run fast.



Pat can sing songs.



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

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

6.3

Activity Page

# Kit

Kit can run.



Kit can skip.



Kit can flip and flop.



Kit can swim.



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

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

6.4

Activity Page

## Kit and Stan

Kit ran and hid.



Stan ran and got Kit.



Stan ran and hid.



Kit ran and got Stan.



Kit and Stan had fun.



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

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

7.1

Activity Page

## Seth's Dad

This is Ted.

Ted is Seth's dad.



Ted brings his lunch  
with him.





Ted **thinks** and plans.

Ted is fast **with** math.



Ted is **strong**.

Ted can **crush** tin  
cans **with** his hands.



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

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

7.2

Activity Page

# Sal's Fish Shop

Pat and Seth went in Sal's Fish Shop.



Sal had fresh fish.

Sal had fresh shrimp.

Sal had crabs.

Sal had clams.

Sal had squid.



Pat got fish and shrimp.





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

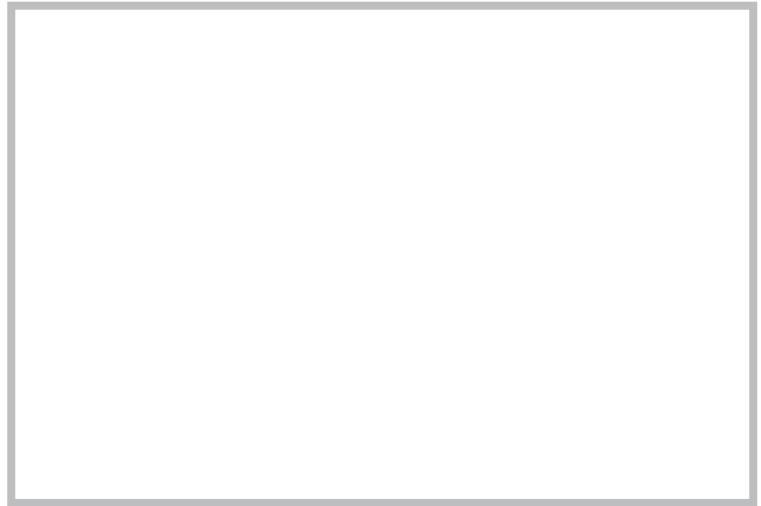
DATE: \_\_\_\_\_

7.3

Activity Page

Directions: Have the student draw a picture for each phrase.

1. flip flops



2. big drop



3. tin can



4. red mat



5. big hat



6. mom and dad



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

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

7.4

Activity Page

## Kit's Hats

Kit has hats.



Kit has big hats.



Kit has flat hats.



Kit has fun hats.



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

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

7.5

Activity Page

## Kit's Cats

Kit has cats.



Kit's cats run fast.





Kit's cats lap up milk.



Kit's cats jump up on Kit's bed.



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

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

8.1

Activity Page

# Lunch

Seth had lunch with his mom and dad.

Pat had shrimp and chips.

Ted had shrimp, fish, and chips.

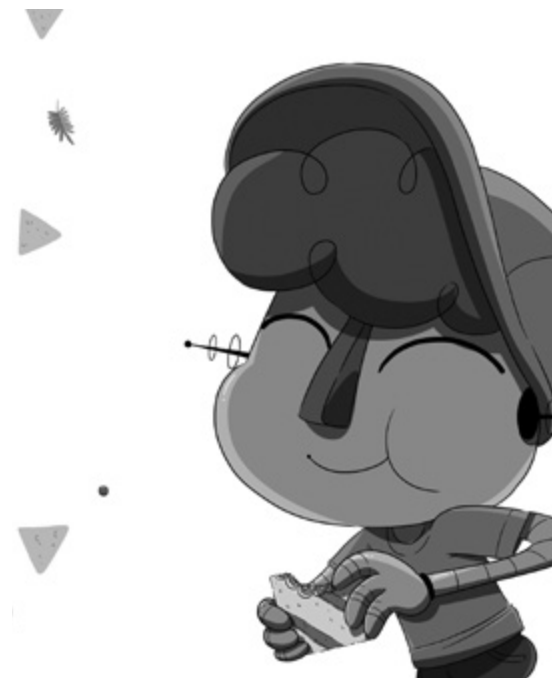
Seth had ham and chips.



Munch, munch.

Crunch, crunch.

Yum, yum.





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

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

8.2

Activity Page

## Seth's Finch

That's Seth's pet finch, Chip.

Chip can flap his wings.

Chip can munch on ants and bugs.

Chip can sing.



Chip can land on Seth's hand.

That finch is fun!





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

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

8.3

Activity Page

Directions: Have the student draw a picture for each phrase.

1. big dog



2. red cap



3. mad Dad



4. fat cat



5. wet frog



6. pig and hen



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

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

8.4

Activity Page

## Kit's Mom

Kit's mom gets up at six.



Kit's mom gets dad up.



Kit's mom gets Kit up.

Kit's mom gets dad fed.

Kit's mom gets Kit fed.

Kit's mom gets Kit's pets fed







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

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

8.5

Activity Page

# Mumps

Kit has mumps.

Kit is in bed.

Kit can't get up.



Kit can't run and jump.

Kit can't skip and hop.

Kit is sad.





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

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

9.1

Activity Page

## Lost Finch

Seth's pet finch, **Chip**, is lost.

Seth can't spot him.

Pat can't spot him.

Ted can't spot him.



**Chip** is not on Seth's bed.

**Chip** is not on Seth's desk.

Then, at last, Pat spots **Chip**.

**Chip** hid in Pat's hat and slept.





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

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

9.2

Activity Page

## Seth's Sled

Seth's sled went fast.

Seth held on.

Seth hit bumps but did not stop.

Seth hit slush but did not stop.



Then Seth's sled hit mud.

Splash!

Seth got mud on his sled.

Seth got mud on his pants.

Seth got mud on his hat.





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

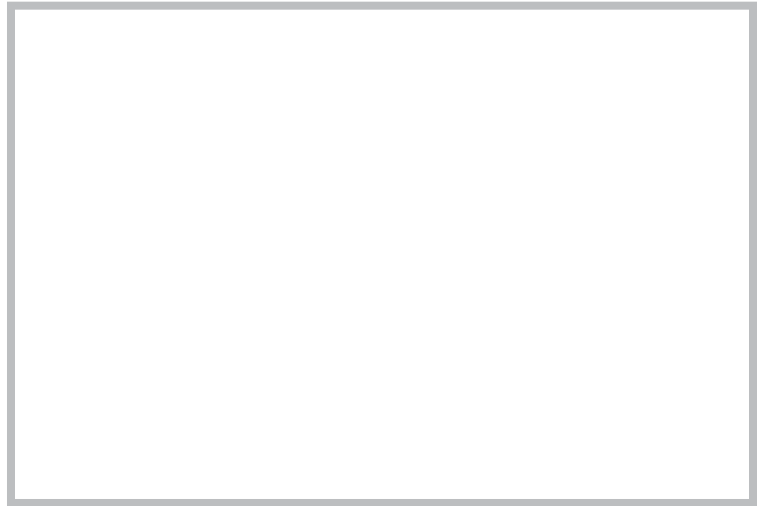
DATE: \_\_\_\_\_

9.3

Activity Page

Directions: Have the student draw a picture for each phrase.

1. a cup



2. wet mop



3. big log





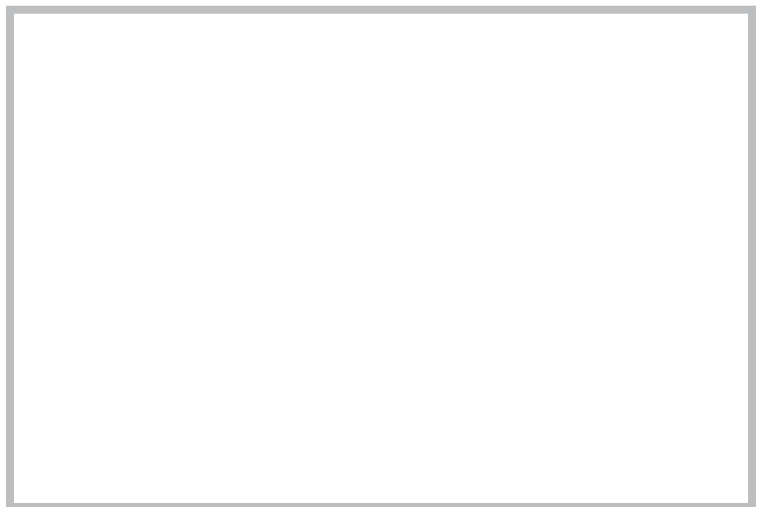
4. red ball



5. sad pal



6. hot dog



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

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

9.4

Activity Page

# Up

Kit gets up on top.

Kit helps Max get up.



Max helps Jen get up.

Jen helps Kent get up.



Kent helps Ted get up.

Ted helps Peg get up.





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

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

9.5

Activity Page

# Fast Fred

Kit's pal Fred gulps his milk.

Fast Fred gulps and gulps.

Fred gets milk on his desk.

Fred gets milk on his pants.



Fred gets milk on Kit.

Kit gets mad at Fred.

“Stop it, Fred!”





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

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

10.1

Activity Page

# Meg's Tots

This is Meg.

Meg is Pat's best pal.



Pat has 1 lad—Seth.

Meg has 5 tots—Tom, Tim, Max, Sam, and Wes.

Meg has **quints**!



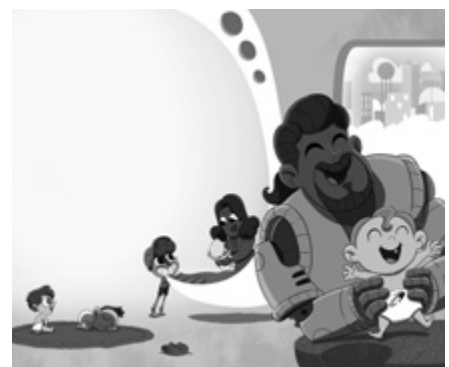
Pat and Ted help Meg.

Pat sets Tim and Tom on Seth's rug.

Ted sets Sam on Seth's **quilt**.

Pat sets Max on Seth's bed.

Ted helps Wes stand up on Seth's desk.





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

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

10.2

Activity Page

# Hash and Milk

Pat and Ted had lunch with  
Meg's tots.

Max got hash on his chin.

Wes got hash on his bib.

Tim's milk is on Tom.

Then Tom got milk on Tim.

Sam got milk on Pat and Ted.







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

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

10.3

Activity Page

## Pip's Cats

Pip is Kit's pal.

Pip has six cats.



Pip's cats got in mud.

Pip's cats left mud on his rug.



Pip's mom got mad.





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

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

10.4

Activity Page

# Vic Gets Lost

Pip's cat Vic got lost.

Pip felt sad.



Kit ran and got Vic.

Kit set Vic on Pip's lap.

Pip felt glad.





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

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

10.5

Activity Page

Directions: Have the student cut out the letters and see how many words they can make. Ask them to write the words on a piece of paper.

b

x

l

u

o

j

g

r

n





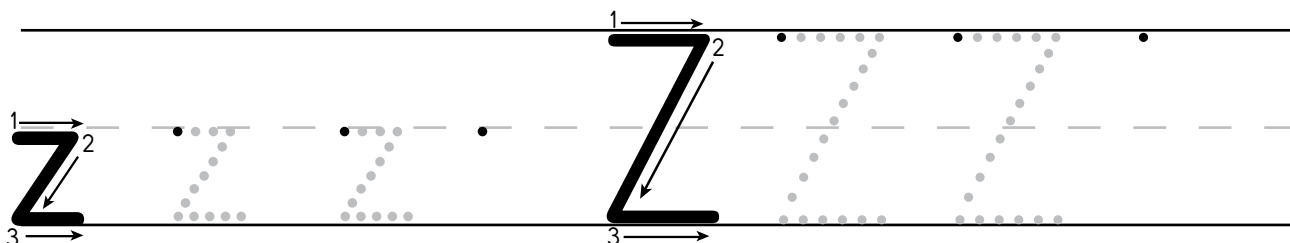
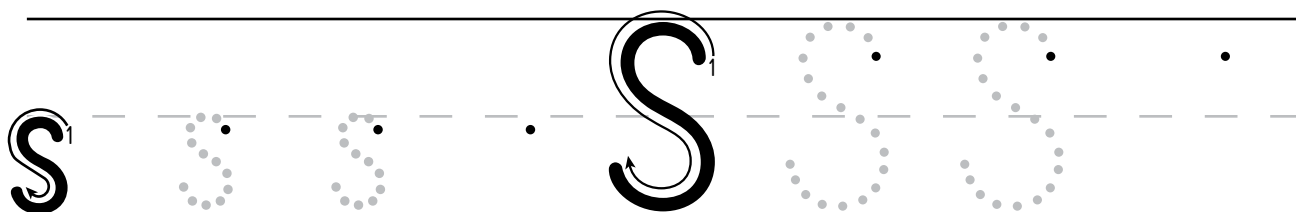
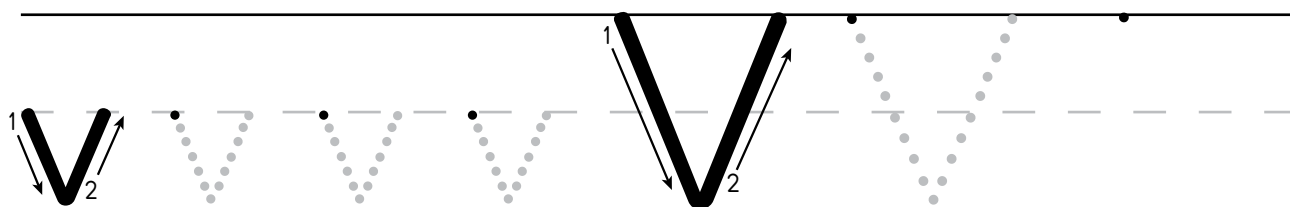
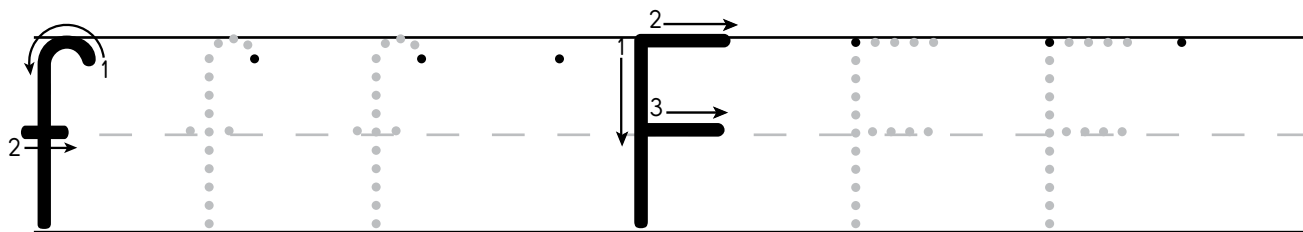
NAME: \_\_\_\_\_

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

11.1

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.





Directions: Have the student write each word under its matching picture.

fan

van

zip

sit

fin

cats



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

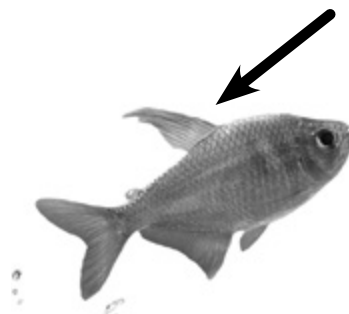
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NAME: \_\_\_\_\_

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

11.2

Activity Page

Directions: Have the student cut out the letter cards.

S





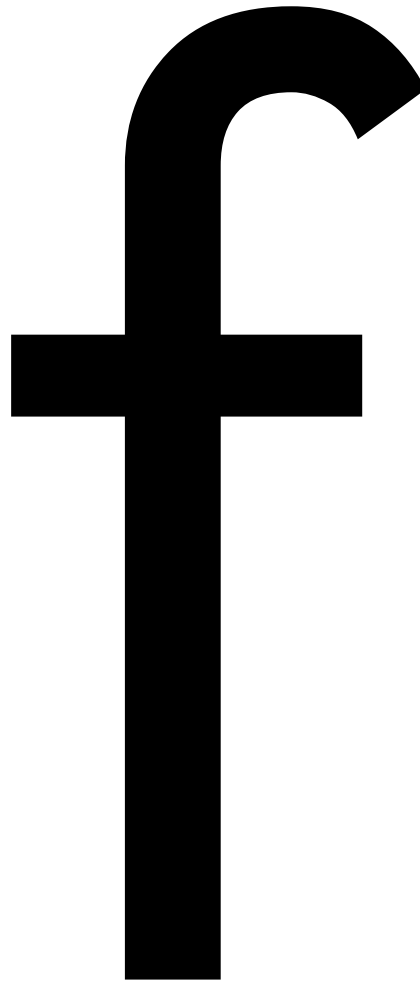
Z

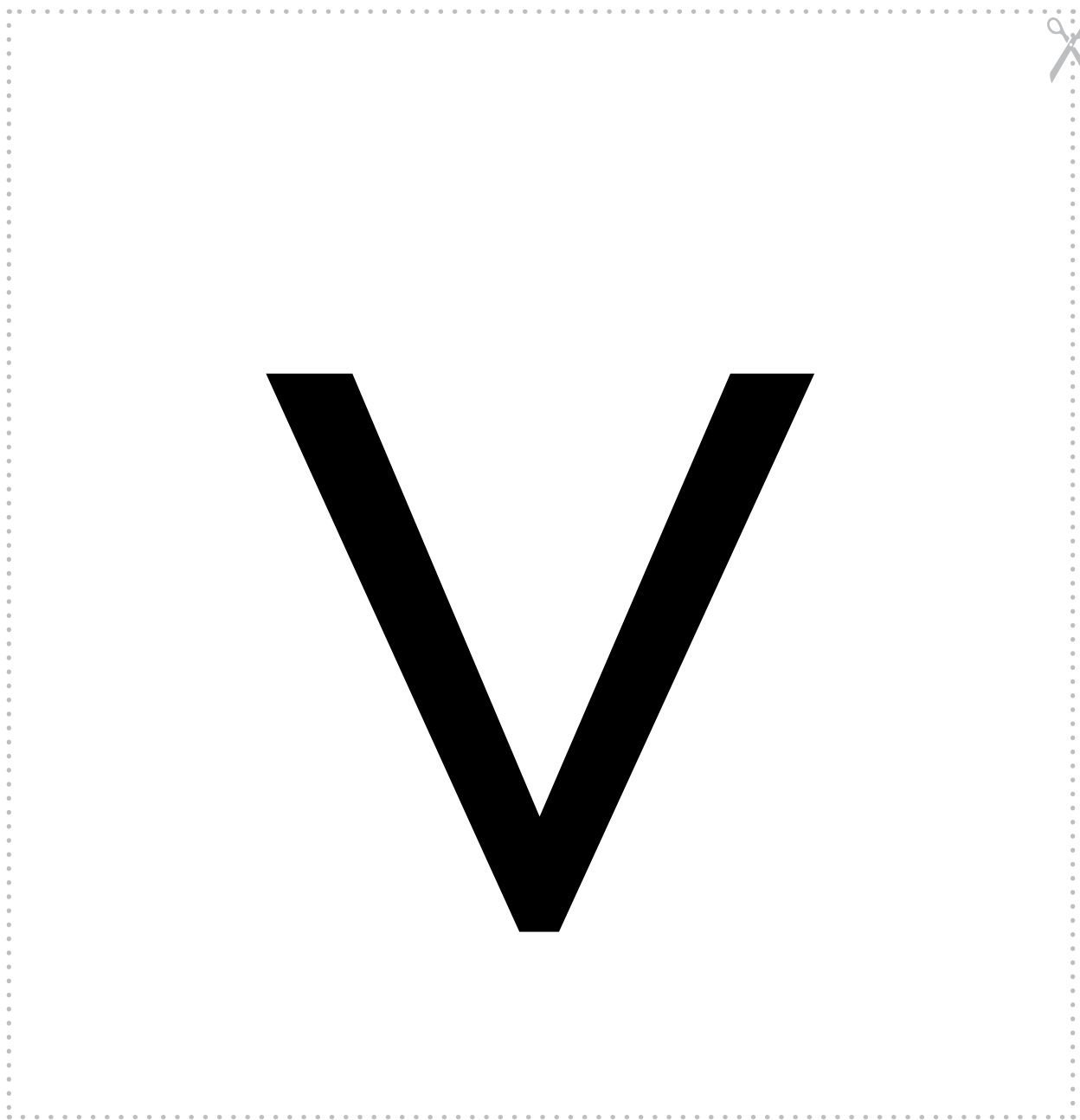
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DATE: \_\_\_\_\_

11.2  
CONTINUED

Activity Page





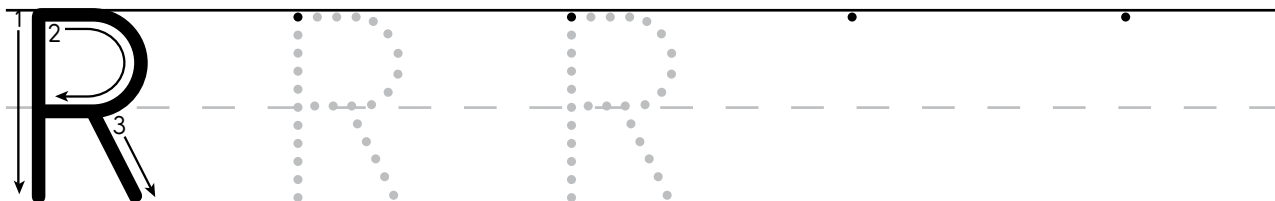
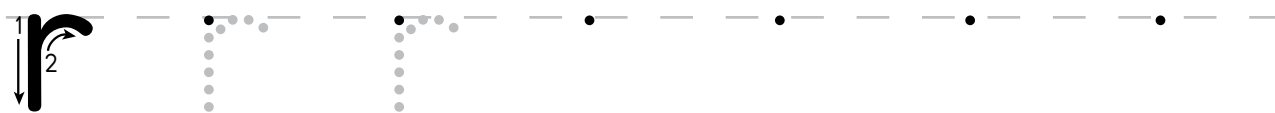
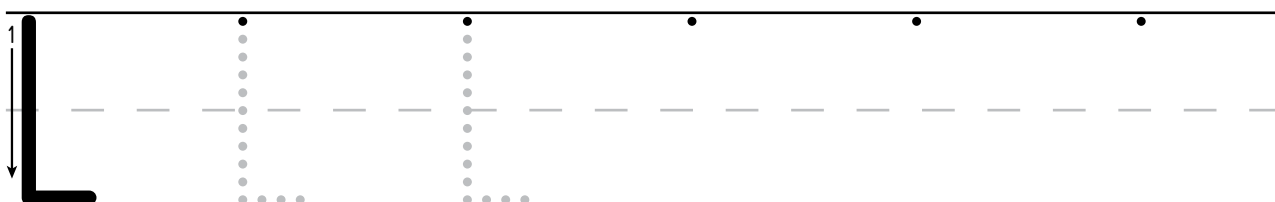
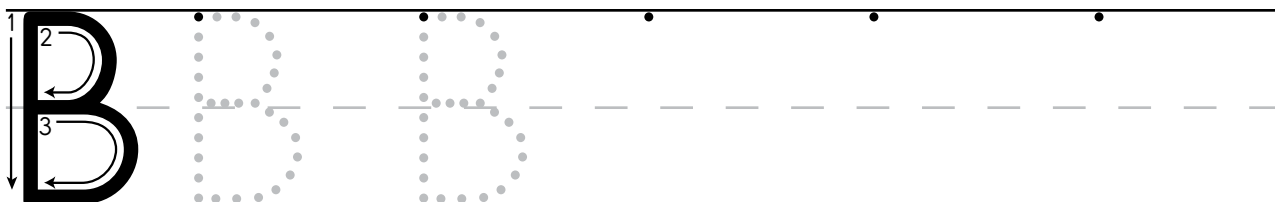
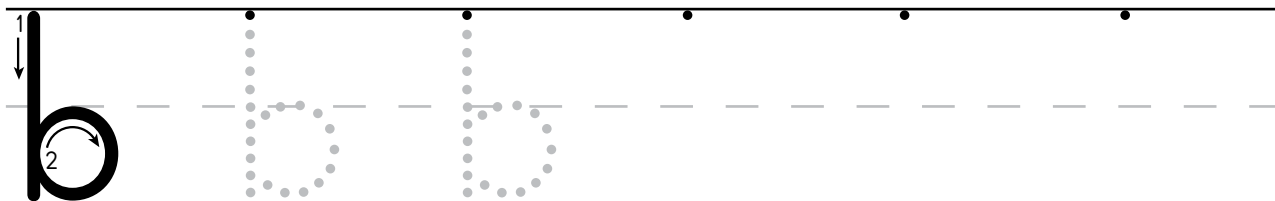
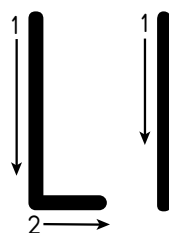
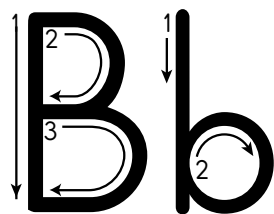
NAME: \_\_\_\_\_

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

12.1

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.



Directions: Have the student count the sounds in each word, circle the spellings, and write the number of sounds in the box. Then have the student copy the words on the lines.

1. rat

3

rat

2. land

3. trip

4. lip

5. trim

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

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

12.1

CONTINUED

Activity Page

Directions: Have the student count the sounds in each word, circle the spellings, and write the number of sounds in the box. Then have the student copy the words on the lines.

6. stop

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. hip

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. cup

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. drop

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. plot

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





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

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

12.2

Activity Page

1. kid



_____	_____	_____
_____	_____	_____
_____	_____	_____

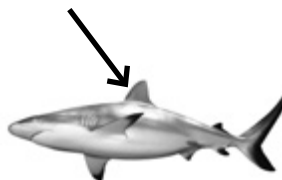
2. lamp



_____	_____	_____
_____	_____	_____
_____	_____	_____

Directions: Have the student write each word under its matching picture.

3.cats




4.jog



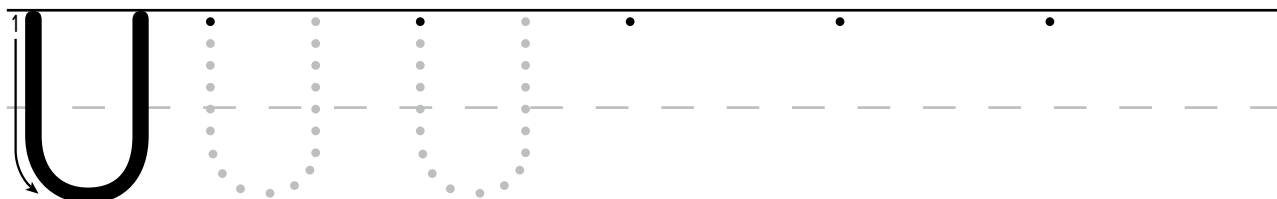
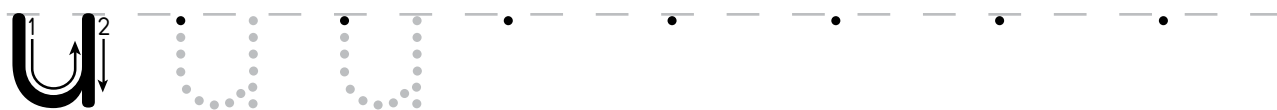
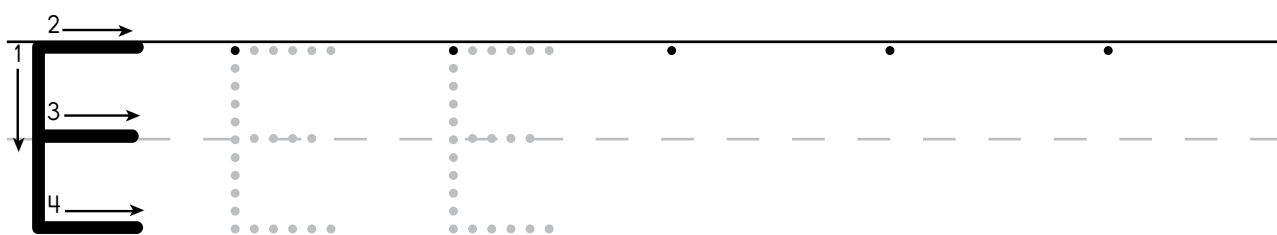
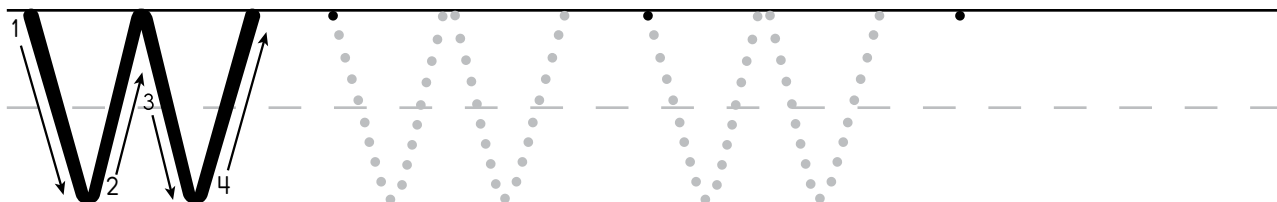
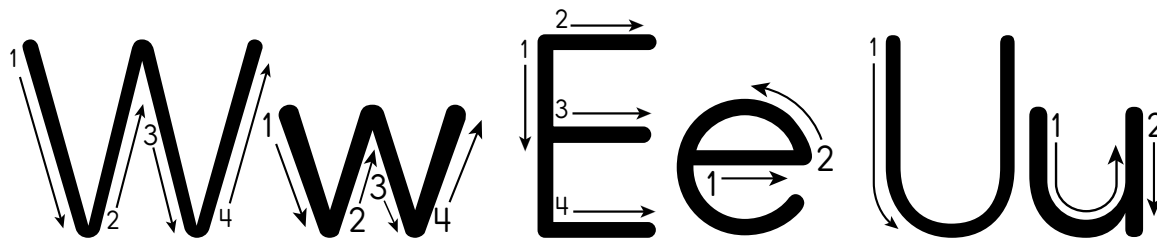

NAME: \_\_\_\_\_

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

13.1

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.





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

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

13.2

Activity Page

Directions: Have the student read the Tricky Words in the box. Then, have the student circle, say, and write the Tricky Words in each sentence in the space provided below.

a    I    no    to    all    of    is

1. It is a big bus.

is

a

2. No, it is not a tent.

a    I    no    to    all    of    is

3. all of us

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

4. a hint of it

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

5. I went to bed.

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

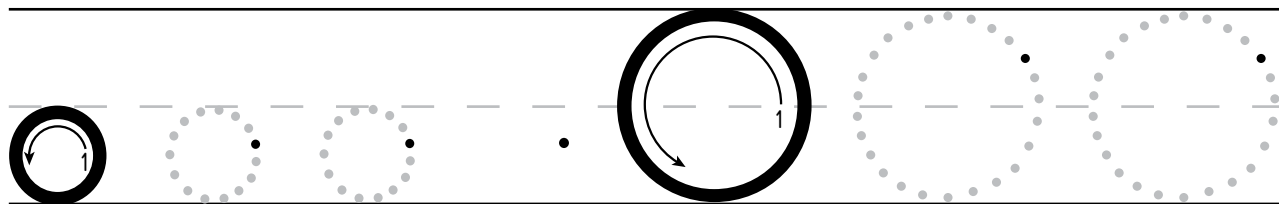
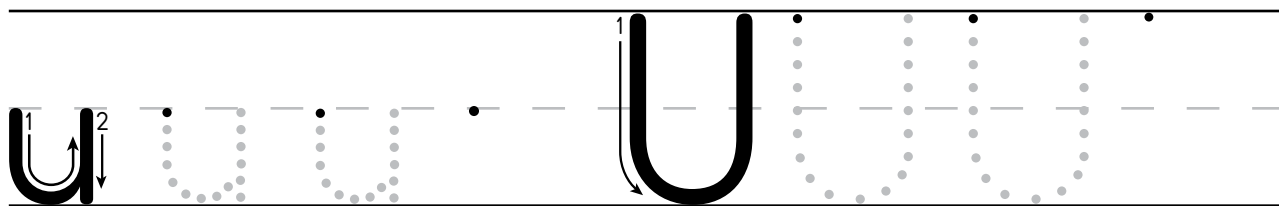
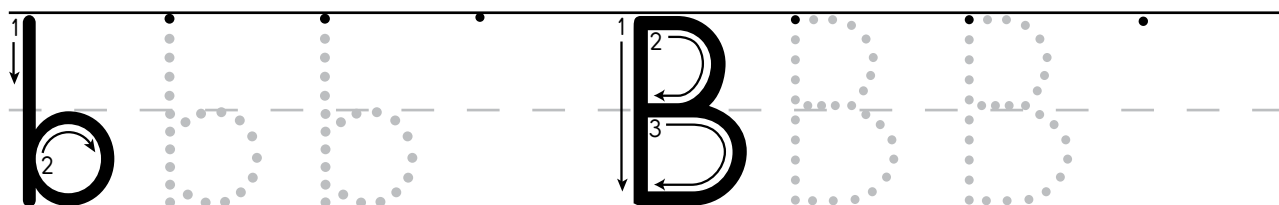
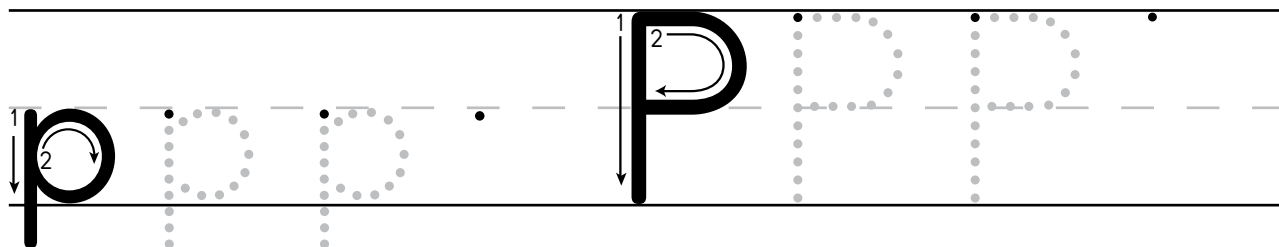
NAME: \_\_\_\_\_

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

14.1

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.





Directions: Have the student write each word under its matching picture.

tub

bug

rat

nuts

grin

wig



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

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

15.1

Activity Page

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.

j j

Y Y

y y

j j j j j

J J J J J

j a m j a m j a m

j a m j a m j a m

y y y y y

Y Y Y Y Y

y e s y e s y e s

y e s y e s y e s

Directions: Have the student write each word under its matching picture.

1. bed



2. jet



3. jog



4. jam



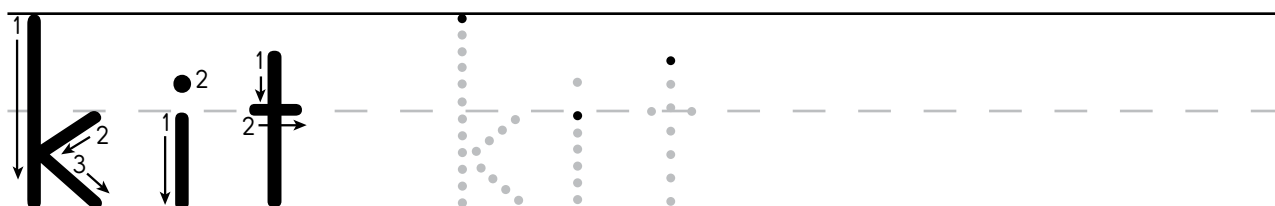
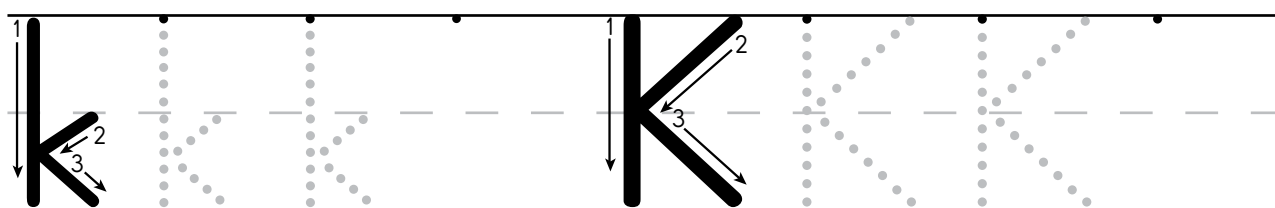
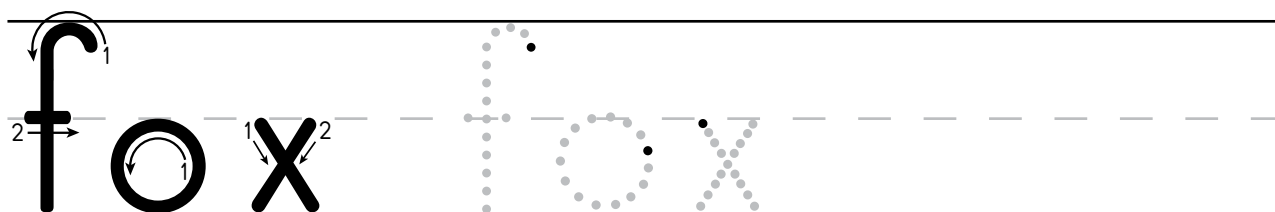
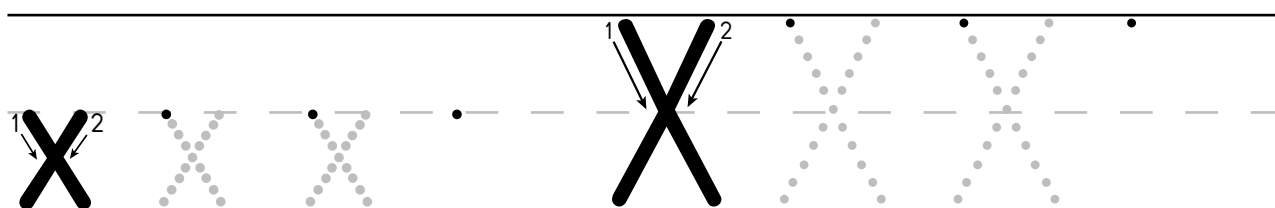
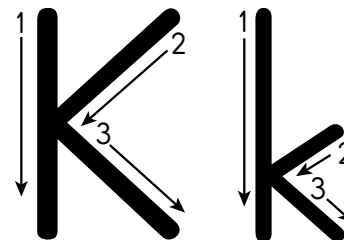
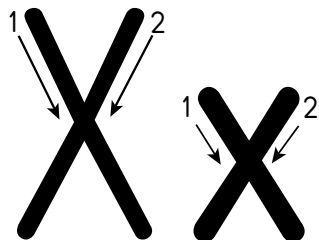
NAME: \_\_\_\_\_

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

16.1

Activity Page

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.



Directions: Have the student write each word under its matching picture.

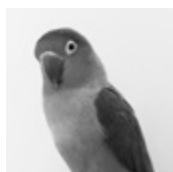
1. box



2. mix



3. kid



4. six

6



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

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

17.1

Activity Page

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.

ch sh

ch ch ch

chip

sh sh sh

shop

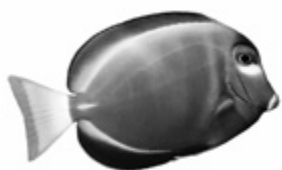
Directions: Have the student write each word under its matching picture.

ship

chips

fish

chimp



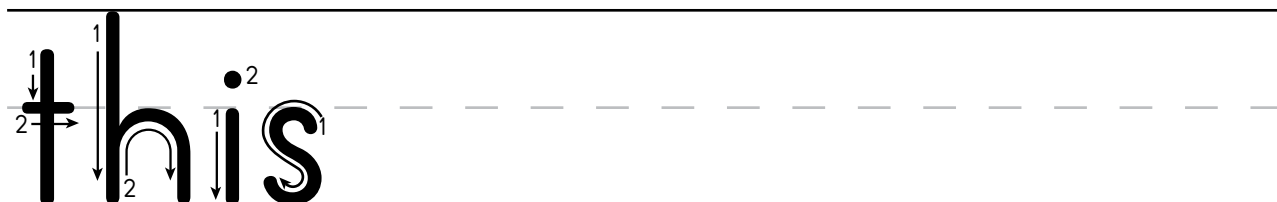
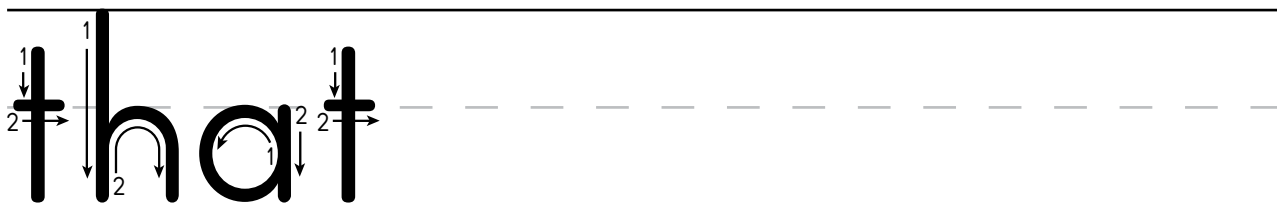
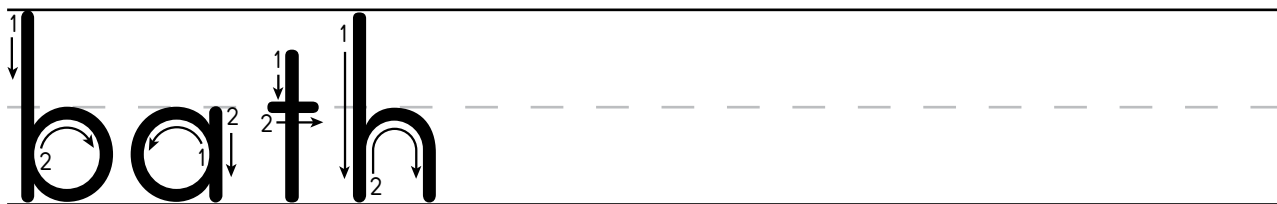
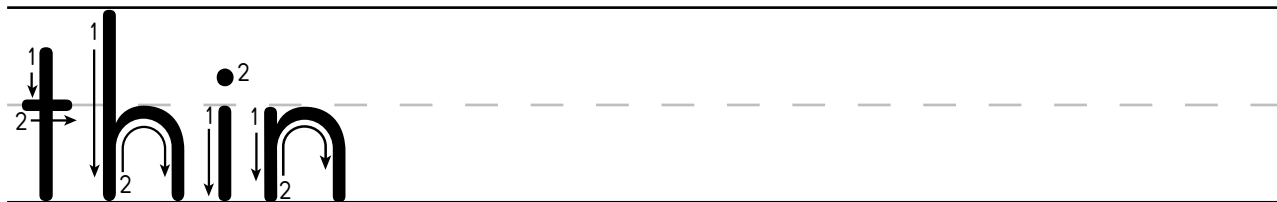
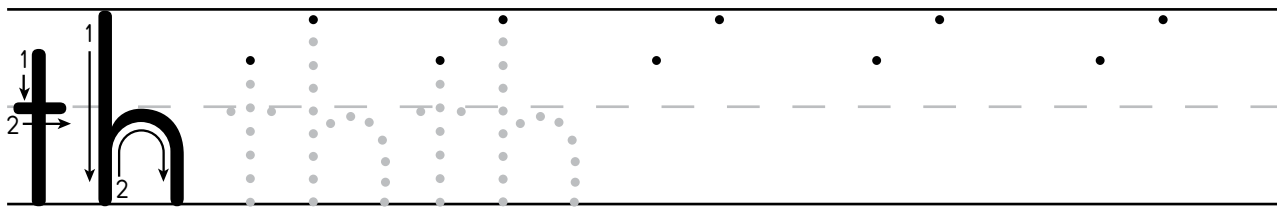
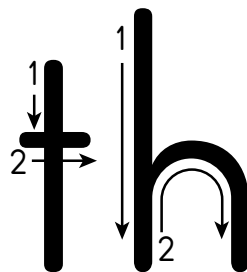
NAME: \_\_\_\_\_

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

18.1

Activity Page

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.





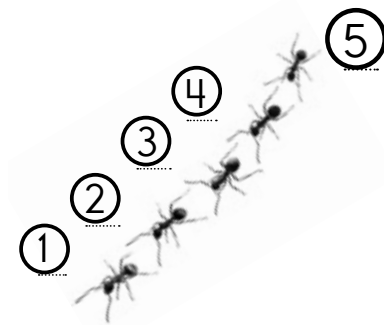
Directions: Have the student write each word under its matching picture.

bath

moth

cloth

fifth



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

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

19.1

Activity Page

## Beth

1. Who went on top of a path at the pond?

Directions: Have the student reread the story and answer the questions

2. Who got some snap shots?

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---

3. Did Beth get a snap shot of a cat?

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

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

19.1  
CONTINUED

Activity Page

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---

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---

---

---

4. Dad got a snap shot of . . .

☐ a fish.

☐ Mom.

☐ Beth.



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

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

20.1

Activity Page

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.

ng qu

ng ng

song

qu qu

quit

Directions: Have the student write each word under its matching picture.

quilt

swing

king

sing



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

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

20.2

Activity Page

## Nat

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

1. Beth and Nat met . . .

☐ in the U.K.

☐ at camp.

☐ on a bus.

2. Who got a lot of snap shots of Nat?

☐ Beth

☐ kids at camp

☐ Nat's mom



3. Beth got a snap shot of Nat with

☐ a mask on.

☐ a frog.

☐ a fish.

4. Who got a job in the U.K.?

☐ Beth's mom

☐ Nat's mom

☐ Nat's dad

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

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

21.1

Activity Page

Directions: Have the student cut out the letter cards.

a

e

o

u

i





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

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

21.2

Activity Page

## The Trip to the U.K.

1. Mom and Beth went to the U.K. on

☐ a bus.

☐ a ship.

☐ a jet.

2. Who had a nap on the jet?

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

3. Who met Mom and Beth at the end of the the ramp?

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

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

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

22.1

Activity Page

# Bud the Cat

The e vet had to fix Bud's leg.

Nat's mom let him have e Bud.

Bud had a bad leg.

Bud sat in a box with a cast on one leg.

Directions: Have the student copy or paste the sentences onto Activity Page 22.2 in the correct order.



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

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

Directions: Have the student paste the sentences from Activity Page 22.1 onto this activity page in the correct order.  
Then have the student illustrate each sentence.

	1.		2.
			3.
			4.





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

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

23.1

Activity Page

## The Fish

1. Nat had . . .

☐ fish.

☐ two cats.

☐ one dog.

2. The fish munch on . . .

☐ a hot dog.

☐ chips.

☐ fish snacks.

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

3. Can the  cat smell the  fish?

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

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

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

23.1  
CONTINUED

## Activity Page

4. Can the cat get the fish?

This image shows a full page of handwriting practice paper. It features four 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. The paper is otherwise blank, with no text or other markings.



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

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

24.1

Activity Page

Directions: Have the student read the words in the box and underline all of the spellings for /k/. Then have the student write the words that contain the /k/ sound spelled 'c' under the /k/ > 'c' header, the words that contain the /k/ sound spelled 'k' under the /k/ > 'k' header, and the words that contain the /k/ sound spelled 'ck' under the /k/ > 'ck' header.

cat

kit

Jack

king

sock

cot

cost

pick

kid

/k/ &gt; 'c'

/k/ &gt; 'k'

/k/ &gt; 'ck'



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

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

26.1

Activity Page

## The Flag Shop

1. The U.K. flag has . . .

☐ a red dot.

☐ a black box.

☐ a red cross.

2. Who went to the shop?

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



Directions: In line 4, have the student mark the nouns that name a thing; in line 5, have the student mark the nouns that name a person; in line 6, have the student mark nouns.

3. Who is in the the snap shot of the the U.K. flag?

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

4. egg doll Nat boss brick

5. Beth flag mat dog shell

6. cat stiff yell plum Bud

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

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

28.1

Activity Page

## Which Is the Best?

1. Who had to huff and puff to get to the top?

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

2. Where are Nat and Beth in snap  
shot one?

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

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

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

28.1  
CONTINUED

Activity Page

Directions: In line 4, have the student mark the nouns that name a thing; in line 5, have the student mark the nouns that name a person; in line 6, have the student mark nouns.

3. Why did Mom and Dot lift Nat up?

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

4. steps Jack rocks Dot dress

5. kid moms glass Beth pill

6. huff sock said Nat bed



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

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

29.1

Activity Page

# The Bus Stop

It was a big red bus with a top deck.

A thrush was all set to land on Nat's hand.

Nat said that this is the best bus.

Nat, Dot, Beth, and Beth's mom all went  
to the bus stop.

Directions: Have the student copy or paste the sentences onto Activity Page 29.2 in the correct order.



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

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

Directions: Have the student paste the sentences from Activity Page 29.1 onto this activity page in the correct order.  
Then have the student illustrate each sentence.

	1.		2.
			3.
			4.





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

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

30.1

Activity Page

## On the Bus

1. Where did Nat and Beth sit on the bus?

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

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

2. The bus went past ...

- ☐ a wind mill.
- ☐ Big Ben and two sheds.
- ☐ a big shop and Big Ben.

### 3. What is Big Ben?

This image shows a sheet of handwriting practice paper. It features four identical sets of horizontal lines arranged vertically. Each set is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are designed to help learners practice consistent letter formation and alignment. The paper is otherwise blank, with no text or other markings.

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

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

30.1  
CONTINUED

Activity Page

4. Big Ben went . . .

☐ bam bam.

☐ click clack.

☐ ding dong.



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

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

31.1

Activity Page

Directions: Have the student 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.	

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

## Activity Page

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

- 
- The image displays a sheet of handwriting practice paper. It features four identical sets of horizontal lines arranged vertically. Each set is composed of three 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 structured guide for letter formation and alignment.



2. Did Beth get the man to grin?

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

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

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

31.2  
CONTINUED

Activity Page

3. What did Nat do to get the man to  
grin?

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

4. Who did Nat get to grin?

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

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

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

32.1

Activity Page

Directions: Have the student 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: \_\_\_\_\_

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

32.2

Activity Page

## The Man in the Kilt

1. Who was the man that Nat and Beth met?

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

2. The kilt tells us that the man is . . .

- ☐ a Scot.
- ☐ French.
- ☐ from the U.S.

### 3. What is a kilt?

[illegible]

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

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

32.2  
CONTINUED

Activity Page

Directions: In line 4, have the student mark the nouns that name a thing; in line 5, have the student mark the nouns that name a person; in line 6, circle the nouns that name a place.

4. kilt      dog      clock      Todd      stamp

5. word      Scot      rug      king      man

6. U.K.      U.S.      twig      Rick      tell





Grade 1

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## **Skills 2**

---



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

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

1.1

Activity Page

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

e e

e e

bee

seen

feet

queen

sheep

bee

teeth



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

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

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

1.2

Activity Page

# Gran's Trips

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

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2. What did Gran do at the gulf?

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---

---

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

This image shows a blank sheet of handwriting practice paper. It features five identical sets of horizontal lines arranged vertically. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement. The paper is otherwise completely blank, with no text or other markings.

○ on a ship.

○ in a truck.

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

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

2.1

Activity Page

# The Pet

1. When did Gran get the pet?

---

---

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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 solid top and bottom lines with a dashed middle line. There are ten sets of these lines for writing practice.

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

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

3.1

Activity Page

Print the words that are said on the lines.

m a d → m a d e

1.

→

2.

→

3.

→

4.

→

5.

→



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

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

4.1

Activity Page

# King

1. What is in the crate?

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---

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?

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

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

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

6.1

Activity Page

Print the words that are said on the lines.

p i n



p i n e

1.

\_\_\_\_\_



\_\_\_\_\_

2.

\_\_\_\_\_



\_\_\_\_\_

3.

\_\_\_\_\_



\_\_\_\_\_

4.

\_\_\_\_\_



\_\_\_\_\_

5.

\_\_\_\_\_



\_\_\_\_\_





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

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

6.2

Activity Page

# The Swim Meet

1. Who went to the swim meet?

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2. In which lane did Jen swim?

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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?

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

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---

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

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

7.1

Activity Page

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

This image shows a blank sheet 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.

This image shows a full page of handwriting practice paper. It features four 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: \_\_\_\_\_

8.1

Activity Page

Print the words that are said on the lines.

n o t e

1.

2.

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 hope

note

note

rope

rope

bone

bone

home

home

those

those

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

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

10.1

Activity Page

# 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.



3. Gran asks Jen to toss some grapes and chips on the **stone** so that . . .

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4. What can Josh see on the **stone** with his bug glass?

---

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---

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

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

11.1

Activity Page

Directions: Have students write the words with the /o/ sound under the 'hop' header and the words with the /oe/ sound under the 'hope' header.

rob

note

rode

cod

mop

robe

not

rod

code

mope

/o/ as in hop

/o\_e/ as in hoe



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

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

11.2

Activity Page

# 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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\_\_\_\_\_

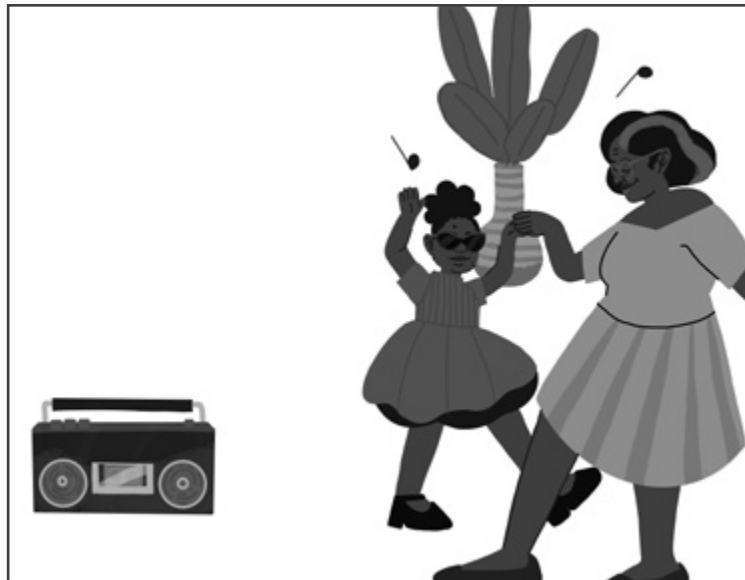
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\_\_\_\_\_

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

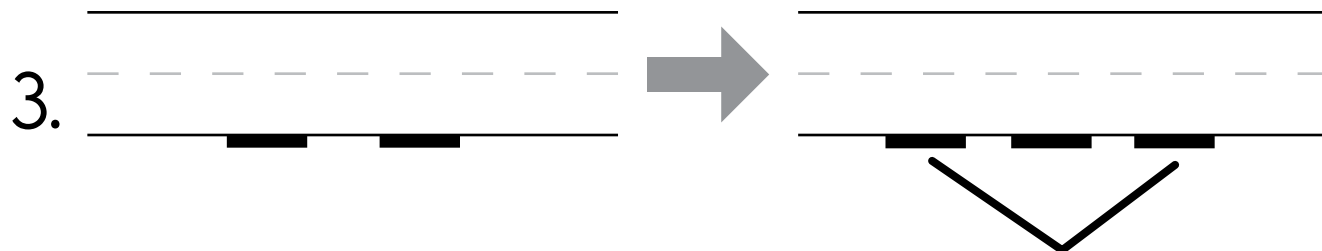
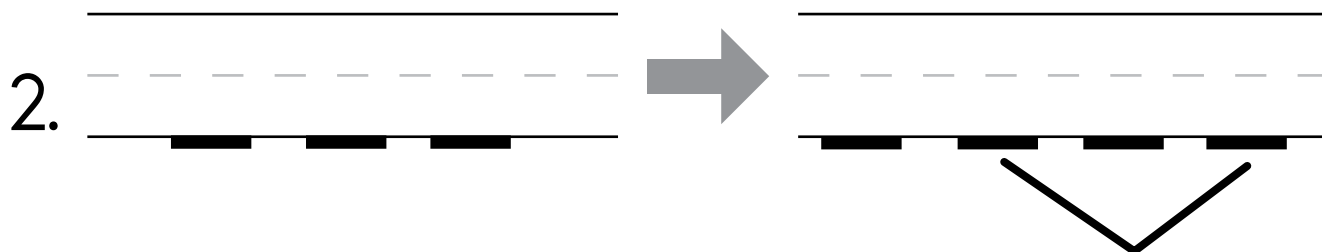
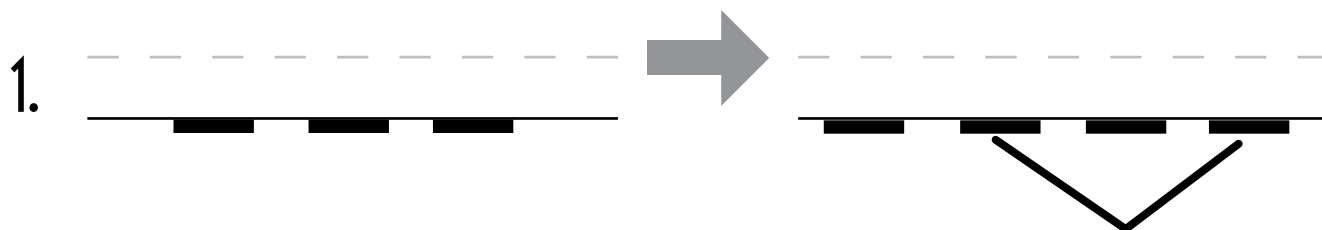
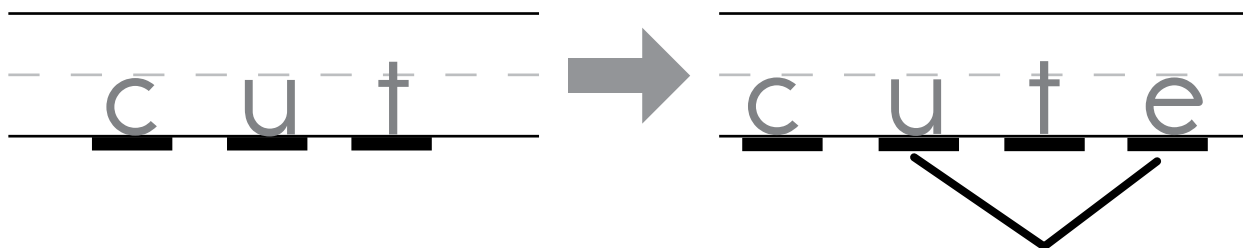
NAME: \_\_\_\_\_

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

12.1

Activity Page

Print the words that are said on the lines.





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

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

12.2

Activity Page

# Fuzz and Mel

1. Which cat is a **brave** cat?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

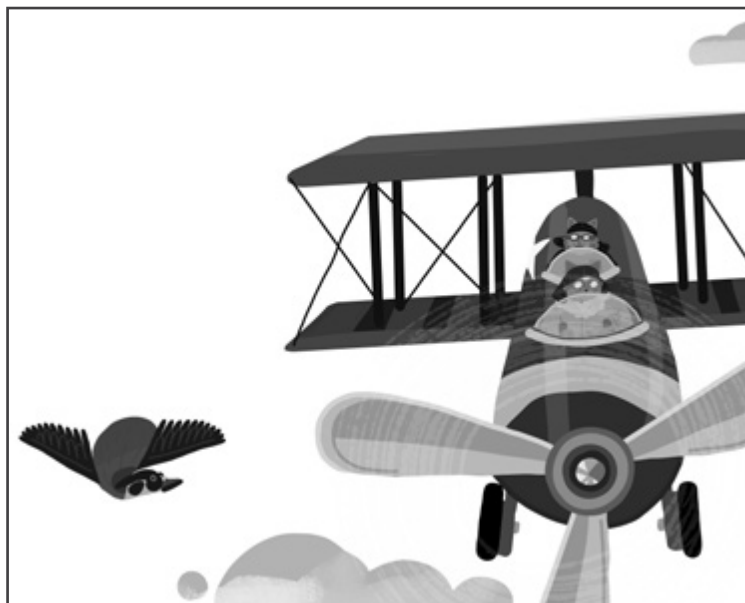
\_\_\_\_\_

\_\_\_\_\_

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 four sets of three horizontal lines (top, middle dashed, bottom) for student writing.

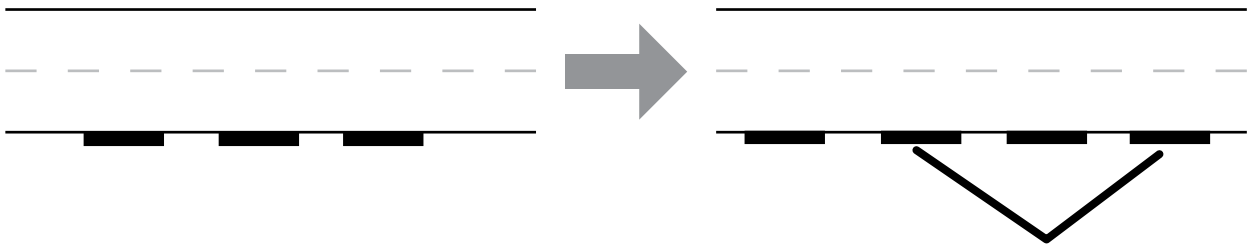
NAME: \_\_\_\_\_

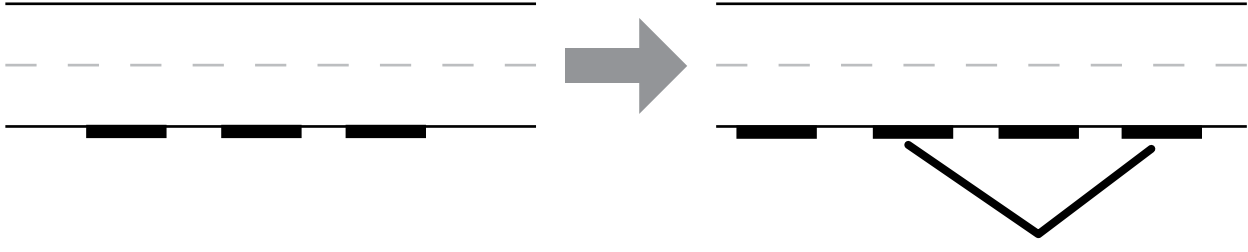
DATE: \_\_\_\_\_

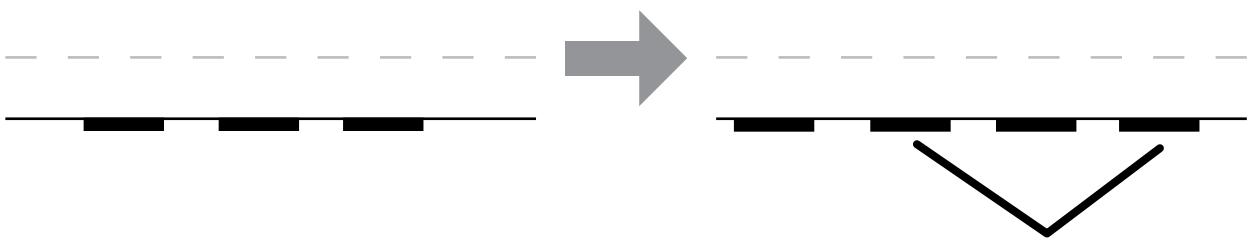
13.1

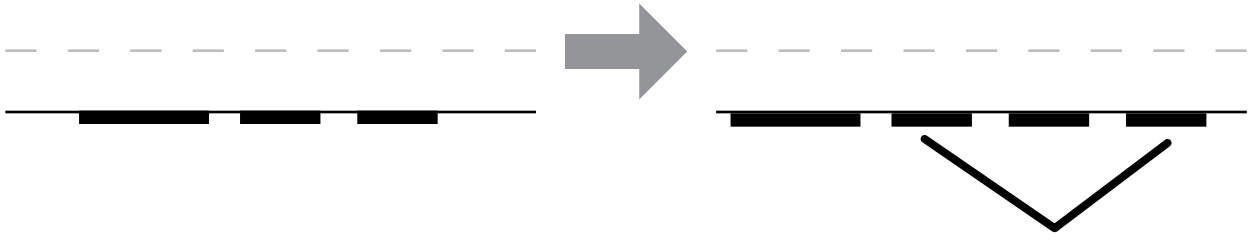
Activity Page

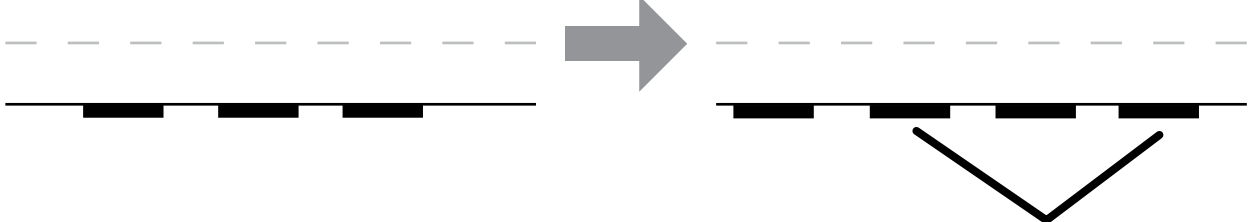
Print the words that are said on the lines.

1. 

2. 

3. 

4. 

5. 



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

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

13.2

Activity Page

# 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 at the sweet shop?

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

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

3. What jobs did Gran havee at the  
sweet shop?

---

---

---

---

---

---

---

---

---

---

4. Why was the sweet shop not all fun  
and games?

---

---

---

---

---

---

---

---

---

---

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

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

13.3

Activity Page

Print the names of the things on the lines.

cub      cube



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

pin      pine



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

cap      cape



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

can      cane

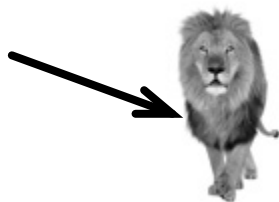


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

man      mane



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

dim      dime



\_\_\_\_\_

\_\_\_\_\_

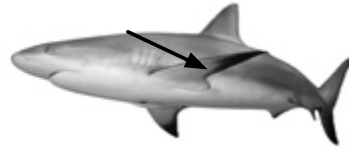
\_\_\_\_\_

Print the names of the things on the lines.

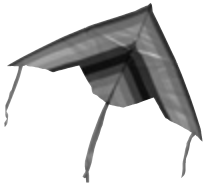
wed weed



fin fine



kit kite



tap tape



not note



hop hope



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

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

13.4

Activity Page

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

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.

1. red

3

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

☐

---

---

---

# 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 four sets of solid top and bottom lines with a dashed middle line.

A large rectangular box for drawing an illustration.

Handwriting practice lines consisting of one set of solid top and bottom lines with a dashed middle line.

Grade 1

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## **Skills 3**

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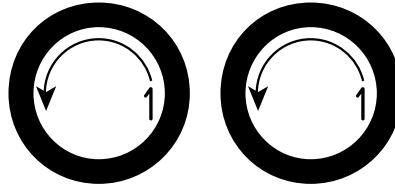
NAME: \_\_\_\_\_

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

1.1

Activity Page

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



oo oo

oo oo

.

.

.

.

.

.

oo oo

oo oo

.

.

.

.

.

.

soon soon

soon soon

soon soon

loot loot

loot loot

loot loot

room room

room room

room room



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

~~moon~~

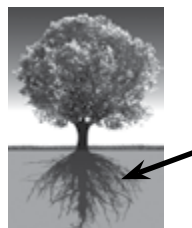
spoon

tools

roots

broom

boots



moon



# King Log and King Crane

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?

[illegible]

Page \_\_\_\_\_

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

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 \_\_\_\_\_

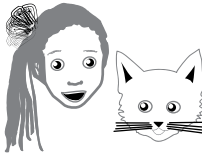

NAME: \_\_\_\_\_

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

2.1

Activity Page

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

Name:	
<u>Who?</u> 	<u>Where?</u> 
What?	<u>Once, there were . . .</u>
	Next in the tale . . .
	At the end of the tale . . .



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

## Activity Page

*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.*

[illegible]

### Skills 3

3. What makes the thin dog run off?

Page \_\_\_\_\_

4.

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

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

5.1

Activity Page

# Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.





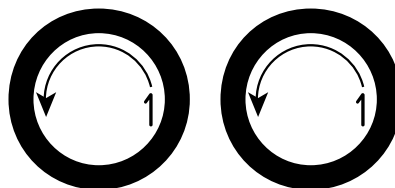
NAME: \_\_\_\_\_

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

5.2

Activity Page

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



.

.

.

.

.

.



.

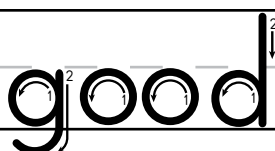
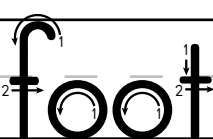
.

.

.

.

.



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

brook

book

hood

foot

hook

cook



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

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

6.1

Activity Page

# 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?

Page\_\_\_\_\_

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

Page\_\_\_\_\_

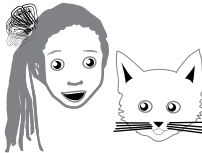

NAME: \_\_\_\_\_

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

6.2

Activity Page

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

Name:	
<u>Who?</u> 	<u>Where?</u> 
What?	<u>Once, there were</u> . . .
	Next in the tale . . .
	At the end of the tale . . .



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

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

6.3

Activity Page

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

Activity Page

This tale tells us \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I liked/did not like this tale because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



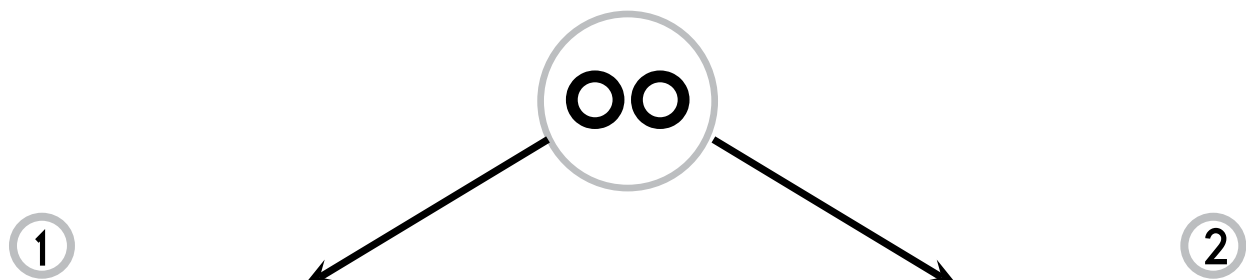
NAME: \_\_\_\_\_

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

7.1

Activity Page

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	/oo/ as in look	②
boo	book	bloom	food
took	cool	good	cook



/oo/ as in boo

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



/oo/ as in book

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



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

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

8.1

Activity Page

## The Two Mules

spots

strong

ten

packs

five

mules

lift

fool

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

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

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.”

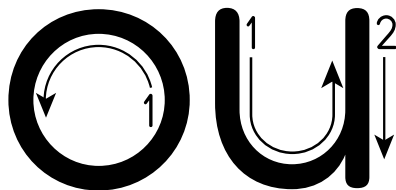
NAME: \_\_\_\_\_

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

9.1

Activity Page

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



ou ou

out out

mouth mouth

shout 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

Activity Page

# Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.





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

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

10.2

Activity Page

Directions: Have students underline the verbs with a squiggly line and then copy them on the lines. Have students copy their favorite sentence 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.




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

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

10.3

Activity Page

## 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.





# 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

Activity Page

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 \_\_\_\_\_.

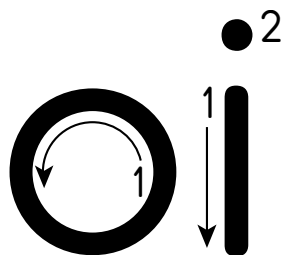
9. The mule put his \_\_\_\_\_ on the man's lap.

10. The man gave a \_\_\_\_\_ and he was scared.

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

## Activity Page

### Skills 3



A diagram showing a circular structure composed of grey dots. A vertical line of grey dots passes through the center of the circle. A horizontal line of grey dots is positioned above the circle. A black dot is located at the intersection of the vertical line and the horizontal line.

A schematic diagram of a two-link mechanism. It consists of a fixed frame (link 1) and two rotating links (links 2 and 3). Link 2 is a vertical bar on the left with a downward arrow labeled '1' at the top and a curved arrow labeled '2' indicating clockwise rotation. Link 3 is a vertical bar on the right with a downward arrow labeled '1' at the top and a curved arrow labeled '1' indicating clockwise rotation. A horizontal slider block (link 4) is connected to the ends of links 2 and 3. The slider block has a curved arrow labeled '2' indicating clockwise rotation. A small circle labeled '2' is positioned above the slider block, representing a contact point or a specific feature.

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

coin

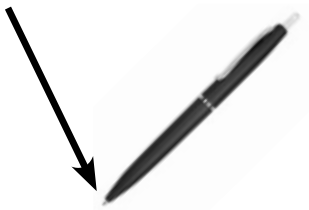
point

soil

boil

oil

coil



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

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

12.2

Activity Page

# 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 \_\_\_\_\_



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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.

1. coins

4
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coins

2. moist

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3. broom

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4. tooth

--

5. scoop

--

6. couch

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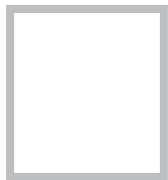
7. shook

--

8. joint

--

9. crouch



Handwriting practice lines for the word 'crouch', consisting of a solid top line, a dashed middle line, and a solid bottom line.

10. foul



Handwriting practice lines for the word 'foul', consisting of a solid top line, a dashed middle line, and a solid bottom line.

11. hood



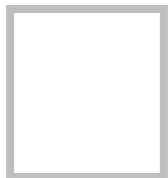
Handwriting practice lines for the word 'hood', consisting of a solid top line, a dashed middle line, and a solid bottom line.

12. stoop



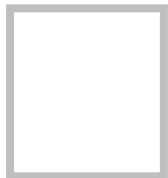
Handwriting practice lines for the word 'stoop', consisting of a solid top line, a dashed middle line, and a solid bottom line.

13. troop



Handwriting practice lines for the word 'troop', consisting of a solid top line, a dashed middle line, and a solid bottom line.

14. point



Handwriting practice lines for the word 'point', consisting of a solid top line, a dashed middle line, and a solid bottom line.

15. droop



Handwriting practice lines for the word 'droop', consisting of a solid top line, a dashed middle line, and a solid bottom line.

16. mount



Handwriting practice lines for the word 'mount', consisting of a solid top line, a dashed middle line, and a solid bottom line.

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

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

15.1

Activity Page

# Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.





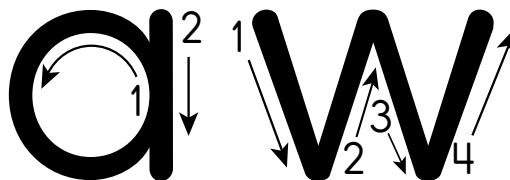
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15.2

Activity Page

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



a w

a w

a w

draw

draw

draw

saw

saw

saw

paw

paw

Print the words on the lines where they fit best.

1. claw



2. paw



3. saw



4. lawn



5. crawl



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

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

16.1

Activity Page

# 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 \_\_\_\_\_



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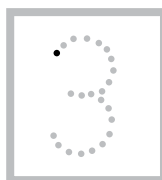
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17.1

Activity Page

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



cook

2. cloud



cloud

3. lawn



lawn

4. point



point

5. sleep



sleep

6. spoon



spoon

7. brook



brook

8. moist



moist

9. shape

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10. hawk

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11. pound

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---

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12. saw

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13. pool

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14. join

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15. shout

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16. mount

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

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

18.1

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.	
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5.	
6.	
7.	
8.	
9.	
10.	



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

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

18.2

Activity Page

# 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 ...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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Page \_\_\_\_\_

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Grade 1

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# Individual Code Chart

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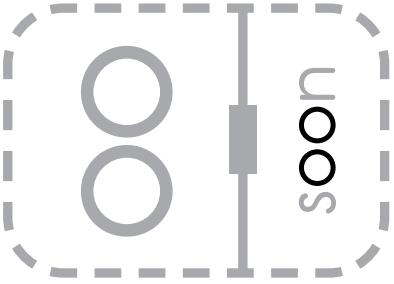
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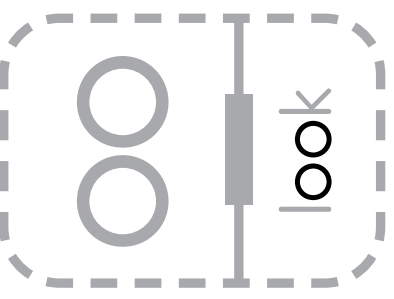
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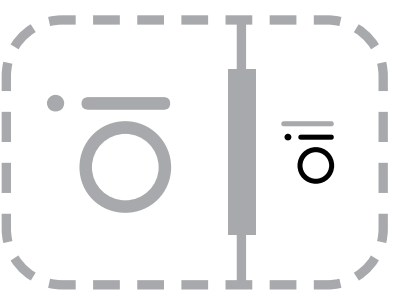
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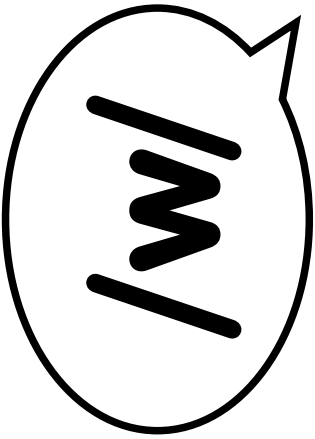
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sing	pink









# Acknowledgements

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