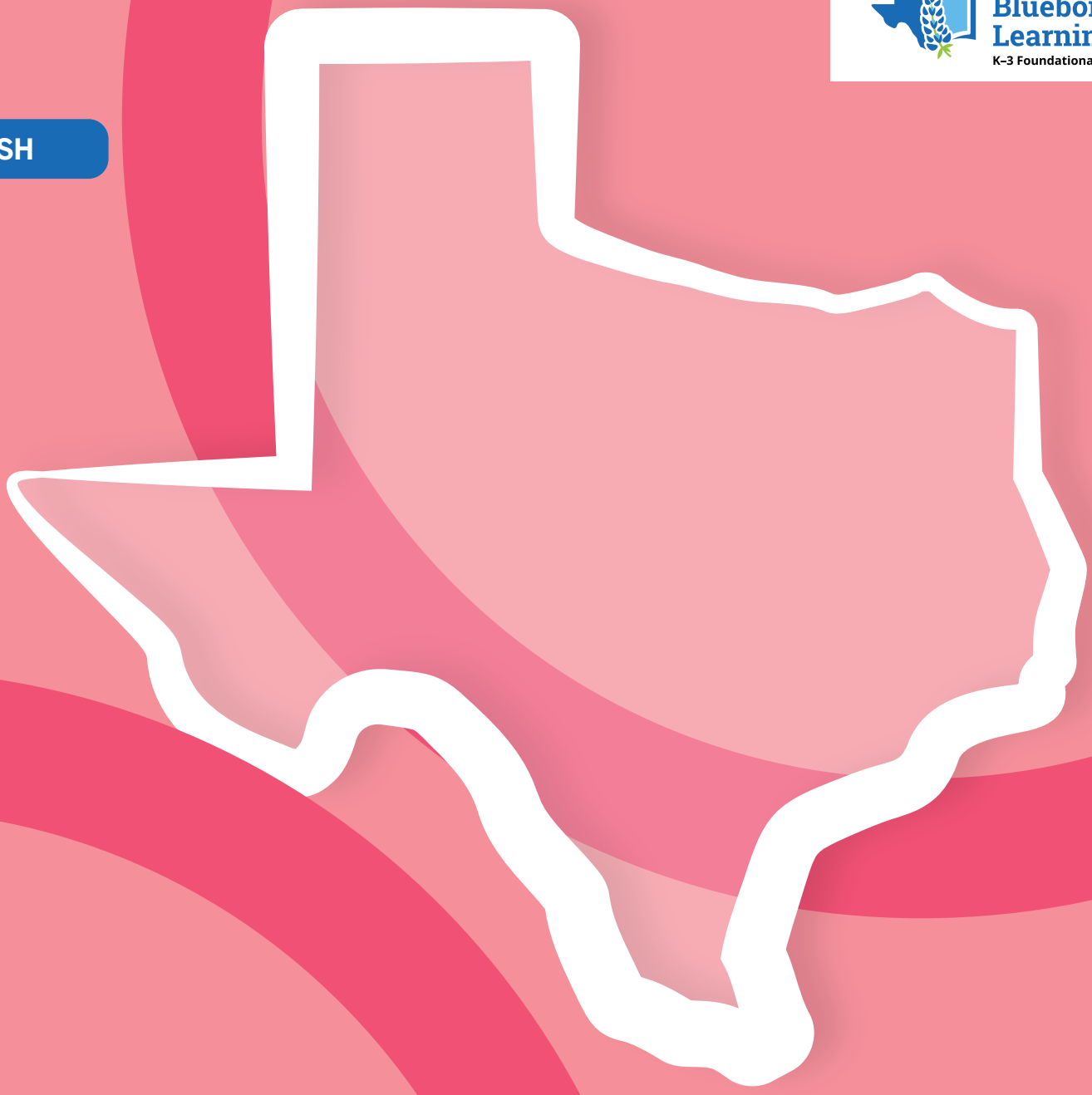
Bluebonnet Learning
K–3 Foundational Skills

ENGLISH



KINDERGARTEN FOUNDATIONAL SKILLS UNIT 8

Activity Book

EDITION 1

Kindergarten

Foundational Skills 8

Activity Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

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Foundational Skills 8

Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 8. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The activity pages in this book do not include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these activity pages to the students orally, using the instructions in the Teacher Guide. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

DATE: _____

1.1 **Activity Page**

Directions: Have students write the word from the box to complete each sentence and then read the sentence aloud.

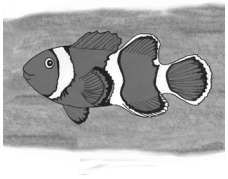
funny

1. The  is _____ _ _ _

5. The  and

the  are _____

_____.

6. The  and

the  are _____

_____.

NAME: _____

DATE: _____

1.2 **Activity Page**

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

pond

NAME: _____

DATE: _____

1.3 **Activity Page**

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

rod

NAME: _____

DATE: _____

1.4

Take-Home

Dear Family Member,

Have your student cut out the mini book along the dotted line. Fold twice so the Tricky Word *funny* is on the first page. Ask your student to read it aloud to you. Remind them to run a finger under the words and pictures as they read.

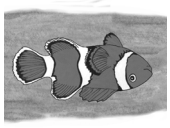




I look at the funny .



I look at the funny .



I look at the funny .

funny

The  and the  are funny.

I look at the funny  .

NAME: _____

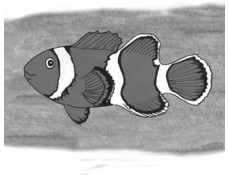
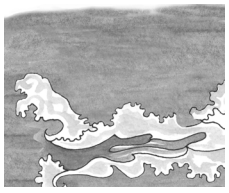
DATE: _____

2.1 **Activity Page**

Directions: Have students write the word from the box to complete each sentence and then read the sentence aloud.

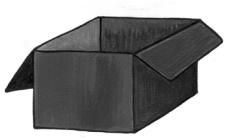
all

1. I can look up at _____ _____ the  .

2. I can look down at _____ _____ the  in the  .

3. I look at _____ _____ the  in the  .

4. I look at _____ the 

in the  .

5. Mom can look at _____

the  in the  .

NAME: _____

DATE: _____

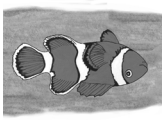
2.2

Take-Home

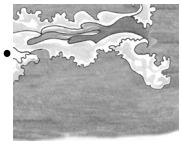
Dear Family Member,

Have your student cut out the mini book along the dotted line. Fold twice so that the Tricky Word *all* is on the first page. Ask your student to read it aloud to you. Remind them to run a finger under the words and pictures as they read.

I look at all the



in the



.

I look at all the



in the



.

I can look at all the



in the



.

all

I look at

all the



.

NAME: _____

DATE: _____

3.1 **Activity Page**

Directions: Have students copy and write each Tricky Word from memory.

1.

2.

3.

4.

NAME: _____

DATE: _____

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

snip

NAME: _____

DATE: _____

3.3 **Take-Home**

Dear Family Member,

Your student has been taught to read the Tricky Words *funny* and *all*. Tricky words are difficult to read and spell because they do not follow the letter-sound correspondences your student has been taught. The tricky parts of these words are underlined. Tricky Words occur frequently in stories and need to be practiced often. Ask your student to cut out the word cards on this page and the picture cards on the next page. Have your student arrange the cards to make phrases and read them aloud to you. Please keep the cards for future practice.



all	funny	I
of	the	a
are	out	little
down	look	blue
yellow	one	two
at	and	is

NAME: _____

DATE: _____

3.3

CONTINUED

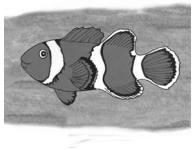
Take-Home





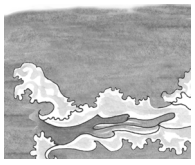












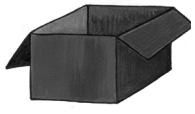














Foundational Skills 8

NAME: _____

DATE: _____

5.1 Activity Page

of	from	all

Directions: Have students write a word from the box to complete each sentence.

1. Stan got the best gift _____ _____ his mom.

2. Chad put _____ the frogs in the pond.

3. The man had ham and a bag _____ _____ chips.

of	funny	the

4. The little kids are _____ .

5. The king slept on a bed

   _____

   _____ quilts.

6. Stan had all _____ chips.

NAME: _____

DATE: _____

5.2 **Activity Page**

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

yelp

NAME: _____

DATE: _____

5.3 **Activity Page**

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

chomp

NAME: _____

DATE: _____

5.4

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. The tricky letters in the words are underlined.

Sam and the Fish

This is Sam.



Sam and his dad fish in <u>a</u> pond.

Sam's dad brings <u>a</u> rod.

Sam brings <u>a</u> net.



Sam and his dad sit and sit.

Then, zap!

Sam's dad gets a fish.

The fish jumps.

The fish twists and swims.

Sam's dad tugs on the rod.



The fish swims past Sam.

Sam swings his net.

Sam lifts up the net.

The fish is in the net!

Sam and his dad grin.



NAME: _____

DATE: _____

6.1 **Activity Page**

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

task

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

trim

NAME: _____

DATE: _____

6.2 **Activity Page**

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

shrub

NAME: _____

DATE: _____

6.3

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. The tricky letters in the words are underlined.

Fun at the Pond

Sam is at the pond with his pals.

Six frogs rest in the wet mud.

Sam runs at the frogs.

The frogs hop in the pond.



Sam's pal, Chad, finds a bat.

The bat gets mad at Chad.

The bat flaps at Chad's hands.

Chad drops the bat.



Jen lifts up a log and spots a bug.

The bug is long with lots of legs.

The bug runs and digs in the sand.

The pond is lots of fun.



Please ask your student to read the following phrases to you, paying special attention to the Tricky Words. If your student needs more practice with Tricky Words, please review the words with flashcards or have your student read the words several times.

1. the funny dog
2. one funny frog
3. a funny fish
4. all of the shrubs
5. lots of fun
6. one cat from the box
7. a gift from Tim
8. all of the jobs from the list

NAME: _____

DATE: _____

7.1 **Activity Page**

1. one can of trash





2. all six of the men





3. a funny kid





4. one funny dog



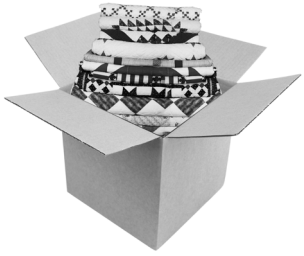






5. the box of quilts





6. all of the kids





NAME: _____

DATE: _____

8.1 Activity Page

Directions: Have students copy and write each Tricky Word from memory.

1.

2.

3.

4.

5.

6.

NAME: _____

DATE: _____

8.2 **Activity Page**

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

cab

NAME: _____

DATE: _____

8.3 **Activity Page**

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

dents

NAME: _____

DATE: _____

8.4

Take-Home

Dear Family Member,

Your student has been taught to read Tricky Words *from* and *was*. Tricky Words are difficult to read and spell because they do not follow the letter-sound correspondences your student has been taught. The tricky parts of these Tricky Words are underlined. Tricky Words occur frequently in stories and need to be practiced often. Ask your student to cut out the word cards. Have your student arrange the cards to make phrases and read them aloud to you. Please keep the cards for future practice.

from	was	all
funny	the	a
are	out	little
down	look	blue
yellow	one	two
of	in	three
fresh	lots	wet
spot	shrubs	pants
pond	dogs	scrub

NAME: _____

DATE: _____

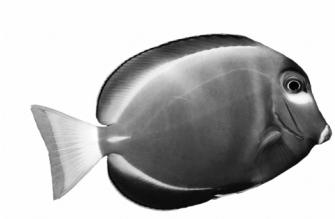
9.1 Activity Page

Directions: For each picture, have students read the phrases and put a check mark in the box next to the matching phrase.

1. 

☐ a kid with a pig

☐ a gift from a kid

2. 

☐ one funny fish

☐ ten funny fish

3. 

☐ I sip from the cup.

☐ I sip from the can.

4. 

☐ splash from a pond

☐ splash from a bath

5. 

☐ all of the chips

☐ all of the plums

6. 

☐ the kid was mad

☐ the kids are mad

7. 

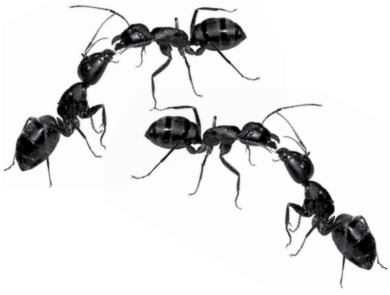
☐ out of the bag

☐ out of the cup

8. 1 + 1

☐ ten plus ten

☐ one plus one

9. 

☐ all of the little ants

☐ all of the plants

10. 

☐ the kid was in bed

☐ the kids are in bed

NAME: _____

DATE: _____

9.2

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. The tricky letters in the words are underlined.

Sam's Pets

Sam has pets.

One of his pets is a dog.

One of his pets is a cat.

One of his pets is a bug.



This is Sam's dog, Max.

Max runs and jumps.

Max digs in the mud.

Max rubs mud on Sam.

Max yelps at the cat.



This is Sam's cat, Tim.

Tim sips milk from a dish.

Tim naps on Sam's bed.

Tim runs from Max.

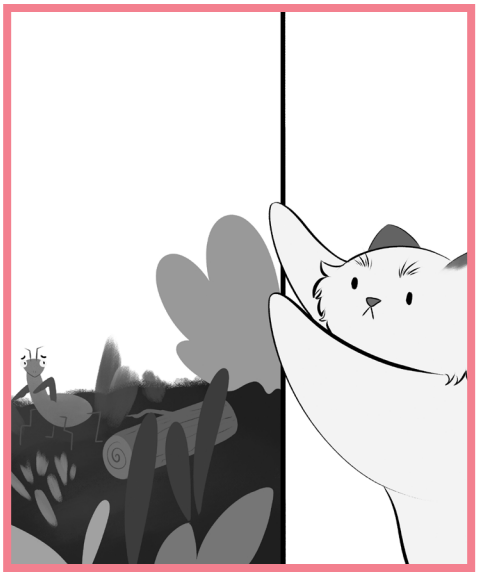


This is Sam's bug, King Tut.

King Tut hops from plant to plant.

King Tut chomps on bugs.

King Tut runs from Tim.



NAME: _____

DATE: _____

10.1 **Activity Page**

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

hill

NAME: _____

DATE: _____

10.2

Activity Page

Directions: Have students write the words containing the /k/ sound spelled 'c' under the 'c' header, the words containing /k/ spelled 'k' under the 'k' header, and the words containing the /k/ sound spelled 'ck' under the 'ck' header.

ro**ck**	cup
kit	du**ck**
crab	ba**ck**

as in <u>c</u>at	as in <u>k</u>id	as in lu<u>ck</u>

Directions: Have students write the words containing the /k/ sound spelled 'c' under the 'c' header, the words containing /k/ spelled 'k' under the 'k' header, and the words containing the /k/ sound spelled 'ck' under the 'ck' header.

skin	crop
cash	milk
clap	li**ck**

as in <u>c</u>at	as in <u>k</u>id	as in lu<u>ck</u>

NAME: _____

DATE: _____

10.3

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. The tricky letters in the words are underlined.

Tasks

Sam has a long list of tasks.

Sam must scrub a bunch of cups.

Sam must help his dad trim shrubs.

Sam must mop the steps.



Sam scrubs all of the cups.

Scrub, scrub, scrub.



Sam helps his dad trim shrubs.

Snip, snip, snip.

The sun is hot.

Sam gets hot.



Sam spots a fan on the rug.

Sam flops on the rug and naps.

Then his mom spots him.

Sam's mom taps him with the mop.

Sam jumps up. Sam picks up the mop.



NAME: _____

DATE: _____

11.1 Activity Page

Directions: Have students fill in the blanks while the phrases are read aloud.

1. _____ kids

2. _____ thin man

3. gift _____ Sam

4. Sun _____ hot.

5. hug _____ mom

6. lots _____ fish

7. Dad _____ glad.

8. _____ dogs run.

NAME: _____

DATE: _____

11.2

Take-Home

Dear Family Member,

Have your student write the word from the box to complete each sentence and then read the sentence aloud.

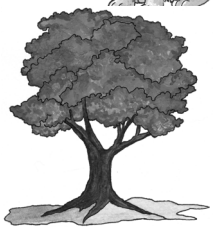
was

1. I _____ in the  .

2. Mom _____ in the  .

3. Dad _____ in the  .

4. The dog _____ in the  .

5. The  _____ in a  .

NAME: _____

DATE: _____

12.1 **Activity Page**

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

print

NAME: _____

DATE: _____

12.2

Take-Home

Dear Family Member,

Your student has been taught to read words with double-letter spellings. We have included 'ck' with the double-letter spellings because both letters stand for the sound /k/. Similarly, as in the word *puff*, both of the letters 'f' stand for the single sound /f/. Ask your student to cut out the word cards. Show the cards to your student and have your student read them. Extension: Read the words aloud and have your student write the sounds down, one at a time, paying attention to the double-letter spellings. Please keep the cards for future practice.



puff	buzz	hiss
quack	yells	fizz
class	mitt	eggs
sniffs	odd	thick

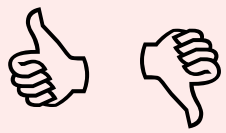
NAME: _____

DATE: _____

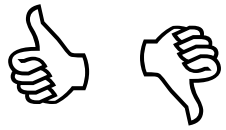
13.1 Activity Page

Directions: For each statement, have students circle the thumbs-up icon if the statement is true and the thumbs-down icon if the statement is false.

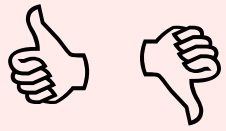
1. One kid in class has wings.



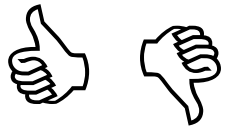
2. Trash cans smell bad.



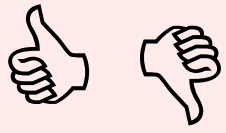
3. Milk is from hens.



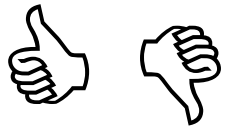
4. The best snack is grass.



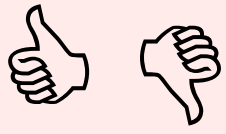
5. All the kids in the class can grin.



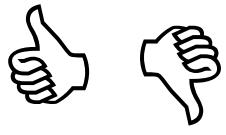
6. Milk is black.



7. Trucks cost one buck.



8. This was fun.



NAME: _____

DATE: _____

13.2 **Activity Page**

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

chills

NAME: _____

DATE: _____

13.3

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. The tricky letters in the words are underlined.

The Van

Sam's mom has a van.

Sam is in the van.



Sam and his mom got his pal, Chad.

Then the van hit a big bump.

The van will jump up, up, up.



Then, slam!

The van hit the land.

Crash! Smash! Crunch!

Snap! Pop!



The van was bent.

The van had lots of dents.

The van did not run.



Sam's mom got a fix-it man.

The fix-it man had a big fix-it kit.

The fix-it kit did not help much.

The fix-it man did not fix the van.



Sam's mom got a cab.

The kids got in the cab.

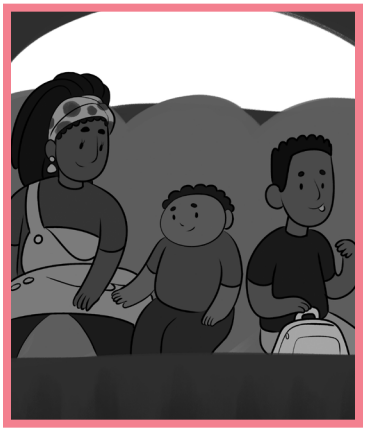
Sam's mom was sad.

Sam held his mom's hand.

Then Sam sang his mom a song.

"Mom," Sam sang,

"a van is just a van!"



NAME: _____

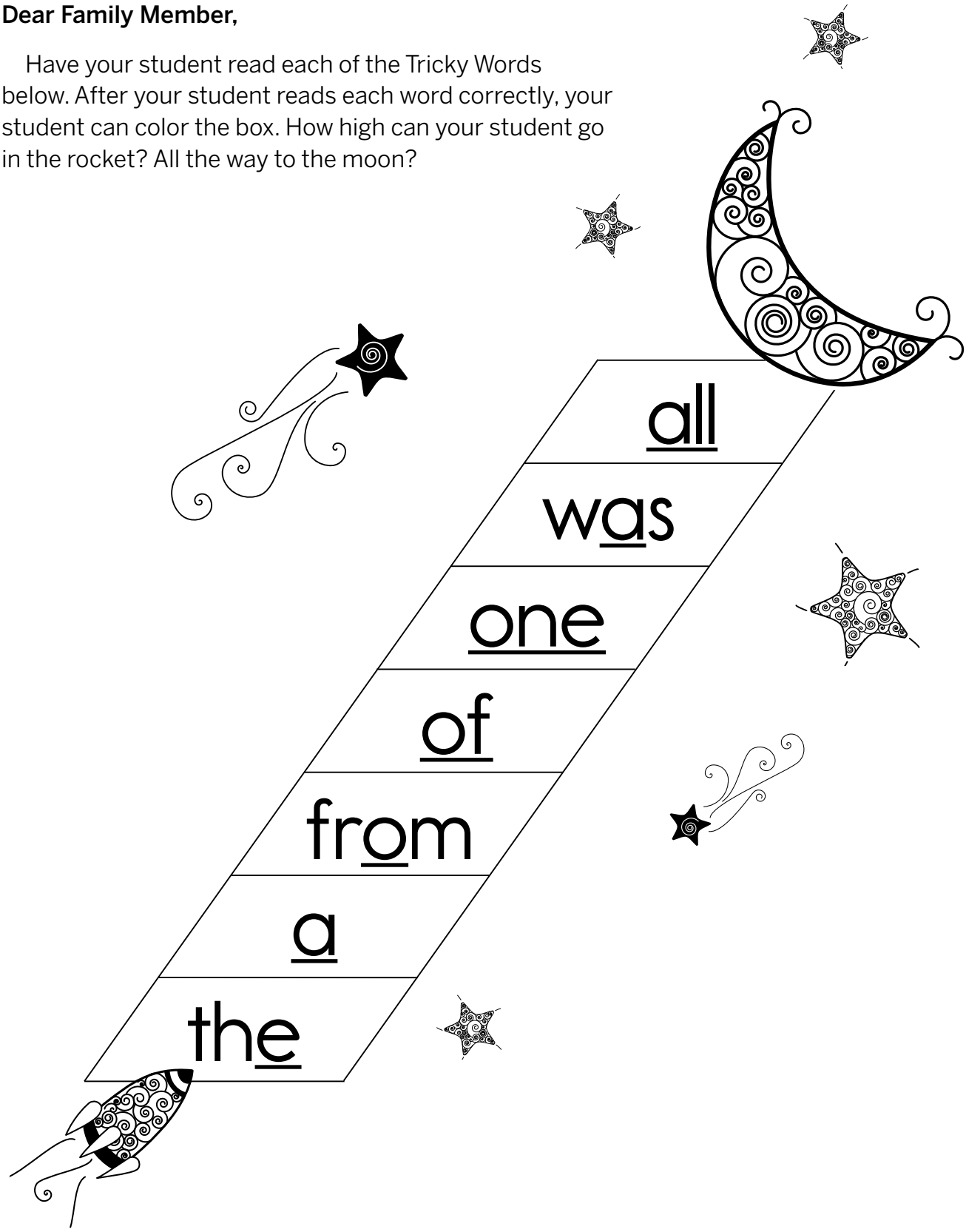
DATE: _____

13.4

Take-Home

Dear Family Member,

Have your student read each of the Tricky Words below. After your student reads each word correctly, your student can color the box. How high can your student go in the rocket? All the way to the moon?



NAME: _____

DATE: _____

14.1

Activity Page

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

1. trash smells

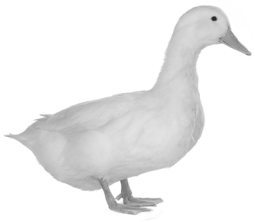
2. one sock

3. duck quacks

4. add it up

5. one shell





$$\begin{array}{r} 7 \\ +\ 1 \\ \hline 8 \end{array}$$





6. a bat and a mitt



7. the sick kid



8. milk in a glass



9. the kid yells



10. one egg in a pan



NAME: _____

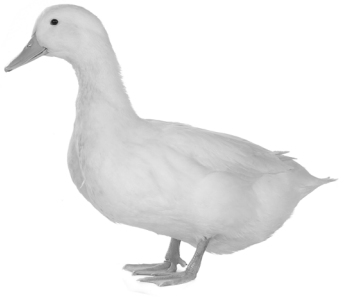
DATE: _____

14.2

Activity Page

cliff	egg	well
dress	duck	clock

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









hill	kiss	add
rock	shell	truck





1 + 1



NAME: _____

DATE: _____

14.3

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. The tricky letters in the words are underlined.

On the Bus

The van is in the fix-it shop.

Sam's mom must get on the bus.

The bus pulls in at the bus stop.

Sam's mom gets on and sits in back.

The bus bumps up the hill.

Sam's mom hangs on with one hand.



Sam's mom rings the bell.

The bus stops at the next stop.

Sam's mom gets off.



NAME: _____

DATE: _____

15.1 **Assessment**

Student Summary Sheet

Teacher Directions: Record the scores of each assessment on this sheet. Retain the sheet and the Assessment activity pages completed by the student in the student's assessment portfolio.

Student Performance Assessments required of all students

Word Recognition Assessment: _____/20

Lowercase Letter Name Assessment: _____/26

Tricky Word Assessment: _____/7

Individually Administered Assessments based on student performance

Pseudoword Reading Assessment: _____/30

Real Word Reading Assessment:_____/30

Code Knowledge Diagnostic Assessment:

Rows 1–5 _____/25

Rows 1–7 _____/35

Story Reading:

Comprehension Questions: _____/3

Words Correct:_____

Recommendation: (Check One)

_____ Continue to Units 9 and 10 for instruction.

_____ Place in remediation group for instruction—do not continue to Units 9 and 10.

NAME: _____

DATE: _____

15.2

Assessment

☺	run	leg	cup	cat
1.	med	mat	met	net
2.	rim	rot	rob	rod
3.	yes	yet	yez	yen
4.	hat	had	hid	ham
5.	gut	get	cot	got
6.	bad	pat	pit	pad
7.	sip	zip	sap	zap

8.	hen	ken	kin	jen
9.	vat	vet	fat	rat
10.	fax	fix	box	fox
11.	thin	fin	thick	this
12.	chill	jill	chin	still
13.	ships	chips	chops	shops
14.	chest	west	quest	quip
15.	boss	bus	fuzz	buzz

NAME: _____

DATE: _____

15.2

CONTINUED

Assessment

16.	ebb	edd	egg	odd
17.	wick	wax	whips	wicks
18.	kin	king	kong	wing
19.	trip	drip	drop	drug
20.	shop	ship	shot	chop

Total Score: _____ **/ 20**

Notes:

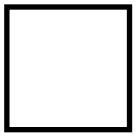
NAME: _____

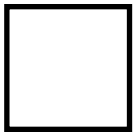
DATE: _____

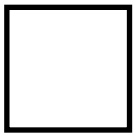
15.3

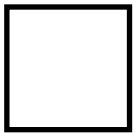
Activity Page

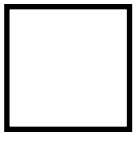
Directions: For each word, have students circle and count the sounds. Have students write the number of sounds in the box and copy the word on the line.

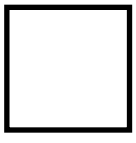
1. shock 

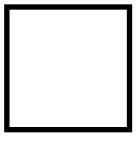
2. spell 

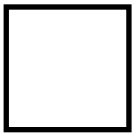
3. egg 

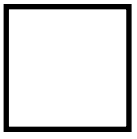
4. cliff 

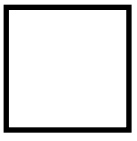
5. fluff 

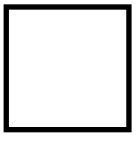
6. splash 

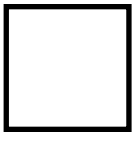
7. pinch 

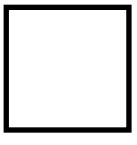
8. che**ck** 

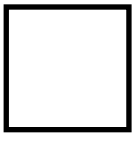
9. clips 

10. fu**zz** 

11. dre**ss** 

12. ki**ck** 

13. plums 

14. grin 

NAME: _____

DATE: _____

16.1 Assessment

1.	a	w	e	i
2.	t	y	u	w
3.	o	p	t	m
4.	f	g	h	n
5.	k	l	z	c
6.	c	b	v	d
7.	d	x	z	j
8.	n	i	h	m
9.	u	r	n	m

10.	l	y	p	g
11.	e	a	i	o
12.	n	h	m	k
13.	b	d	p	q
14.	i	l	t	f
15.	s	t	c	k
16.	x	s	t	z
17.	f	t	j	l
18.	y	i	j	g

NAME: _____

DATE: _____

CONTINUED

19.	i	e	u	j
20.	b	p	d	q
21.	z	s	c	t
22.	n	m	r	q
23.	q	u	w	d
24.	t	f	g	e
25.	c	b	v	d
26.	a	w	e	i

Total Score: _____ / 26

Notes:

NAME: _____

DATE: _____

16.2

Assessment

STUDENT RECORD SHEET—Pseudoword Reading Assessment

If a student misreads a word, write what they say directly above the pseudoword on the record sheet.

1.	wug	rab	sep	zat	het
2.	kem	jid	pog	lum	yod
3.	lin	fod	cax	ved	mip
4.	nist	brin	clup	stent	glosp
5.	thog	shup	chim	quib	ling
6.	geck	vell	tass	beff	dagg

Total Score: _____ / 30

Notes:

NAME: _____

DATE: _____

16.3

Assessment

STUDENT RECORD SHEET—Real Word Reading Assessment

If a student misreads a word, write what they say directly above the word on the record sheet.

1.	dog	bed	rat	him	but
2.	yes	fax	cup	van	sad
3.	let	rim	jot	zip	wag
4.	step	drop	rust	bend	spent
5.	then	shop	chin	quit	long
6.	puff	back	egg	miss	fell

Total Score: _____/30

Notes:

NAME: _____

DATE: _____

16.4

Activity Page

Directions: For each picture, have students circle and copy the matching word.

sock rock



_____

_____

_____

truck duck



_____

_____

_____

mitt kit



_____

_____

_____

lock clock



_____

_____

_____

glass dress



drums plums



bell bill



egg eggs



NAME: _____

DATE: _____

16.5

Activity Page

Directions: Have students connect words that rhyme.

1. 



2. 



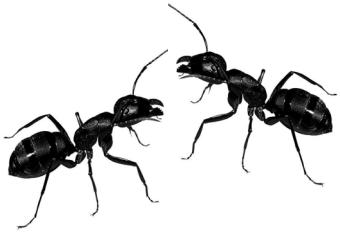
3. 



4. 



5. 



Directions: Have students write one additional rhyming word for each row.

6. bat rat

7. bell sell

8. chick trick

9. tan van

10. met set

11. bring thing

NAME: _____

DATE: _____

17.1 Assessment

1.	u	up	a	the
2.	off	of	frame	from
3.	this	the	a	that
4.	waz	wet	with	was
5.	r	our	are	air
6.	plug	blue	glue	boo
7	I	hi	ay	i
8.	ladle	litter	ladder	little
9.	like	took	look	loop

10.	there	three	thin	free
11.	wab	ib	one	once
12.	from	off	up	of
13.	all	a	tell	the
14.	two	town	do	tow
15.	yell	hello	low	yellow
16.	down	out	our	hour
17.	loud	gown	down	do

NAME: _____

DATE: _____

17.2 **Activity Page**

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

dock

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

pecks

NAME: _____

DATE: _____

17.3

Activity Page

Directions: For each picture, have students read the phrases and put a check mark in the box next to the matching phrase.

1. 

☐ one bla**ck** dog

☐ ten bla**ck** dogs

2. 

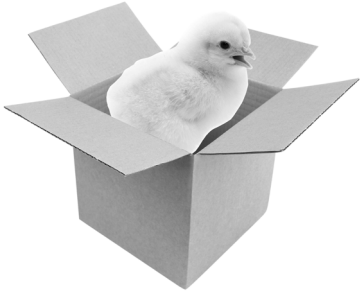
☐ sit on gra**ss**

☐ stand on gra**ss**

3. 

☐ ki**ss** a kid

☐ ki**ss** a du**ck**

4. 

☐ chi**ck** on hand

☐ chi**ck** in a box

5. 

☐ sing the song

☐ ring the bell

6. 

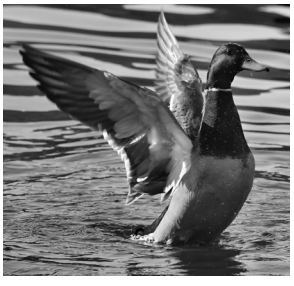
☐ dog sniffs

☐ cat sniffs

7. 

☐ doll with dress

☐ doll with pants

8. 

☐ a duck flaps wings

☐ a duck rings bell

NAME: _____

DATE: _____

17.4

Assessment

STUDENT RECORD SHEET—Code Knowledge Diagnostic Assessment

Ask student for the sound of each letter. If they give a letter name, remind them to provide the sound, not the name. Make a note of any letter for which the incorrect sound is given.

1.	m	s	f	v	z
2.	r	l	n	e	u
3.	i	o	a	t	y
4.	d	g	h	j	k
5.	b	p	c	w	x
6.	sh	ch	th	ng	qu
7.	ff	ss	ll	gg	ck

Total Score: _____/35

Notes:

NAME: _____

DATE: _____

17.5

Take-Home

Dear Family Member,

Help your student practice the following Tricky Words. Ask them to first read each word in the box. Then ask them to use the words in the box to complete each sentence. You might suggest that they cross out each word in the box as they use it.

from	one	of	a
was	the	all	

1. Sam just has _____ pet, not two pets.

2. Sam had a bag _____ chips at lunch.

3. Chad lost his ring and _____ _____ sad.

_____

4. Max is _____ dog.

_____

5. Sam got his pa**ck** _____ his mom.

NAME: _____

DATE: _____

17.5

CONTINUED

Take-Home

6. Sam and Chad went swi**mm**ing in _____ _____ pond.

7. The frogs _____ hop in the pond.

NAME: _____

DATE: _____

18.1 Assessment

The Chick

Sam and Chad got up on a rock.

On top of the rock was a gull's nest.

The gull had a chick.

Then the gull left.

The chick fell from the nest.

Plop!

The chick got stuck in a crack.

Sam and Chad got the chick.

Then Chad set it back in its nest.

NAME: _____

DATE: _____

18.2

Assessment

Running Record for "The Chick"

Say to the student, "I have a story I want you to read aloud to me today. The title of the story is 'The Chick.' Can you tell me what you know about chicks?" (Allow the student time to tell you briefly what they may know about chicks. You do not need to record this information.)

"Now I am going to give you a copy of the story. I want you to read using your best reading voice and expression. I also want you to think as you read because I am going to ask you some questions at the end."

Read the title aloud to the student. Mark your running record as the student reads. Here are some easy common markings:

- circle omitted words
- line through mispronounced words and write what was said above the mispronounced word
- write TS (Teacher Supplied) above any word you had to supply to the student

The Chick

Sam and Chad got up on a rock. (8)

On top of the rock was a gull's nest. (17)

The gull had a chick. (22)

Then the gull left. (26)

The chick fell from the nest. (32)

Plop! (33)

The chick got stuck in a crack. (40)

Sam and Chad got the chick. (46)

Then Chad set it back in its nest. (54)

Oral Comprehension Questions:

Where was the gull's nest?

What did the gull have in its nest?

Who got the chick and put it back in its nest?

NAME: _____

DATE: _____

18.3

Activity Page

Directions: Have students circle the matching picture and write the word on the line.

1. shell



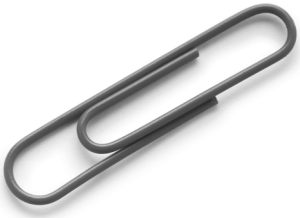


2. duck





3. mitt





4. bell



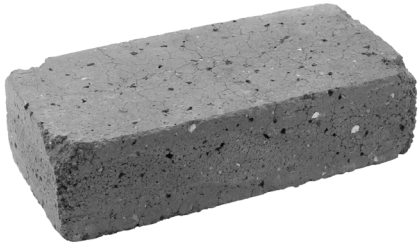


5. egg





6. brick





NAME: _____

DATE: _____

18.4

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. The tricky letters in the words are underlined.

Stop that Bus!

Sam's mom runs in and ye**ll**s,

"Sam, get up!"

Sam jumps up.



Sam's mom hands him his pants.

Sam jumps in his pants.

Sam's mom hands him his pa**ck**.

Sam slips th<u>e</u> pa**ck** on his ba**ck**.

Sam's mom hands him his lunch.

Sam grabs it.



Sam and his mom run fast.

"That's the bus!" Sam yells.

Sam's mom huffs and puffs.

"Stop the bus!" Sam yells.



The kids on the bus spot Sam.

One of them yells, "That's Sam.

Stop the bus!"

The bus stops.

Sam is in luck.

Sam gets on the bus.



NAME: _____

DATE: _____

19.1

Activity Page

egg	sock
bell	chick









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

dress	clock
doll	mitt









NAME: _____

DATE: _____

19.2 **Activity Page**

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

scrubs

NAME: _____

DATE: _____

19.3

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. The tricky letters in the words are underlined.

Sam and the Duck



Sam's cla**ss** is on a trip.

The class is at the do**ck**.

Mi**ss** Ma**ck** spots Ken, the fish man.

"Ken," Mi**ss** Ma**ck** asks,

"Can the kids dig in the sand?"

Ken nods.

"Yes, the kids can dig in the sand,

but the kids must not pet the du**ck**.

That du**ck** is a bad du**ck**.

That du**ck** pe**ck**s at kids."



Miss Mack tells the kids,

"Class, let's not pet the duck."

Sam and Chad dig in the sand.

Chad digs up a ring.

Sam lifts the ring up.

The ring glints in the sun.



The duck spots the ring.

The duck quacks and runs at Sam.

"Sam!" Miss Mack yells,

"It's that bad duck,

the one that pecks!"



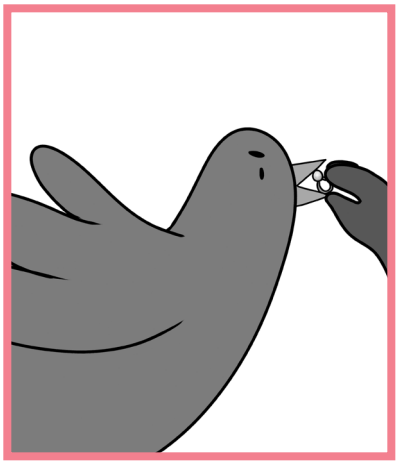
The duck runs up and pecks

at Sam's hand.

Then it runs off with the ring.

"Man!" yells Chad.

"That is one bad duck!"



NAME: _____

DATE: _____

20.1

Activity Page

Directions: Have students circle the words read aloud and copy them on the lines. Then have students write the dictated sentence.

1. hill chill

2. fluff flip

3. sick luck

4. add at

5. buzz fuzz

6. hiss bliss

7. doll dill

8. cliff stiff

9. check chick

10. moss boss

11. odd off

12. fuzz fuss

NAME: _____

DATE: _____

20.1

CONTINUED

Activity Page

13.

NAME: _____

DATE: _____

20.2

Activity Page

Directions: Have students draw a line from each word on the left to the rhyming word on the right.

1.	buzz	drum
2.	from	one
3.	crack	leg
4.	fun	was
5.	egg	stack

6. a**dd** pre**ss**

7. still so**ck**

8. dre**ss** glad

9. cli**ff** thri**ll**

10. clo**ck** sti**ff**

NAME: _____

DATE: _____

PP.1 **Activity Page**

Directions: Have students write the words containing the /f/ sound spelled 'f' under the 'f' header and the words containing the /f/ sound spelled 'ff' under the 'ff' header.

sni**ff**	fresh	fist	frog
soft	stu**ff**	gift	pu**ff**

as in fit	as in huff

Directions: Have students write the words containing the /l/ sound spelled 'l' under the 'l' header and the words containing the /l/ sound spelled 'll' under the 'll' header.

doll	long	lunch	belt
still	spell	bill	lamp

as in lip	as in hill

NAME: _____

DATE: _____

PP.2

Activity Page

Directions: Have students write the words containing the /s/ sound spelled 's' under the 's' header and the words containing the /s/ sound spelled 'ss' under the 'ss' header.

cla**ss**	sting	bo**ss**	mo**ss**
spot	pest	me**ss**	pa**ss**

as in <u>s</u>top	as in to<u>ss</u>

Directions: Have students write the words containing the /t/ sound spelled 't' under the 't' header and the words containing the /t/ sound spelled 'tt' under the 'tt' header.

mu**tt**	stamp	tongs	pu**tt**
Ma**tt**	mi**tt**	Wa**tt**	trap

as in top	as in putt

NAME: _____

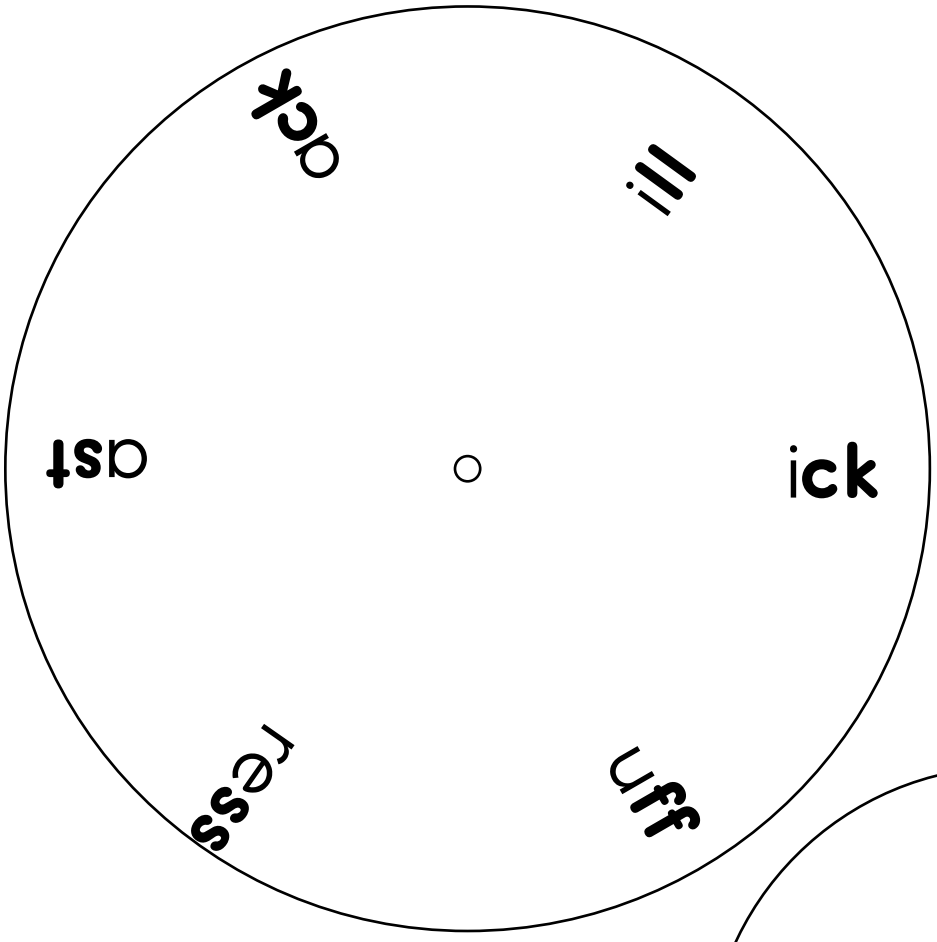
DATE: _____

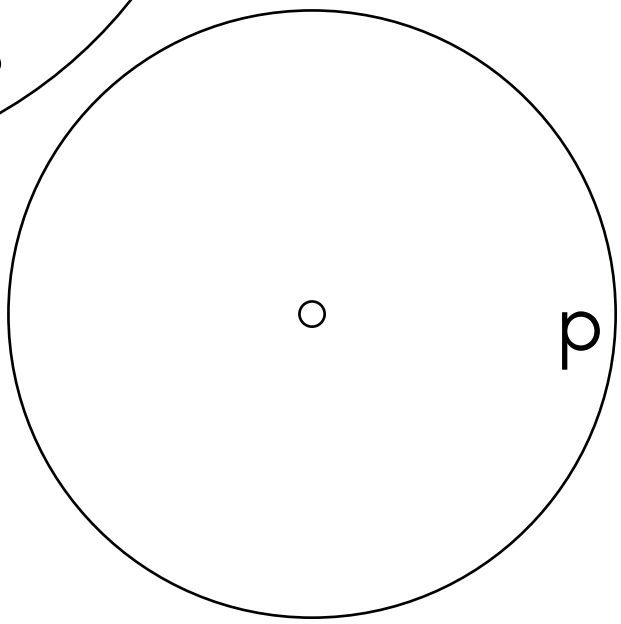
PP.3

Take-Home

Dear Family Member,

Ask your student to cut out the two circles. Pin the smaller circle on top of the larger circle with a brass fastener. Ask your student to spin the smaller circle to make words. Have your student read the words they make. (If you do not have a brass fastener, write the letter 'p' before each group of letters and ask your student to read the word.)





NAME: _____

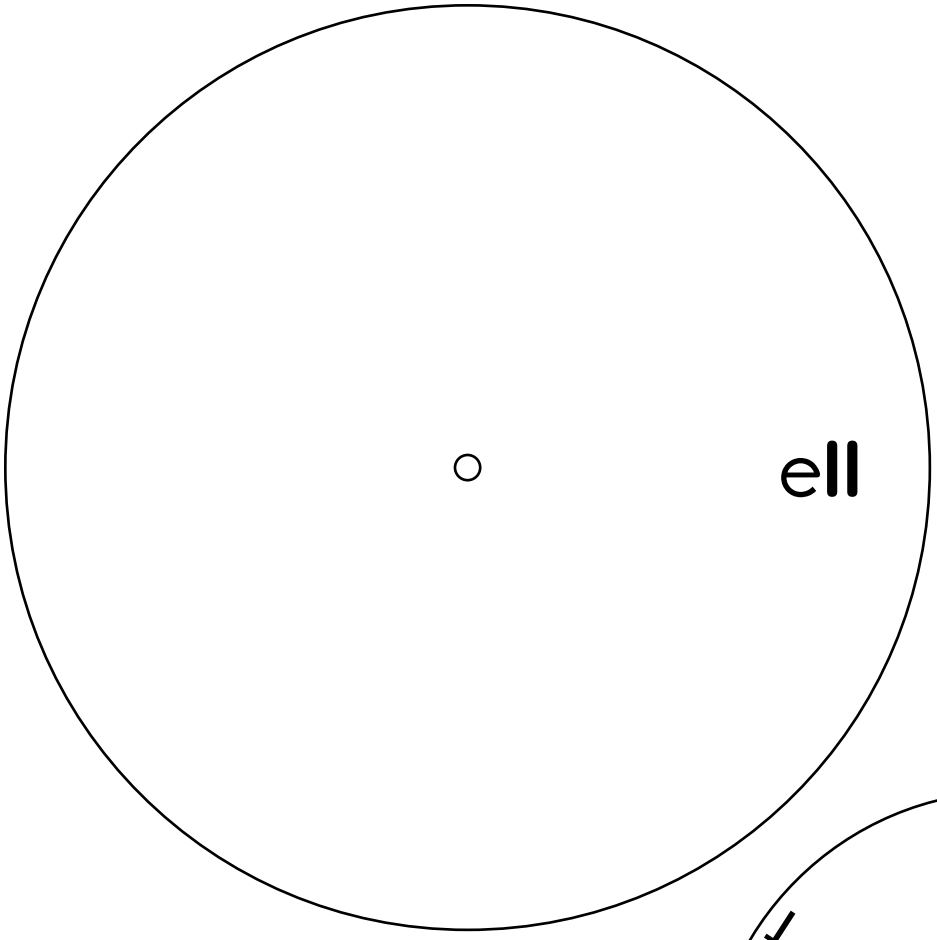
DATE: _____

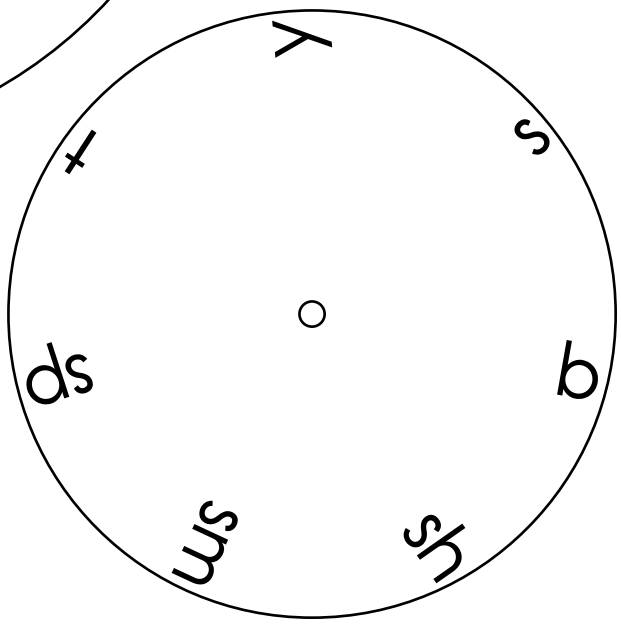
PP.4

Take-Home

Dear Family Member,

Ask your student to cut out the two circles. Pin the smaller circle on top of the larger circle with a brass fastener. Ask your student to spin the smaller circle to make words. Have your student read the words they make.





NAME: _____

DATE: _____

PP.5

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.

Max in the Mud

Max tracks mud on the deck.

Sam's mom yells, "Bad dog!"



Sam's mom has Sam get a mop.

Sam gets a mop

and mops up the mud.



Sam's mom sniffs Max.

Ugh!

The dog smells bad!



Sam gets Max in the bath tub.

Sam's mom scrubs him.

Then, at last, Max smells fresh!



NAME: _____

DATE: _____

PP.6

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.

The Band

Sam's dad is in a jazz band.

That's him in the back.

Chad's dad is in the band with him.

That's him on the drums.

Chad's dad's boss is in the band, as well.

That's him on the left, in the hat.



Sam's dad plucks at his strings.

Chad's dad bangs on his drums.

The kids clap and yell.

The band is a big hit!



NAME: _____

DATE: _____

PP.7

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. The tricky letters in the words are underlined.

The Chick

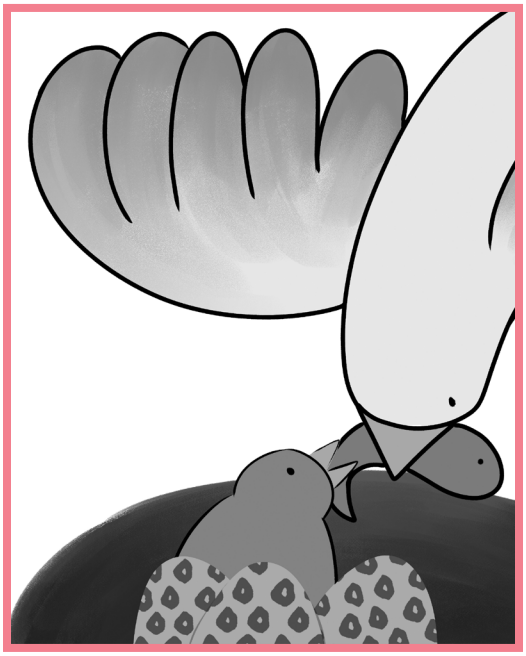
Sam and Chad got up on a rock.

On top of the rock was a gull's nest.

The gull had a chick.

The gull fed the chick a bit of fish.

Then the gull left.



The chick fell from its nest.

Plop!

The chick got stuck in a crack.

Sam and Chad got the chick.

Then Chad set it back in its nest.



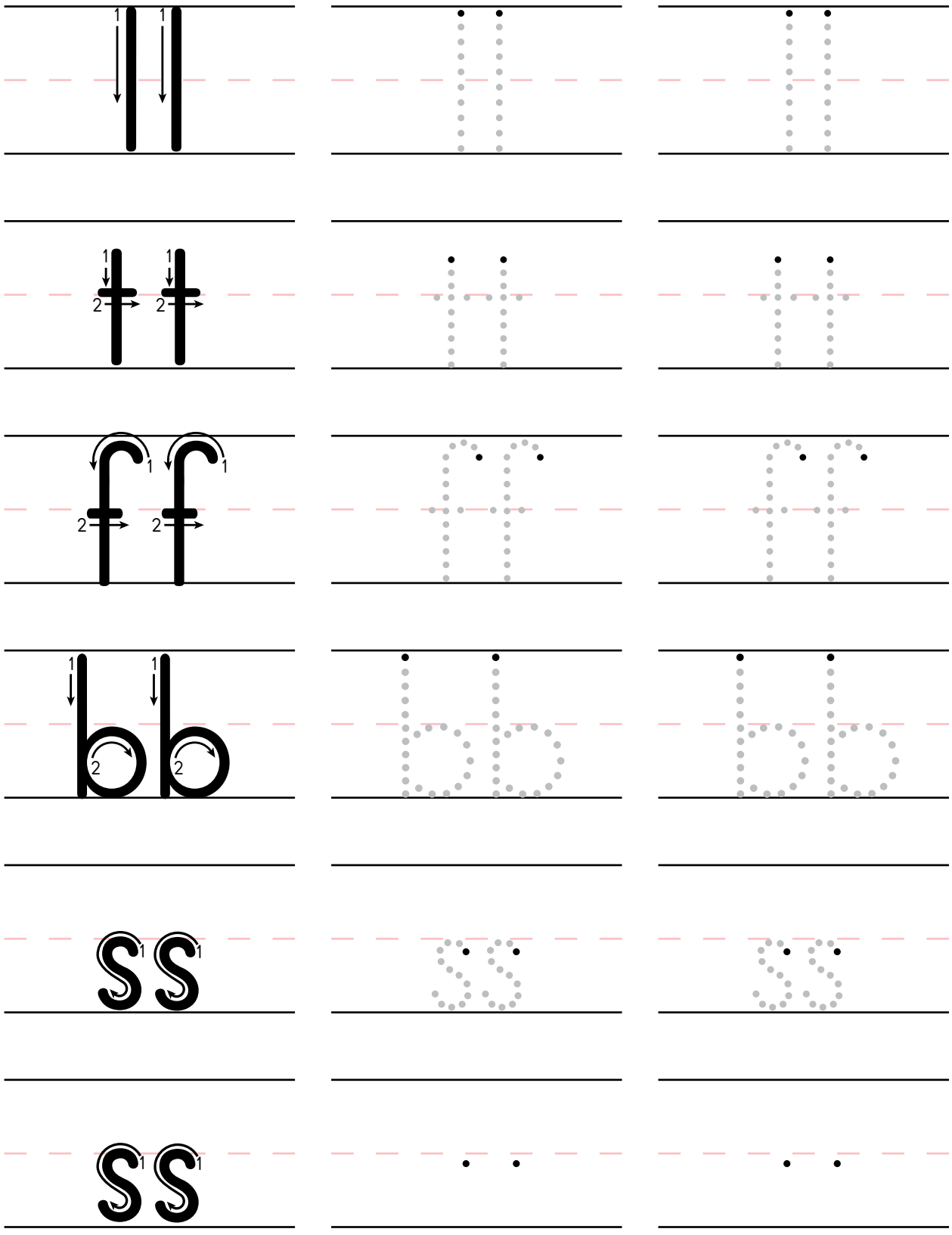
NAME: _____

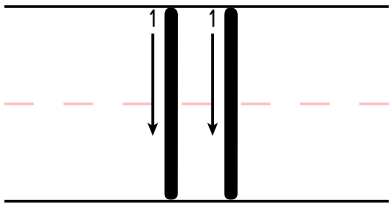
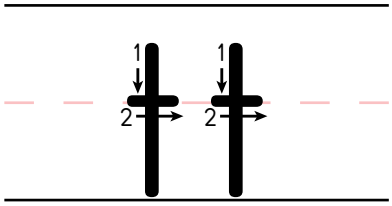
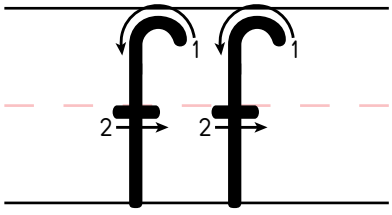
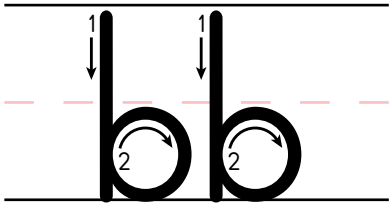
DATE: _____

PP.8

Activity Page

Directions: Have students trace and copy the double-letter spellings. Encourage students to say the letter names while writing.



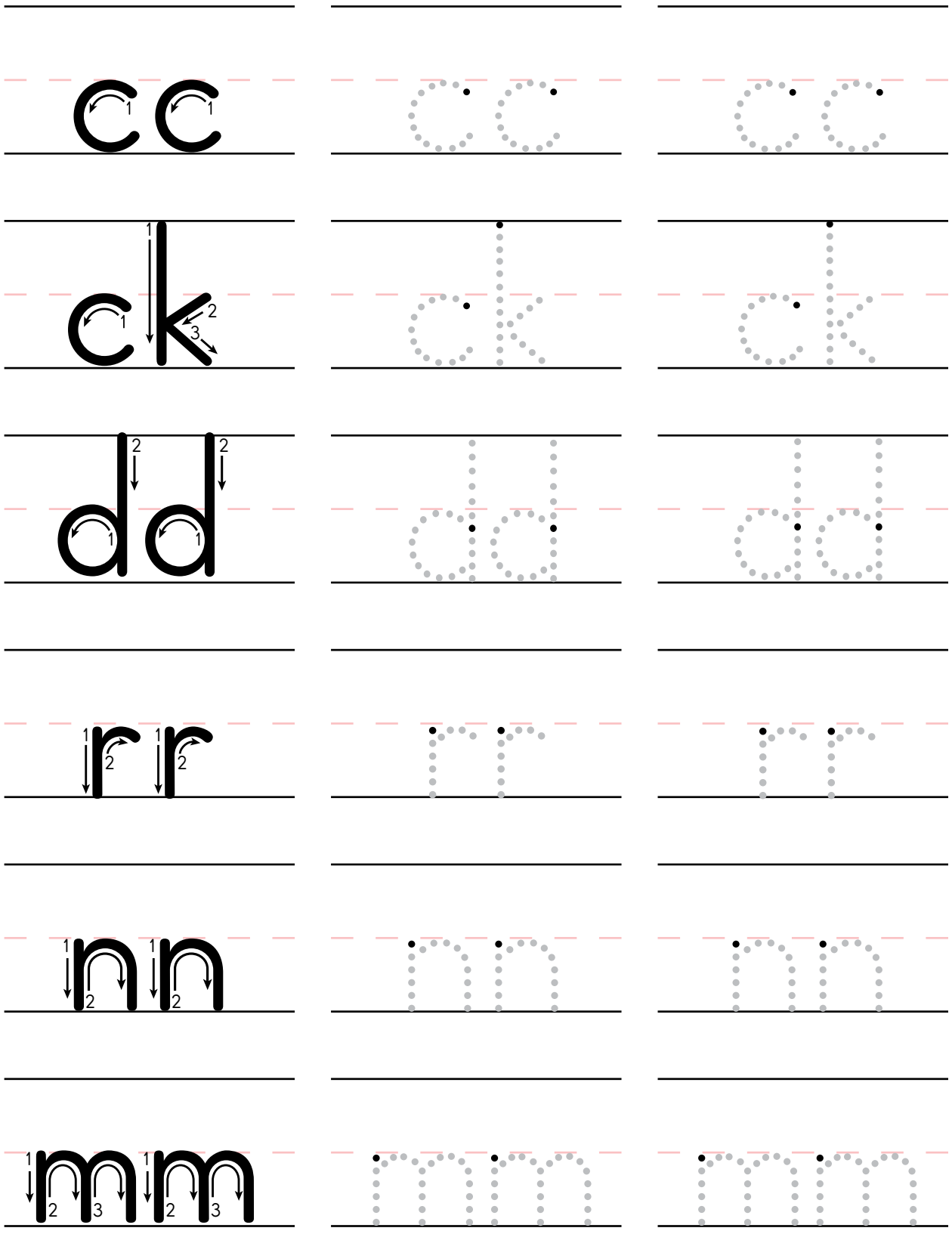


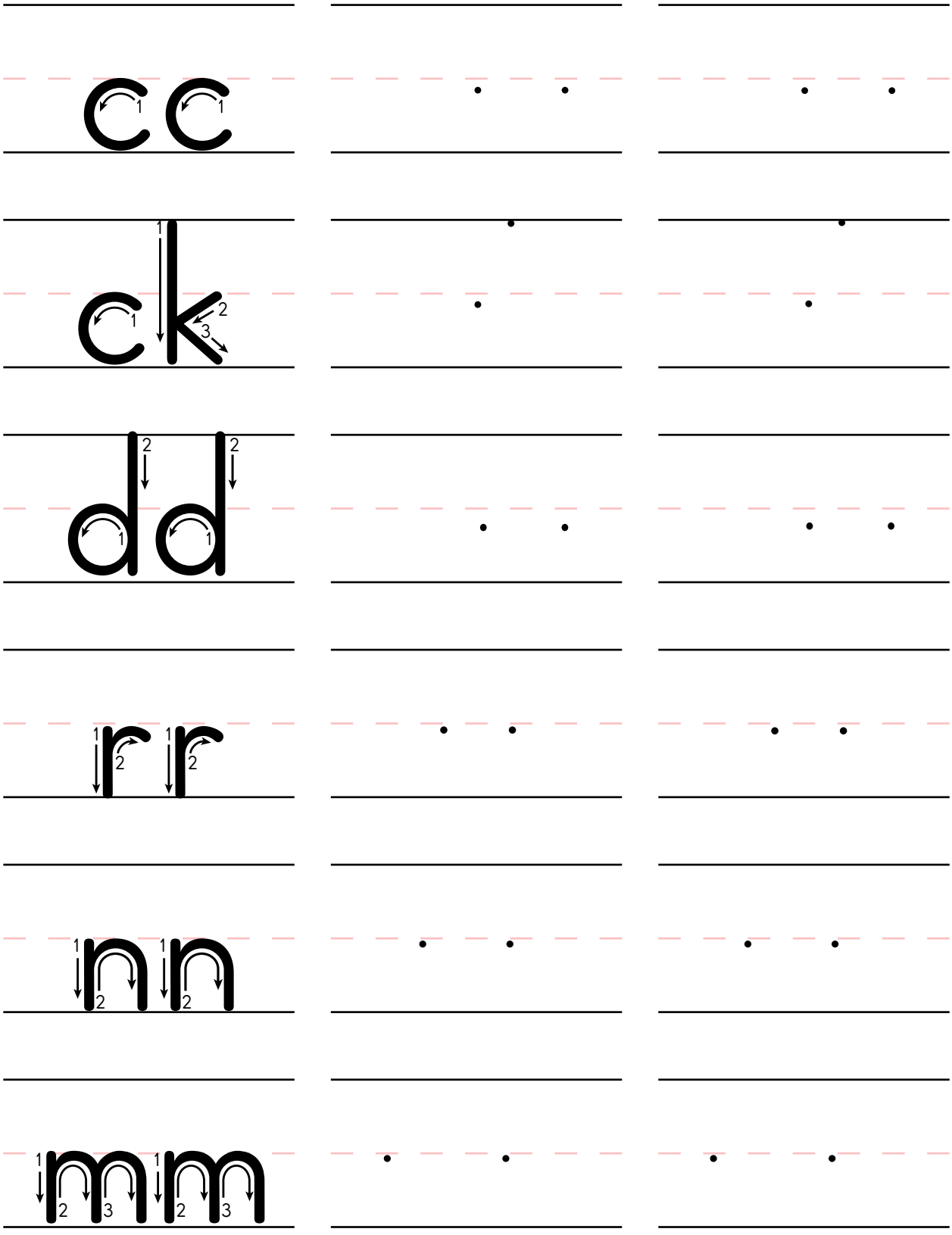
NAME: _____

DATE: _____

PP.9 Activity Page

Directions: Have students trace and copy the double-letter spellings. Encourage students to say the letter names while writing.




c c
c k
d d
r r
n n
m m

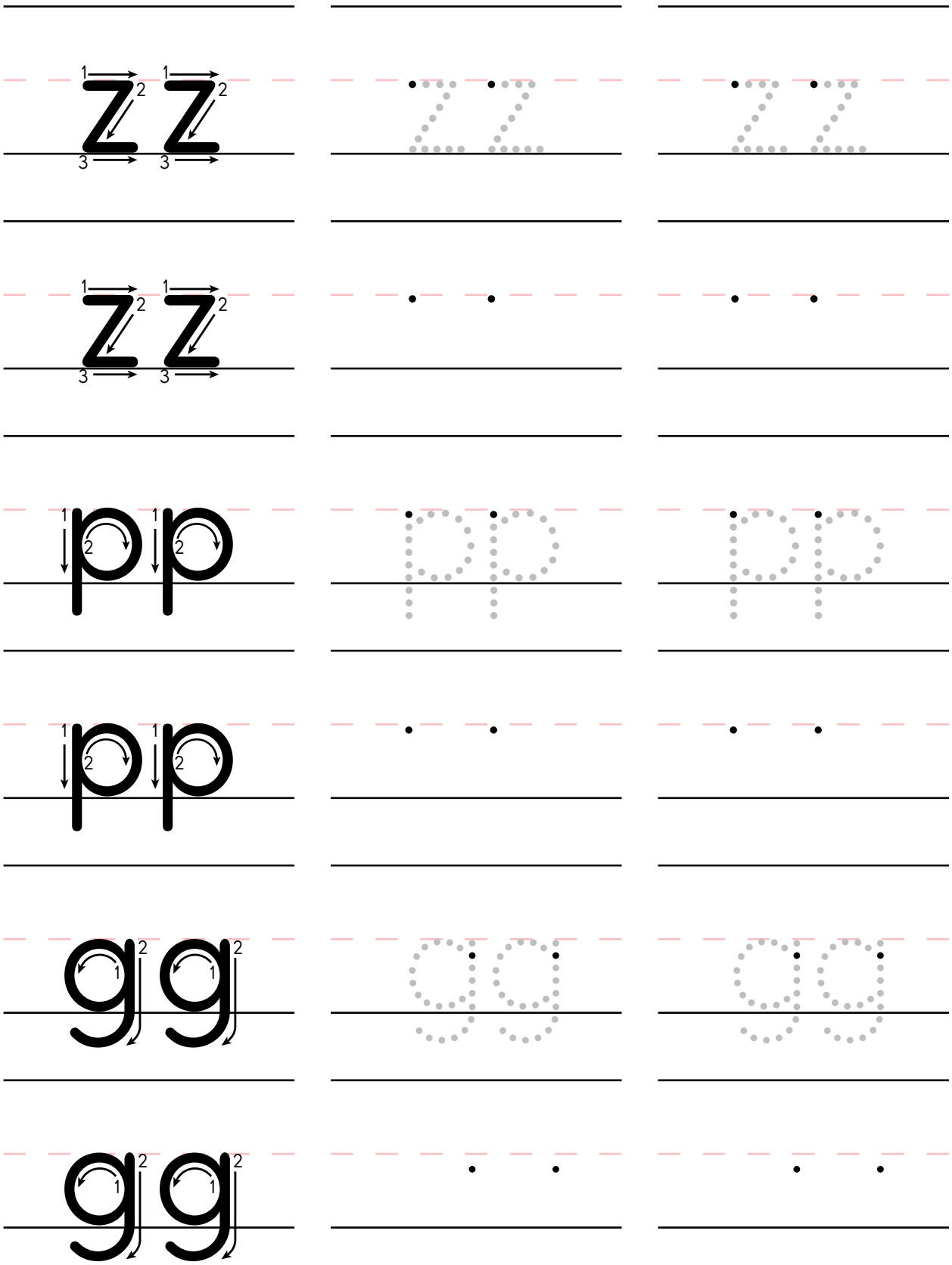
NAME: _____

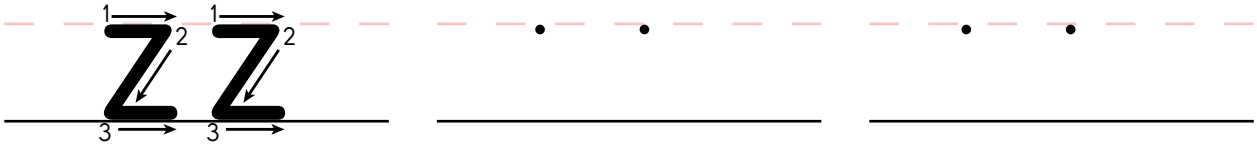
DATE: _____

PP.10

Activity Page

Directions: Have students trace and copy the double-letter spellings. Encourage students to say the letter names while writing.

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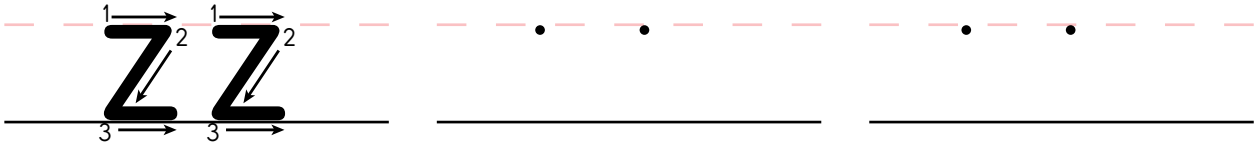
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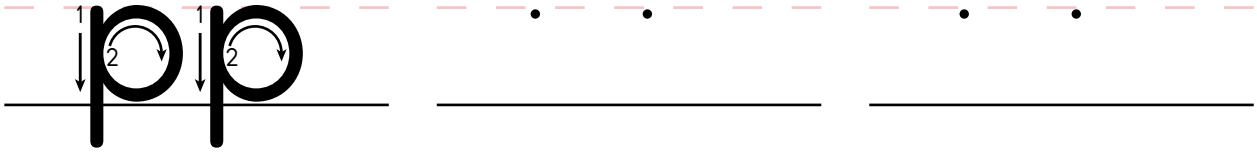
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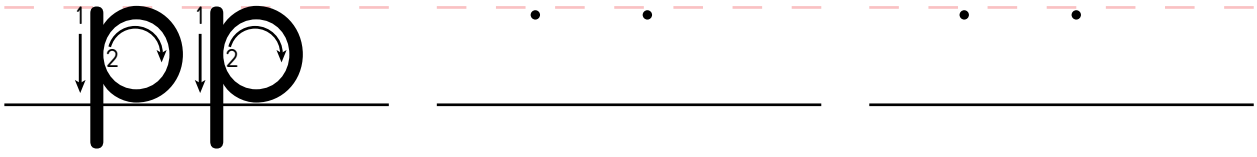
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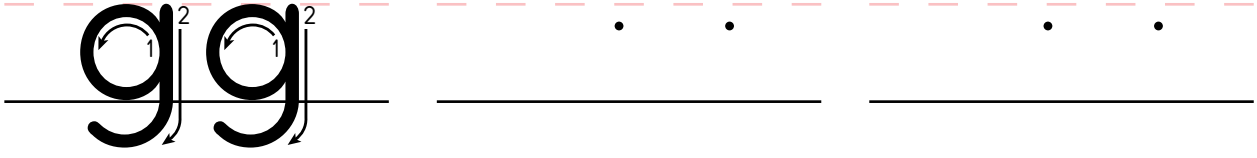
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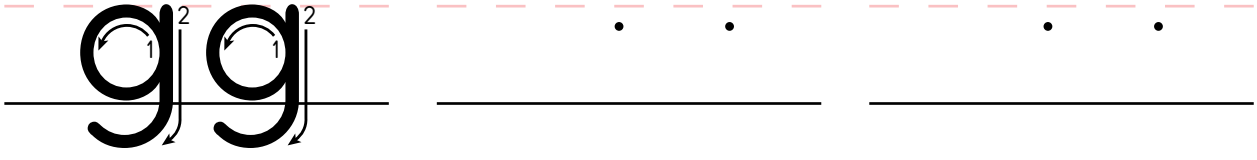
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NAME: _____

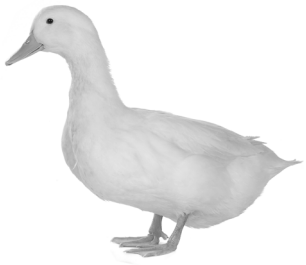
DATE: _____

PP.11 **Activity Page**

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

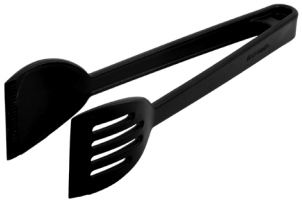
1. socks



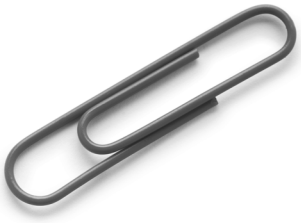


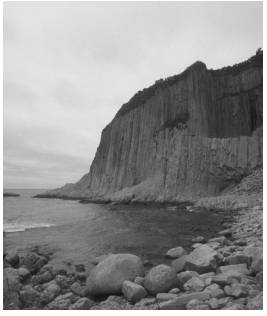
2. yell





3. cliff





4. grass





5. truck





6. bell





NAME: _____

DATE: _____

PP.12

Activity Page

Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should then write the name of the item on the line.



b	e	m
p	u	ll

_____

_____



ch	a	ck
b	i	d

_____

_____



b	i	ll
h	e	ff

_____

_____



d	i	tt
m	e	l



m	u	th
d	o	ck



p	e	f
y	i	ll

NAME: _____

DATE: _____

PP.13

Activity Page

Directions: Have students circle the pronounced word and then copy it on the lines.

1. add odd

2. lack lick

3. chess dress

4. glass grass

5. mitt mat

6. moss toss

7. press dress

8. buzz fuzz

9. inn chin

10. smell fell

11. add odd

12. egg leg

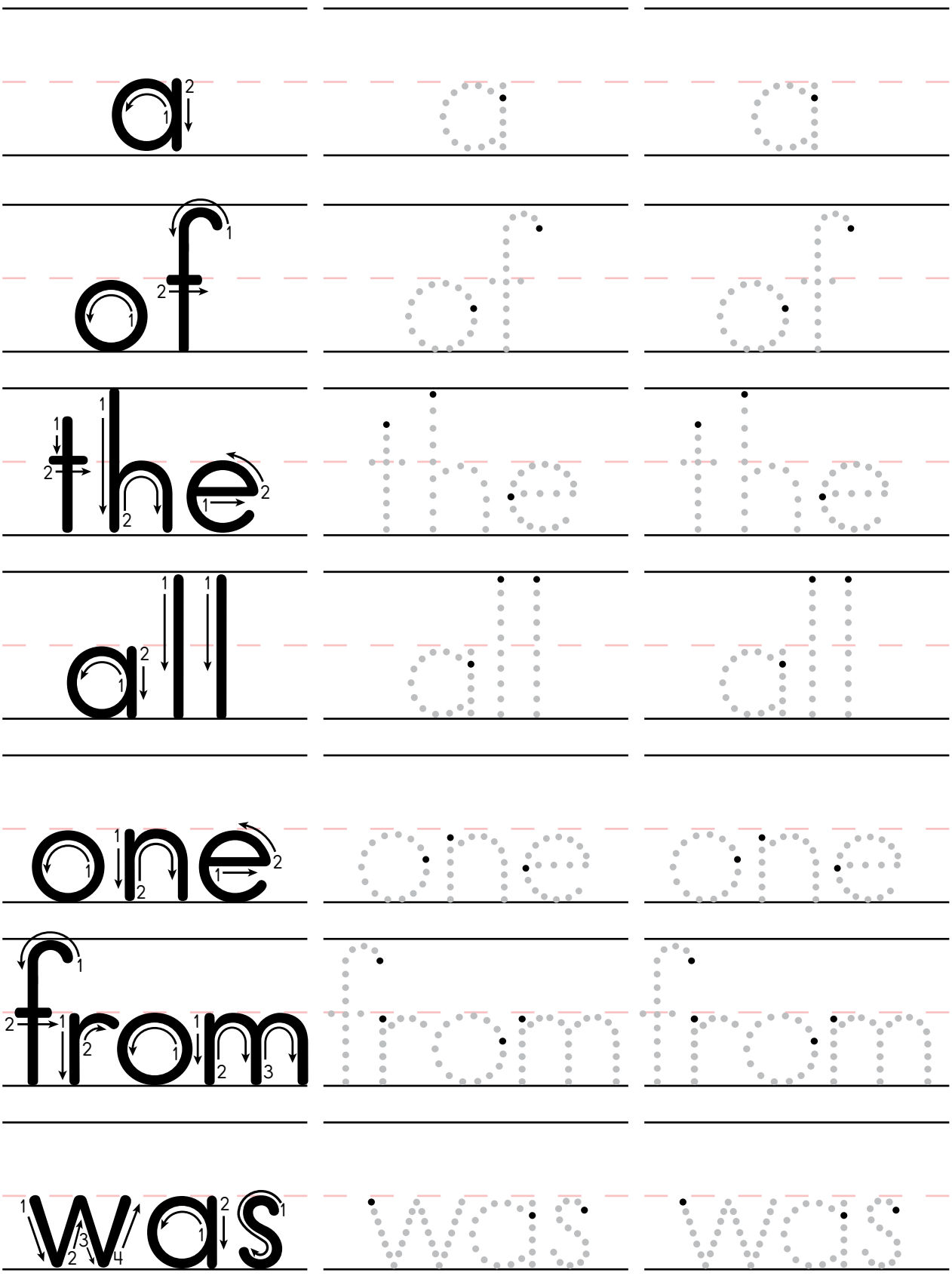
NAME: _____

DATE: _____

PP.14

Activity Page

Directions: Have students trace and copy the words. Encourage students to say the letter names while writing the words.



a

of

the

all

one

from

was

NAME: _____

DATE: _____

Directions: Have students draw a line from each word on the left to the rhyming word on the right.

1. one	from
2. still	miss
3. strum	sun
4. fuzz	thrill
5. kiss	was

6. mess puff

7. beg fell

8. stuck egg

9. stuff less

10. shell luck

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K–3 Foundational Skills

EDITION 1

KINDERGARTEN FOUNDATIONAL SKILLS UNIT 8

Activity Book

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