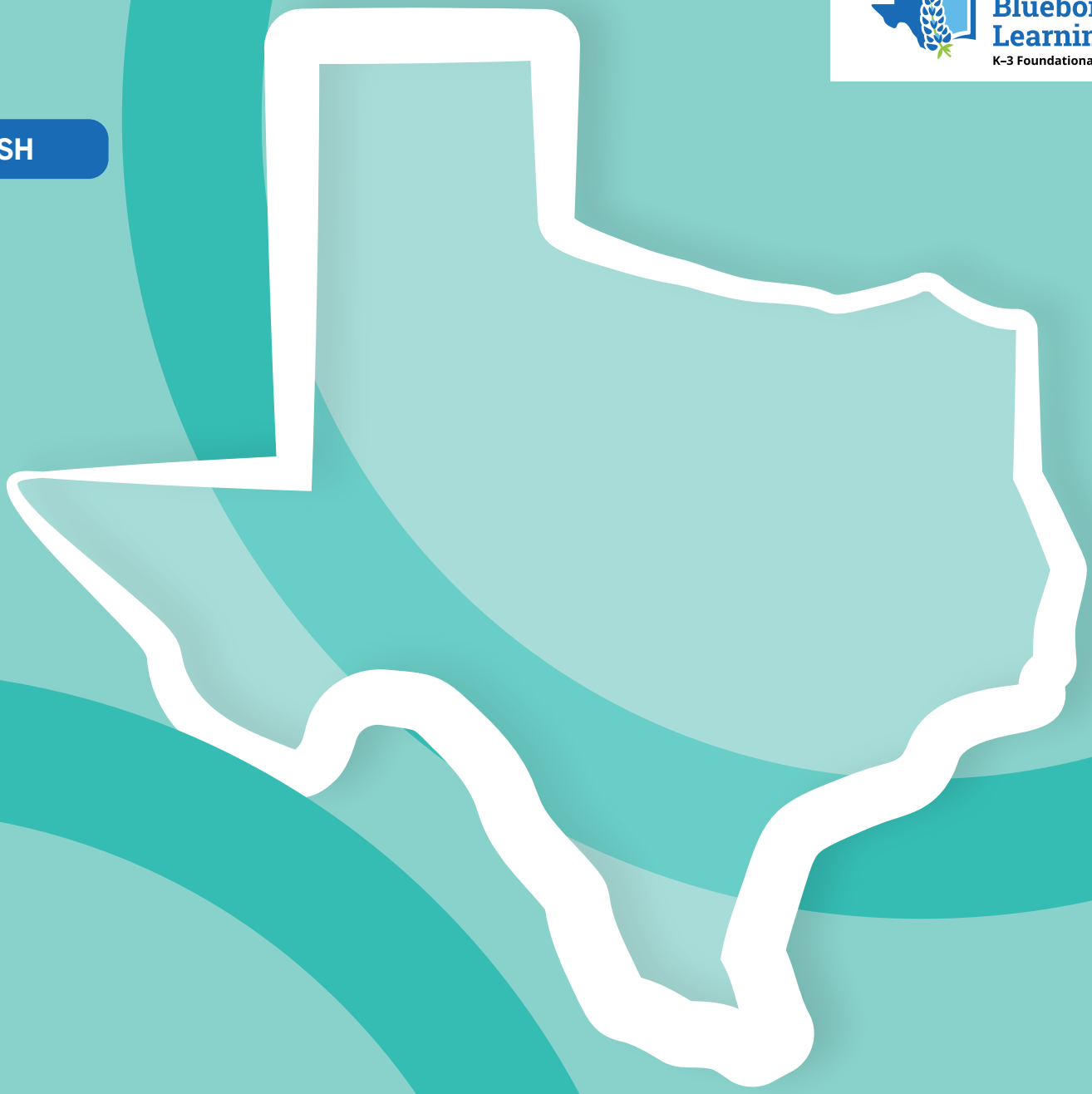
Bluebonnet Learning
K–3 Foundational Skills

ENGLISH



GRADE 1 FOUNDATIONAL SKILLS UNIT 1

Activity Book

EDITION 1

Grade 1

Foundational Skills 1

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.

If you have further product questions or to report an error, please email openeducationresources@tea.texas.gov.

Foundational Skills 1

Activity Book

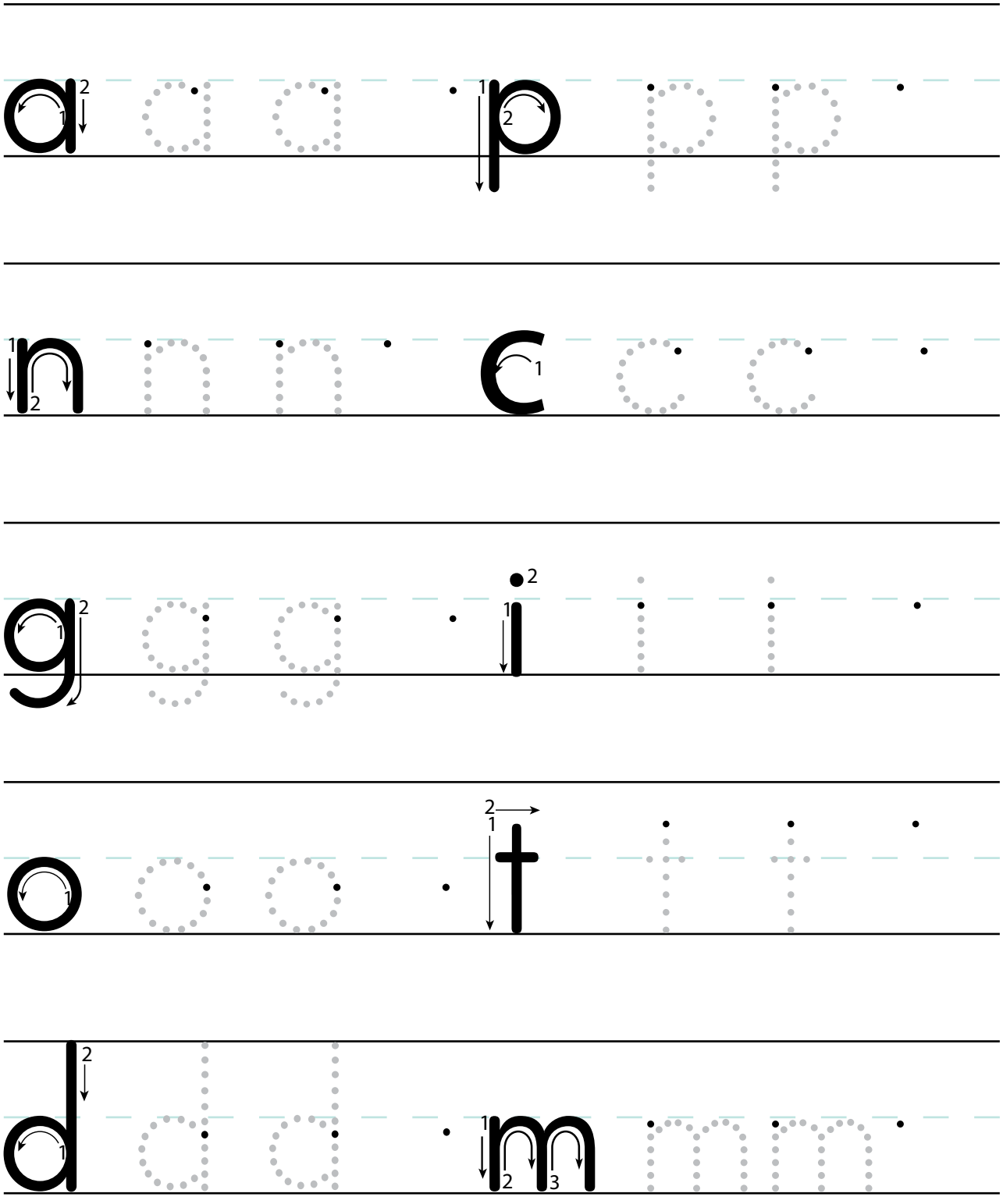
This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 1. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 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.

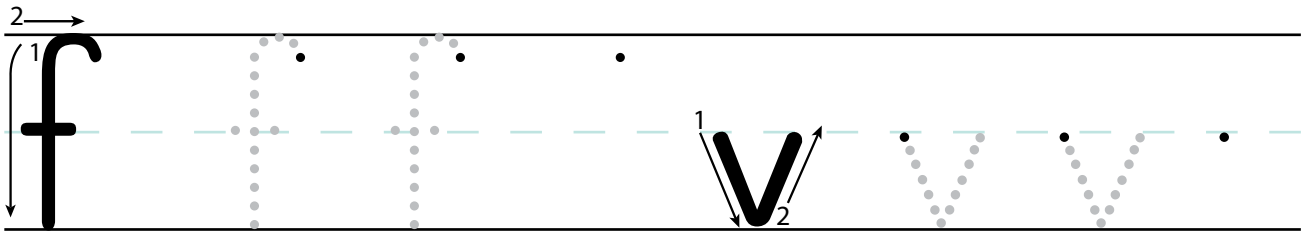
NAME: _____

DATE: _____

1.1 Activity Page

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











dog man nap

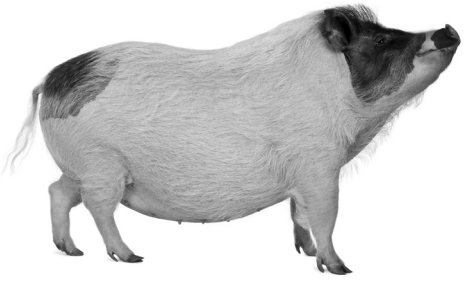
NAME: _____

DATE: _____

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

a dog	mom and dad
a fat pig	a tin can





a dog	mom and dad
a fat pig	a tin can





NAME: _____

DATE: _____

1.3

Take-Home

Dear Family Member,

Your child has been taught to read words by saying the sounds and then blending them together to make a word. Below are some words your child should be able to read with practice. Ask your child to cut out the word cards. Show the cards to your child and have him or her read them. Please encourage your child to read the words by saying individual sounds and then blending them together to make a word. The words marked with a star are Tricky Words. These are words that are not pronounced as students may expect; we say that Tricky Words do not play by the rules. As an extension of this activity, ask your child to copy the words onto a sheet of paper. Please keep the word cards for future practice.

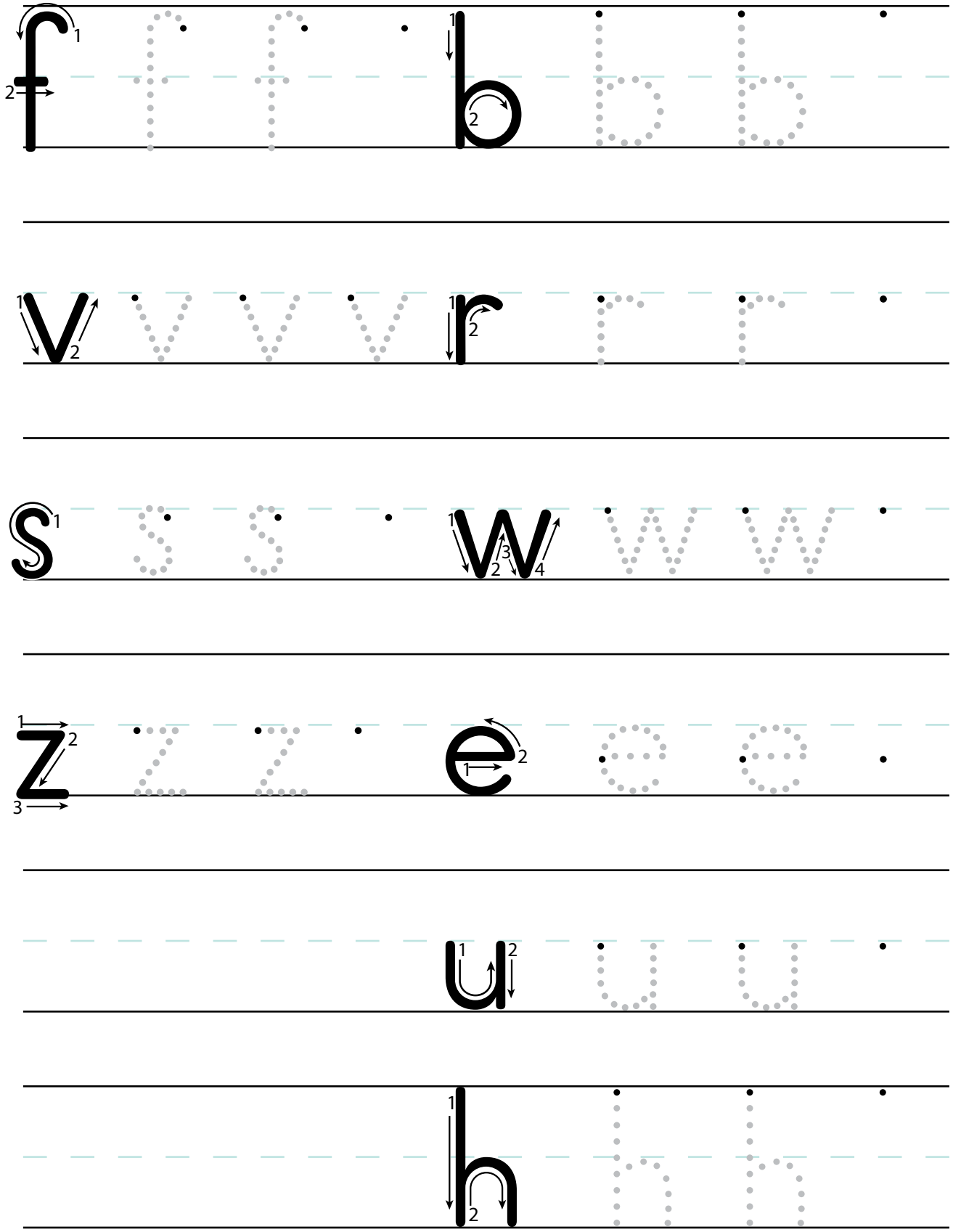
fat	did	pig
and	dog	not
mad	cat	mats
vet	damp	gift
★ a	★ I	

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.

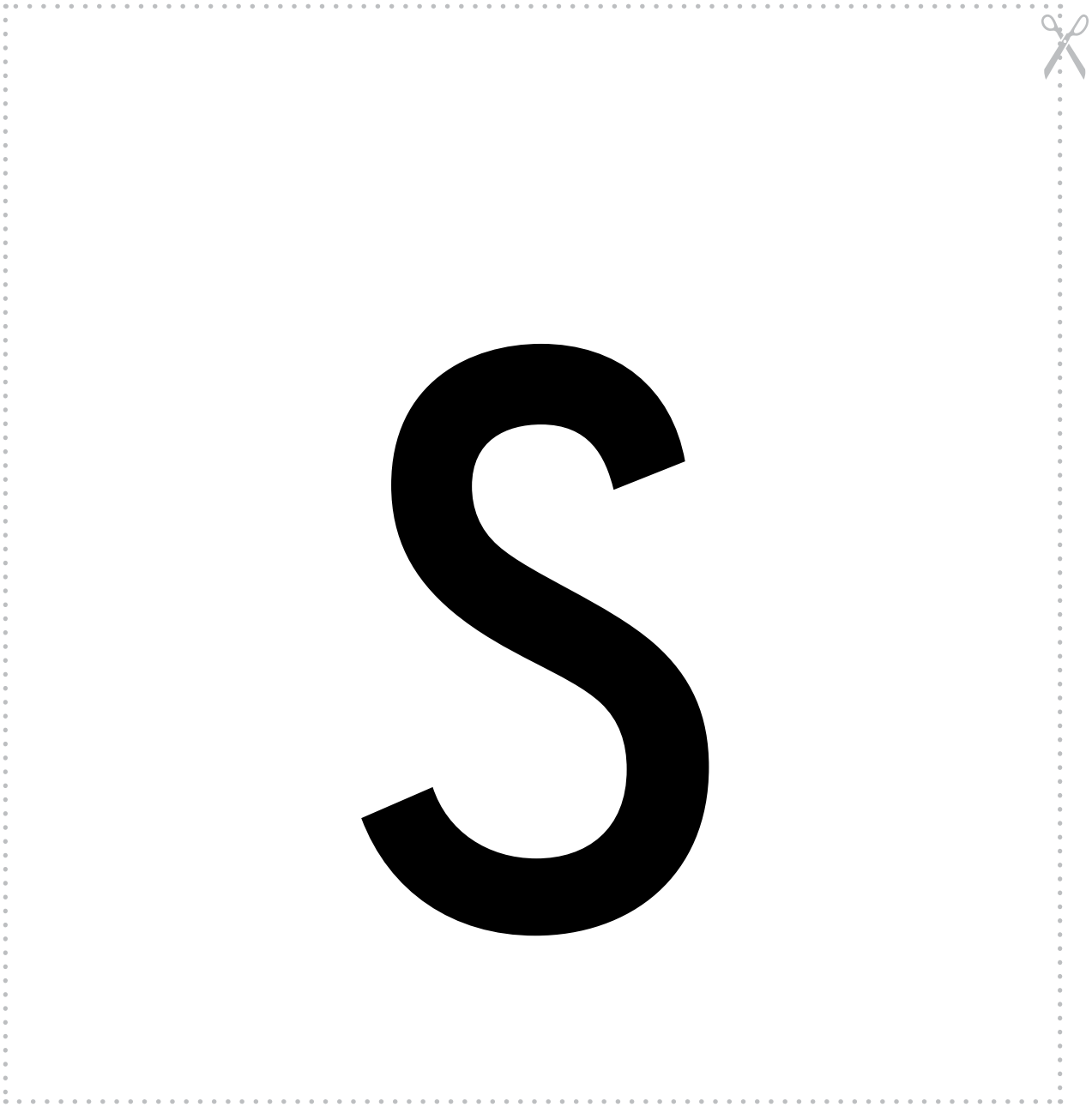


NAME: _____

DATE: _____

2.2 **Activity Page**

Directions: Have the student cut out the letter cards.

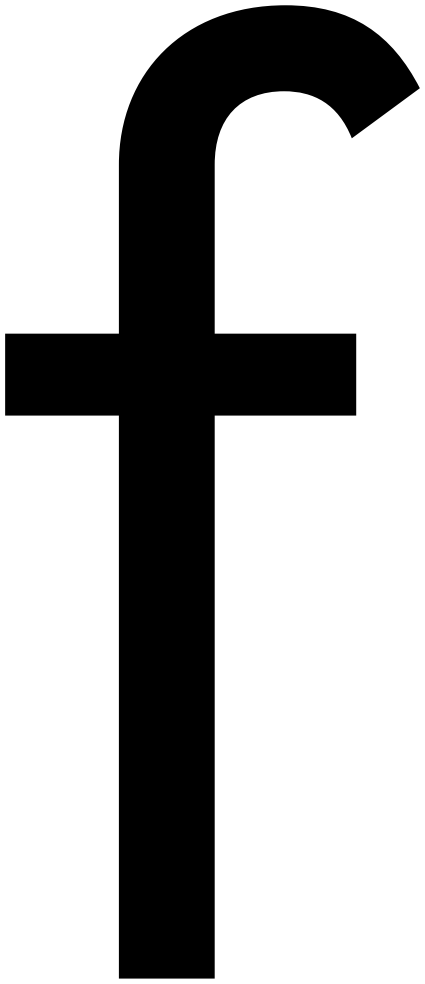


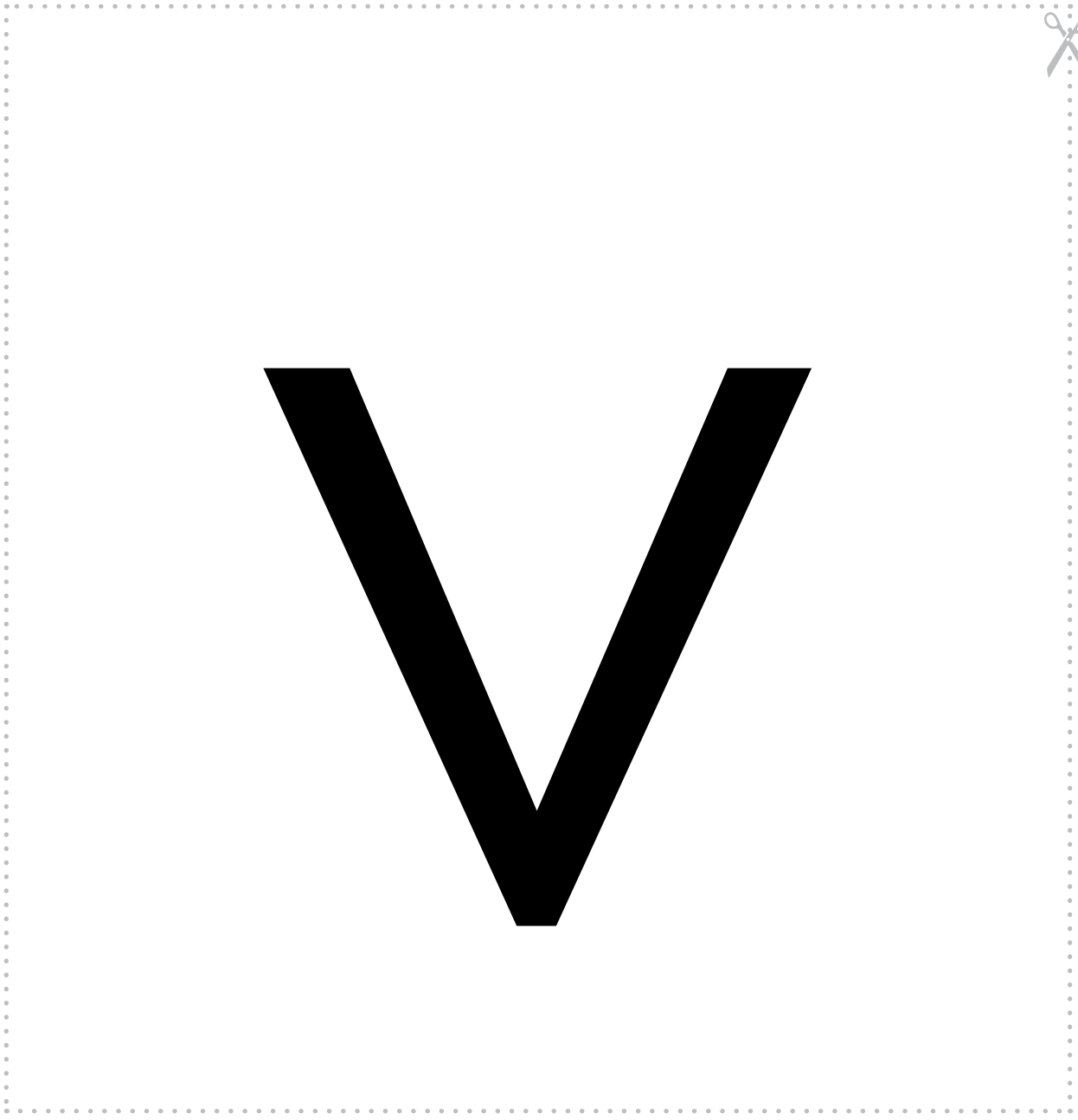


Z

NAME: _____

DATE: _____




V

NAME: _____

DATE: _____

2.3 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	some	to	all	of	is

1. It is a big bus.



2. some of it

a	I	no	to	all	of	is

3. all of us

4. a hint of it

5. I went to bed.

NAME: _____

DATE: _____

2.4

Take-Home

Dear Family Member,

Ask your child to cut out the word cards and arrange the cards to make phrases. You may ask your child to copy the phrases onto a sheet of paper. Modifications: Arrange the cards yourself and have your child read the phrases. Note that the tricky parts in Tricky Words are underlined. Please keep the cards for future practice. Remember that the words marked with a star are Tricky Words, which are words that don't play by the spelling rules.

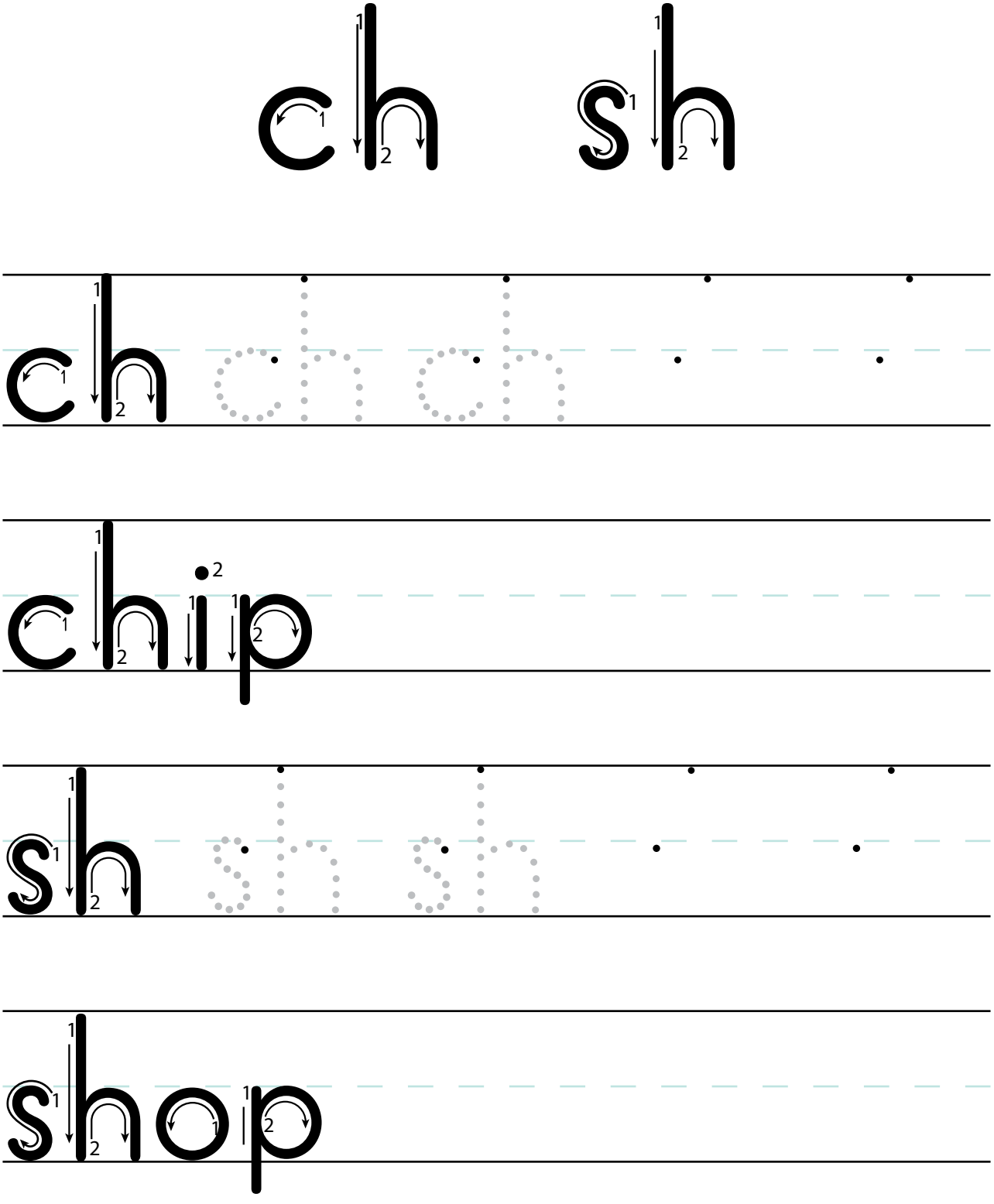
★ all	rest	★ to
must	sit	run
in	cats	★ some
men	bed	wet
★ a	★ I	★ no

NAME: _____

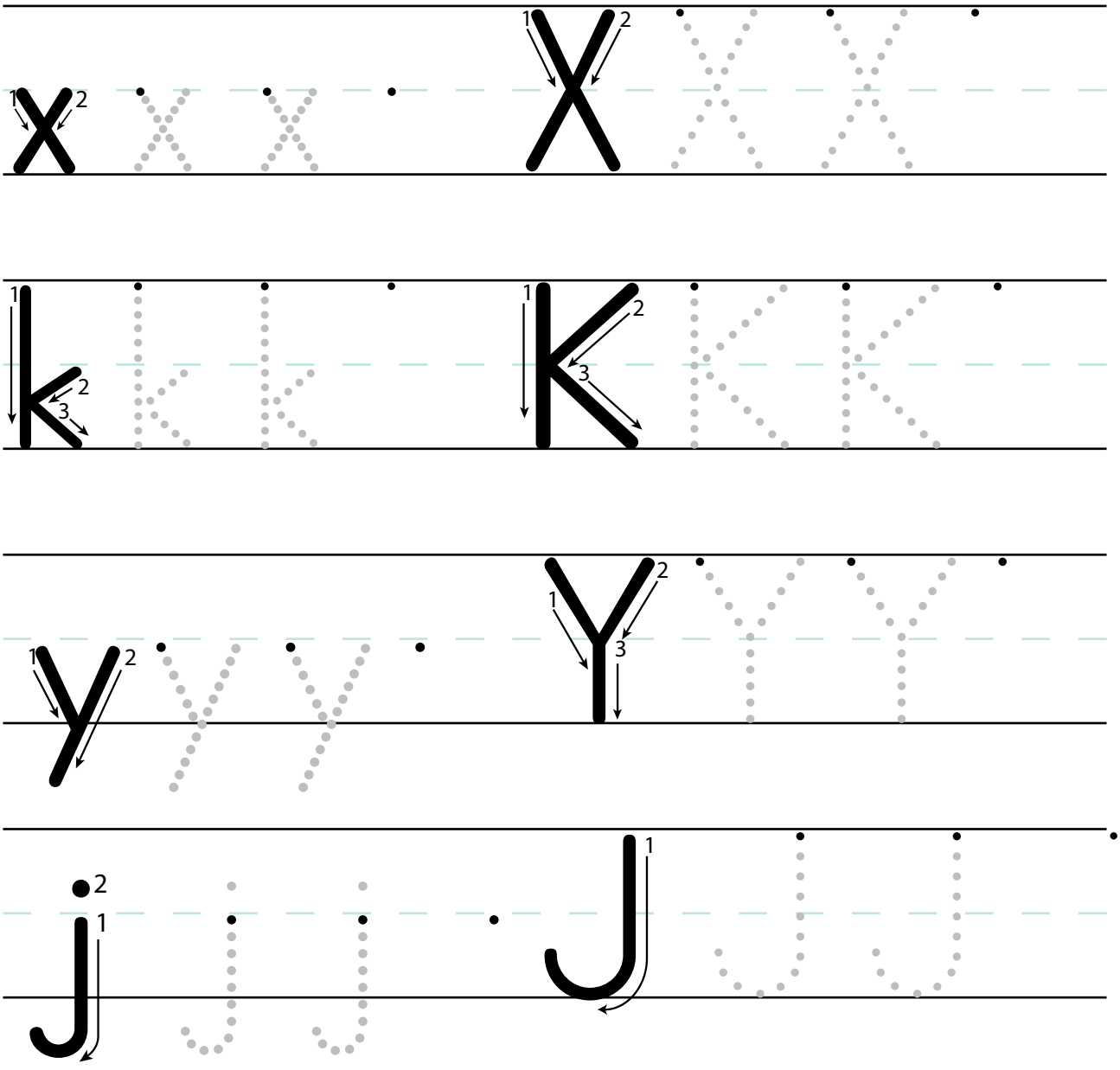
DATE: _____

3.1 **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 trace and copy the letters. The student should say the sounds while writing the letters.



NAME: _____

DATE: _____

3.2

Activity Page

is	two	to
are	from	do

1. Mom and Dad _____ mad.

2. Max _____ six.

3. Dad had _____ cats.

NAME: _____

DATE: _____

3.3 **Take-Home**

Dear Family Member,

Ask your child to cut out the word cards and arrange the cards to make phrases. You may ask your child to copy the phrases onto a sheet of paper. Modification: Arrange the cards yourself and have your child read the phrases. Note that the tricky parts in Tricky Words are underlined. Please keep the cards for future practice.

and	★ have	rug
fast	sad	mad
jumps	gets	red
dog	frog	bug
★ are	★ were	yes

NAME: _____

DATE: _____

4.1

Assessment

1.	met	man	mat	bat
2.	zip	zap	sip	vat
3.	cut	cot	got	gut
4.	pet	vet	vat	fat
5.	rot	rob	rod	red
6.	fox	fix	fax	fan
7.	spill	grab	stop	spit
8.	clip	drip	drop	drum
9.	cabs	dogs	crabs	crust
10.	flint	flag	print	flap

11. mess	mass	miss	muss
12. kong	king	kin	ken
13. wack	wax	wick	wicks
14. ships	chops	chips	chaps
15. chin	shin	shun	sin
16. that	fin	this	thin
17. chin	jill	chill	spill
18. quest	chest	quill	best
19. bus	buzz	boss	buff
20. ebb	edd	odd	bibb

21. the	was	of	to
22. a	from	your	are
23. have	one	who	their
24. you	said	were	says
25. here	I	is	no

Scoring Sheet for Word Recognition Assessment

Lines	Code Knowledge Tested	Items Correct	Specific Errors
1–6	CVC word with single-letter spellings (e.g., *fax*, *fat)*	___/6	Sound spellings missed and/or confusion, e.g., 'b' and 'd', 's' and 'z', 'a' and 'o'
7–13	Consonant clusters (e.g., 'dr' in *drip)*	___/7	Clusters missed:
14–20	Consonant digraphs and double-letter spellings (e.g., 'ss' and 'th')	___/7	Consonant digraphs/ double-letter spellings missed:
21–25	Tricky Words (e.g., *the* and *I)* (Do not count as a part of the total score.)	___/5	Tricky Words missed:

Total Score: _____ /20

- Students who scored **18 out of 20 (90%)** or above have strong word recognition skills and are making good progress. They will next take the **Story Reading Assessment, "Gwen's Hens."**
- Students who scored **17 or less** should be assessed one-on-one. They will first receive the **Pseudoword Reading Assessment**.

NAME: _____

DATE: _____

Seth



This is Se**th** Smi**th**.

Se**th** is ten.



Se**th** must get in bed at ten.

Se**th** can jump on his bed, but not past ten.

Se**th** can stomp and romp and stand on his hands, but not past ten.



Se**th**'s dad gets mad if Se**th** is not in bed at ten.

NAME: _____

DATE: _____

Seth's Mom



This is Pat.

Pat is Se**th**'s mom.



Pat can fix **thing**s.



Pat can scrub, plan, and **th**ink.

Pat is stro**ng**.

Pat can run fast.



Pat can si**ng** so**ng**s.

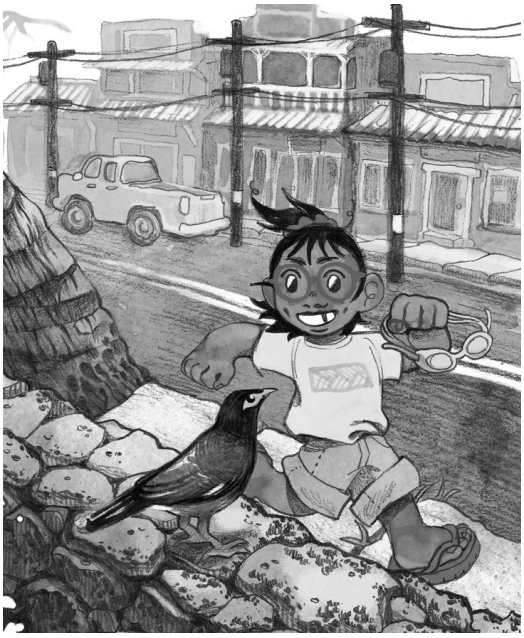


NAME: _____

DATE: _____

Kit

Kit can run.



Kit can skip.



Kit can flip and flop.



Kit can swim.



NAME: _____

DATE: _____

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.



Note to Teacher: If a student rereads this story aloud to you one-on-one after independently reading the story, use this page as a running record, marking any words the student misreads.

Gwen's Hens

Gwen had a red hen.

Gwen kept the hen in a pen.

The hen sat on its eggs.

It sat and sat and sat.

When Gwen got up, the hen was still on its eggs.

When Gwen went to bed, the hen was still there.

Then the hen was a mom!

NAME: _____

DATE: _____

Note to Teacher: If you ask these questions orally, after the student has independently marked responses, use this page and a different color pen to mark the student's oral responses.

1. Gwen had a:

   ○ dog

   ○ cat

   ○ hen

2. The hen was:

   ○ wet

   ○ red

   ○ mad

3. Gwen kept the hen in a:

   ○ box

   ○ pen

   ○ pet

4. The hen sat on:

- ○ a bed
- ○ a mat
- ○ its eggs

5. When Gwen went to bed, the hen:

- ○ sat and sat
- ○ had a snack
- ○ went with Gwen

6. The hen sat and sat and was a:

- ○ kid
- ○ dad
- ○ mom

NAME: _____

DATE: _____

Pseudoword Reading Assessment Scoring Sheet

Directions: If a student misreads a word, write the letter for the sound that is misread above the corresponding letter in the word. If student reads "wug" as /wag/, mark "wug" as follows:	a wug
CVC Words	1. wug rab sep zat het
CVC Words	2. kem jid pog lum yod
CVC Words	3. lin fod cax ved mip
Consonant Cluster	4. nist brin clup stent glosp
Consonant Digraphs	5. thock shup chim quib ling
Double-Letter Spellings	6. muzz vell tass beff dagg

Words correct _____ / 30

Error Analysis

Short Vowel Letter-Sound Errors:

Consonant Letter-Sound Errors:

Consonant Cluster Errors:

Consonant Digraph Errors:

Double-Letter Spellings:

NAME: _____

DATE: _____

Code Knowledge Diagnostic Assessment

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

Letter/sounds correct _____ / 35

NAME: _____

DATE: _____

Letter Name Assessment

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

Letter names correct _____ / 10

NAME: _____

DATE: _____

Seth's Dad

This is Ted.



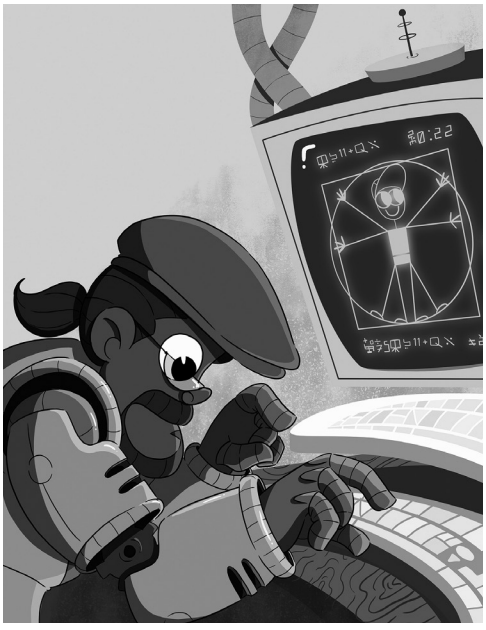
Ted is Seth's dad.

Ted brings his lunch with him.



Ted **th**inks and plans.

Ted is fast wi**th** ma**th**.



Ted is stro**ng**.

Ted can cru**sh** tin cans wi**th** his hands.



NAME: _____

DATE: _____

5.7 Activity Page

Sal's Fish Shop

Pat and Se**th** went in Sal's Fi**sh** **Sh**op.



Sal had fre**sh** fi**sh**.

Sal had fre**sh** **sh**rimp.

Sal had crabs.

Sal had clams.

Sal had **sq**uid.



Pat got fi**sh** and **sh**rimp.

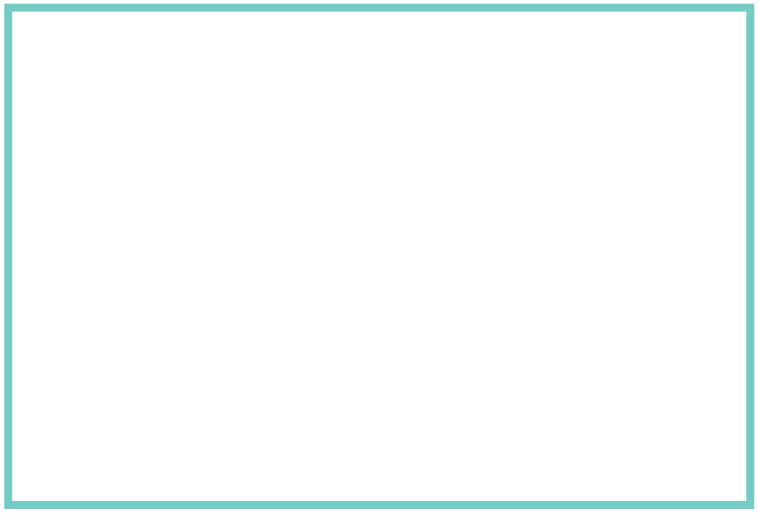


NAME: _____

DATE: _____

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

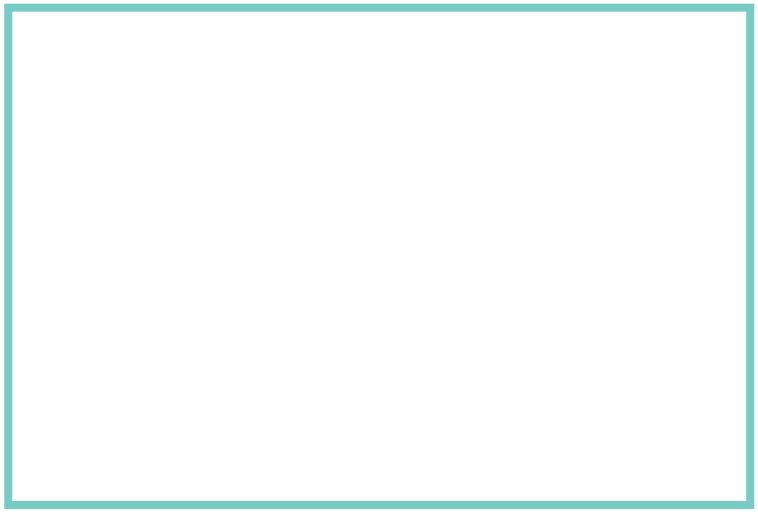
1. flip flops



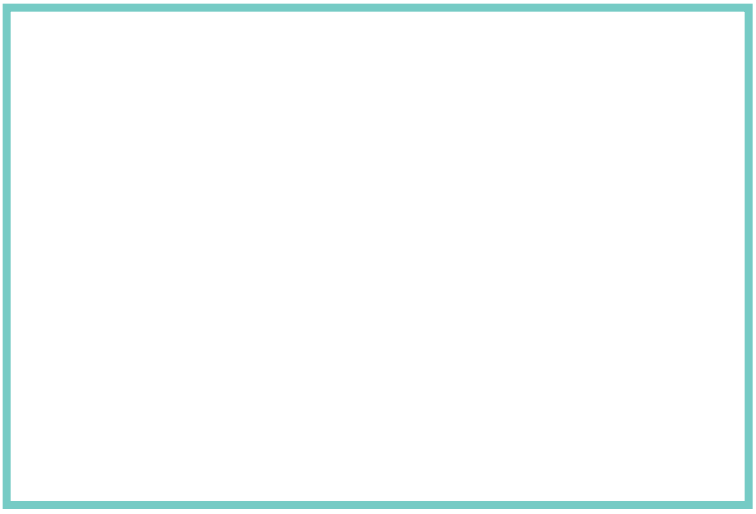
2. big drop



3. tin can



4. red mat



5. big hat



6. mom and dad

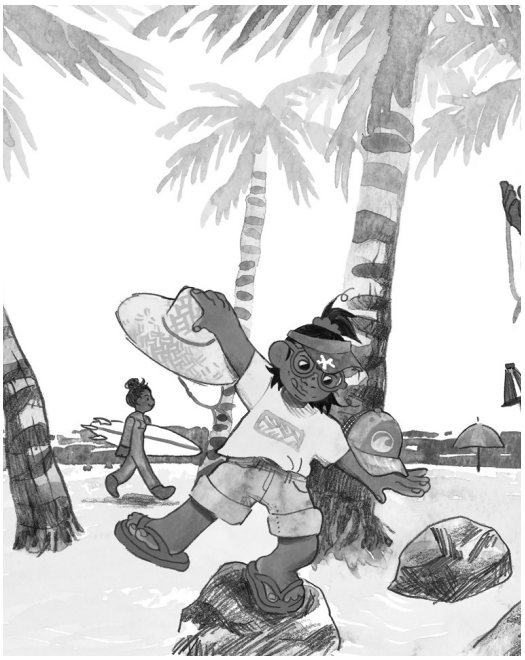


NAME: _____

DATE: _____

Kit's Hats

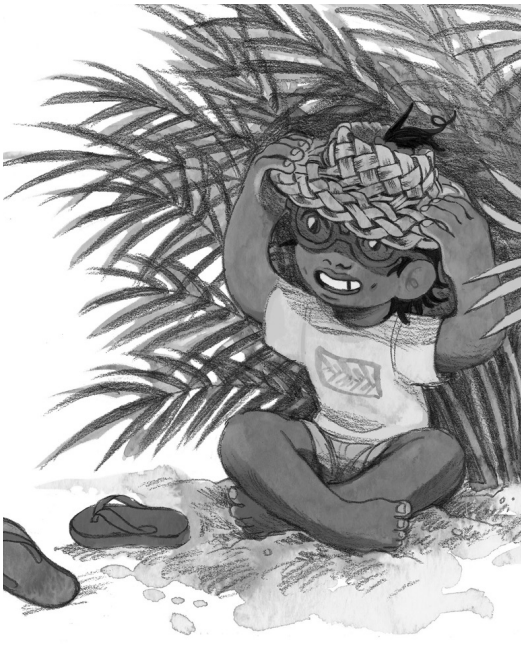
Kit has hats.



Kit has big hats.



Kit has flat hats.



Kit has fun hats.



NAME: _____

DATE: _____

5.10 **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: _____

Lunch

Se**th** had lun**ch** wi**th** his mom and dad.

Pat had **sh**rimp and **ch**ips.

Ted had **sh**rimp, fi**sh**, and **ch**ips.

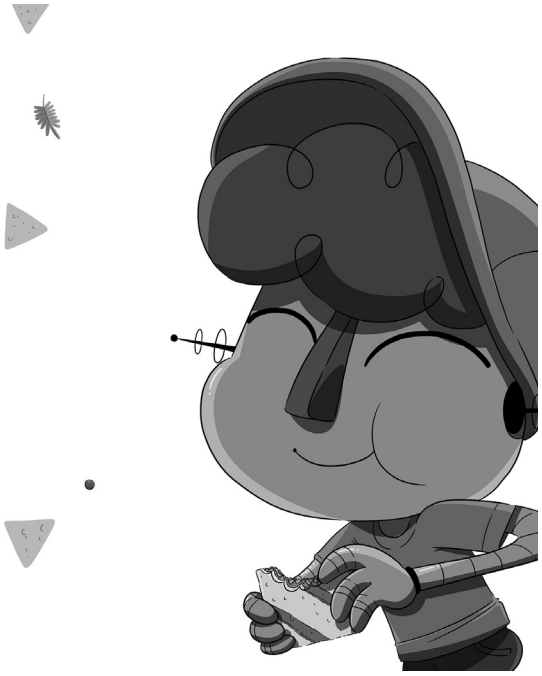
Se**th** had ham and **ch**ips.



Mun**ch**, mun**ch**.

Crun**ch**, crun**ch**.

Yum, yum.



NAME: _____

DATE: _____

Seth's Finch

That's Se**th**'s pet fin**ch**, **Ch**ip.

Chip can flap his wi**ng**s.

Chip can mun**ch** on ants and bugs.

Chip can si**ng**.



Chip can land on Se**th**'s hand.

That fin**ch** is fun!



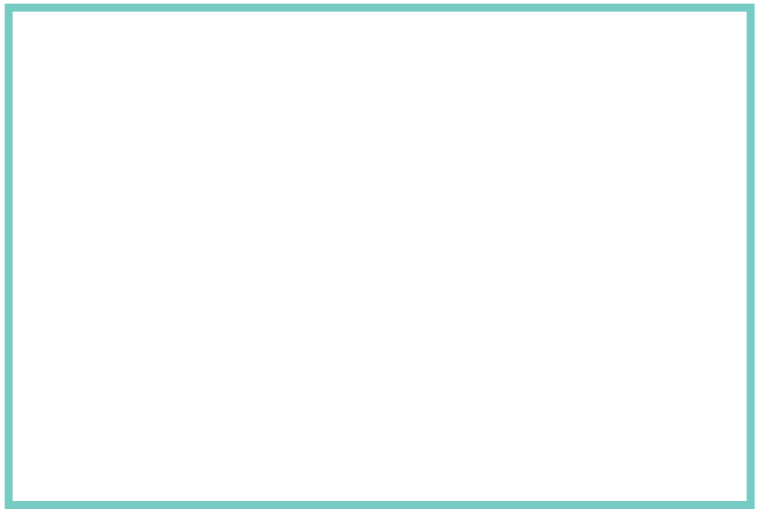
NAME: _____

DATE: _____

6.3 **Activity Page**

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

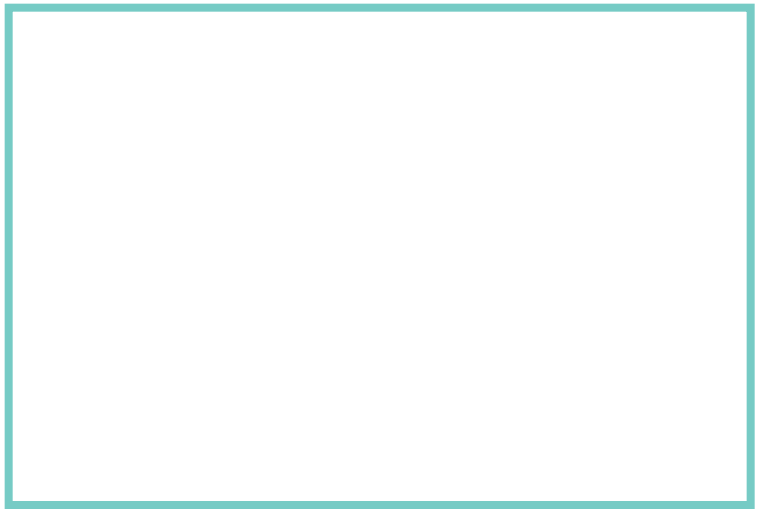
1. big dog



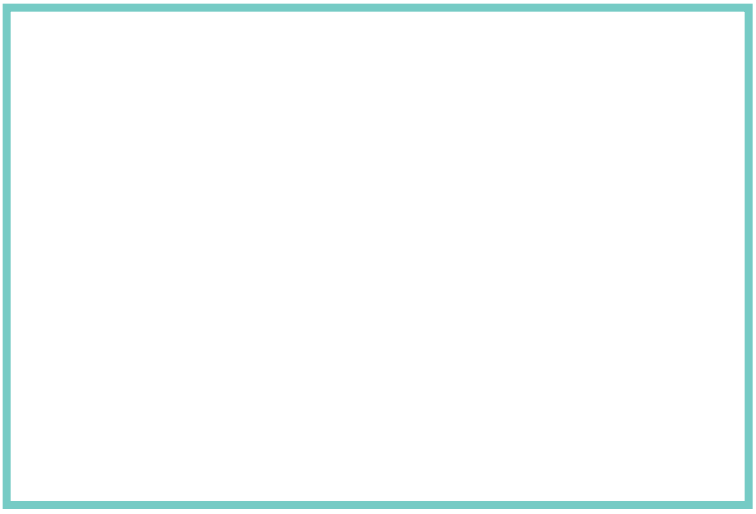
2. red cap



3. mad dad



4. fat cat



5. wet frog



6. pig and hen



NAME: _____

DATE: _____

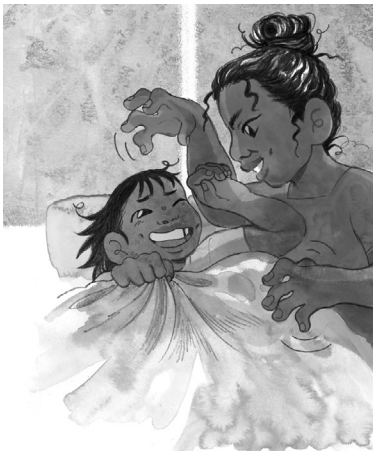
Kit's Mom

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: _____

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: _____

7.1 Activity Page

Lost Finch

Se**th**'s pet fin**ch**, **Ch**ip, is lost.



Se**th** can't spot him.

Pat can't spot him.

Ted can't spot him.

Chip is not on Se**th**'s bed.



Chip is not on Se**th**'s desk.

Then, at last, Pat spots **Ch**ip.

Chip hid in Pat's hat and slept.

NAME: _____

DATE: _____

Seth's Sled

Se**th**'s sled went fast.

Se**th** held on.

Se**th** hit bumps but did not stop.

Se**th** hit slu**sh** but did not stop.



Then Se**th**'s sled hit mud.

Spla**sh**!

Se**th** got mud on his sled.

Se**th** got mud on his pants.

Se**th** got mud on his hat.



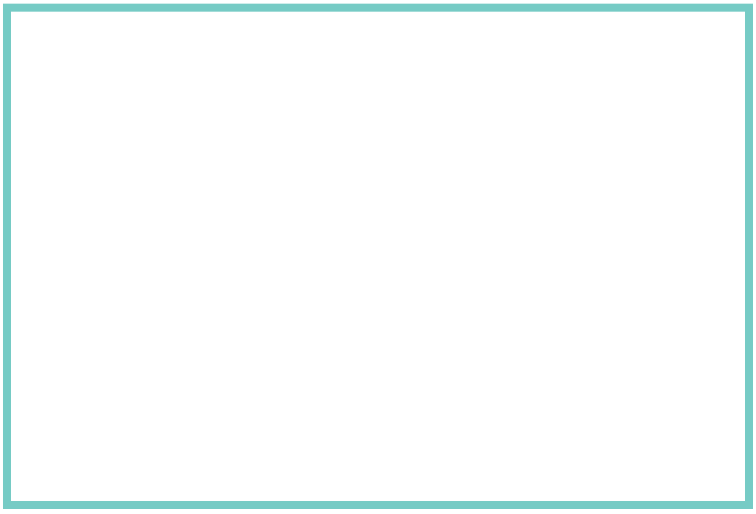
NAME: _____

DATE: _____

7.3 **Activity Page**

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

1. a cup



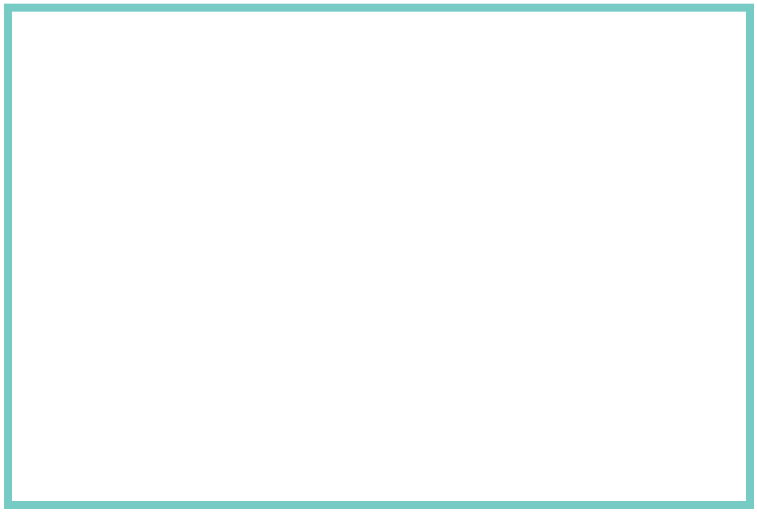
2. wet mop



3. big log



4. red ball



5. sad pal



6. hot dog



NAME: _____

DATE: _____

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: _____

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: _____

8.1 Activity Page

Meg's Tots

This is Meg.

Meg is Pat's best pal.



Pat has 1 lad—Se**th**.

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

Meg has **qu**ints!



Pat and Ted help Meg.

Pat sets Tim and Tom on Se**th**'s rug.

Ted sets Sam on Se**th**'s **qu**ilt.

Pat sets Max on Se**th**'s bed.

Ted helps Wes stand up on Se**th**'s desk.



NAME: _____

DATE: _____

Hash and Milk

Pat and Ted had lun**ch** wi**th** Meg's tots.

Max got ha**sh** on his **ch**in.

Wes got ha**sh** on his bib.

Tim's milk is on Tom.

Then Tom got milk on Tim.

Sam got milk on Pat and Ted.



NAME: _____

DATE: _____

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: _____

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: _____

8.5 **Activity Page**

Directions: Have the student cut out the letters and see how many words he or she can make. Ask him or her to write the words on a piece of paper.

b	x	l
u	o	j
g	r	n

is	two	to
are	from	do

4. Mom went _____ bed.

5. Just _____ it!

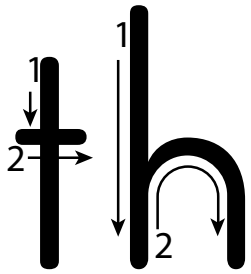
6. That gift is _____ dad.

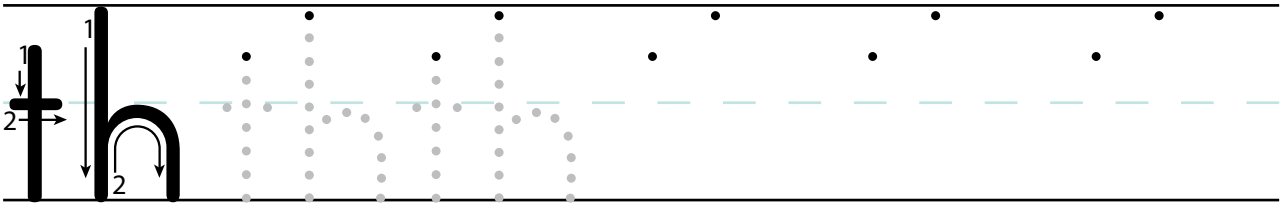
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DATE: _____

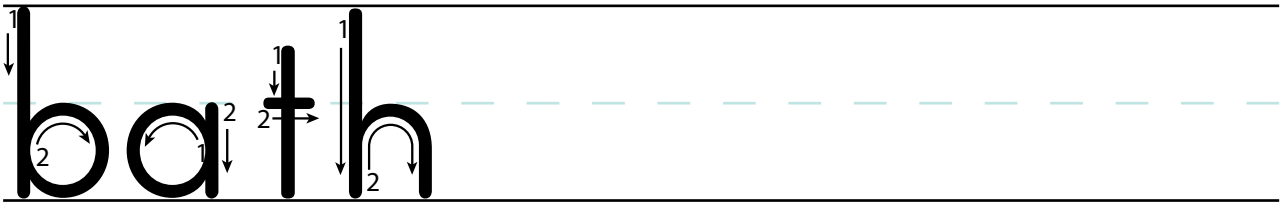
9.1 Activity Page

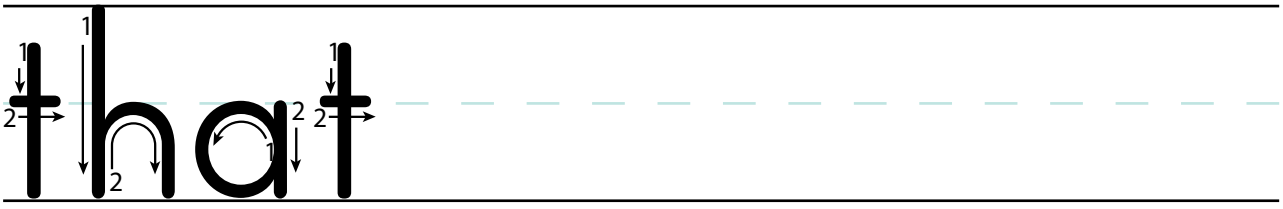
Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.

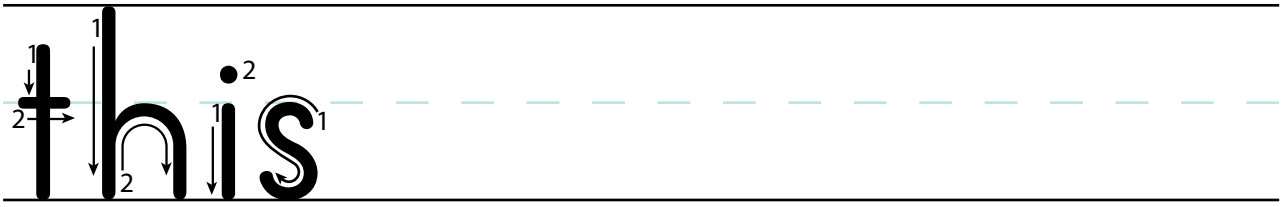












them	thumb
thin	the





NAME: _____

DATE: _____

Beth

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

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

2. Who got some snap shots?

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

4. Dad got a snap shot of . . .

- ○ a fish.
- ○ Mom.
- ○ Beth.

NAME: _____

DATE: _____

9.3

Take-Home

Dear Family Member,

Your child has been taught to read words with the digraphs 'ch' as in *chips*, 'sh' as in *shin*, and 'th' as in *thin* or *then*. Below are some words your child should be able to read with practice. Ask your child to cut out the word cards. Show the cards to your child and have him or her read them. Please encourage your child to read the words by saying sounds and then blending them to make a word. As an extension of this activity, ask your child to copy the words onto a sheet of paper. Please keep the word cards for future practice.



dish	chop	shelf
that	brush	rich
this	chin	bath
shop	thin	much

NAME: _____

DATE: _____

10.1 Activity Page

Directions: Have the student cut out the letter cards.

a	e
o	u
i	

NAME: _____

DATE: _____

10.2 Activity Page

Kat and the Trip to the U.K.

1. Beth and Kat met . . .

   ○ in the U.K.

   ○ at camp.

   ○ on a bus.

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

   ○ Beth

   ○ kids at camp

   ○ Kat's mom

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

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

- ○ a bus.
- ○ a ship.
- ○ a jet.

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

NAME: _____

DATE: _____

10.3

Take-Home

Dear Family Member,

Ask your child to cut out the letter cards. Have your child arrange the cards to make a series of real words and/or silly words (e.g., *shup*). Have your child read the words. Discuss whether each word is real or silly. Modification: Arrange the cards yourself and have your child read the words. Extension: Have your child copy the words onto a sheet of paper. Please keep the cards for future practice.



ch	p	i	s
m	a	j	z
u	sh	x	th
qu	b	t	o
w	e	ng	g

NAME: _____

DATE: _____

Kat's Pets: Bud the Cat

Directions: Have the student copy or paste the sentences onto Activity Page 11.2 in the correct order.

The vet had to fix Bud's leg.

Kat's mom let her have Bud.

Bud had a bad leg.

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

NAME: _____

DATE: _____

11.2 Activity Page

Directions: Have the student paste the sentences from Activity Page 11.1 onto this activity page in the correct order. Then have the student illustrate each sentence.

2.

4.

1.

3.

NAME: _____

DATE: _____

11.3

Take-Home

Dear Family Member,

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

Kat's Pets

This is a snap shot of Kat's cat, Bud.

Kat got Bud from a vet.

Bud had a bad leg.

The vet had to fix Bud's leg.



Bud had to sit in a box with a cast on one leg.

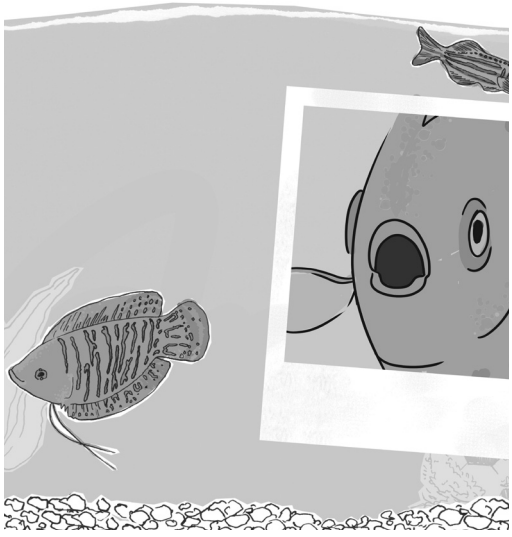
Then Kat said, "Mom, can I have him? Can I? Can I? Can I?"

Dot said yes.



This is a snap shot of Kat's fish.

The fish swim and splash and munch on fish snacks.

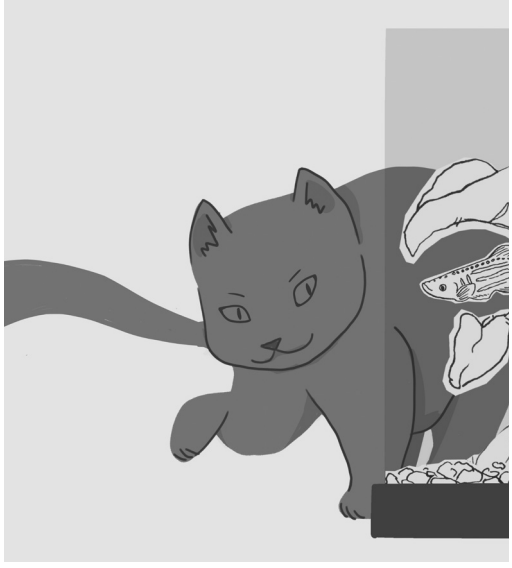


The cat can smell the fish.

It can press on the glass.

It can grab at the fish.

But it can not get them.



NAME:

DATE:

12.1 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	king	cost
kit	sock	pick
Jack	cot	kid

/k/ > 'c'	/k/ > 'k'	/k/ > 'ck'

NAME: _____

DATE: _____

12.2 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 snap shot of the U.K. flag?

4. egg doll Kat boss brick

5. Beth flag mat dog shell

6. cat stiff yell plum Bud

NAME: _____

DATE: _____

12.3

Take-Home

Dear Family Member,

Have your child cut out the word cards. Tell your child that all of these words are nouns. Nouns are words that name people or things. Ask your child to sort the nouns: one column for nouns that name a person and one column for nouns that name a thing. Extension: Have your child make a sentence with each noun.



egg	chick	man
kid	Jeff	clock
rock	drum	king

NAME: _____

DATE: _____

13.1 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 Kat and Beth in snap shot one?

NAME: _____

DATE: _____

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 Kat up?

4. steps Jack rocks Dot dress

5. kid moms glass Beth pill

6. huff sock said Kat bed

NAME: _____

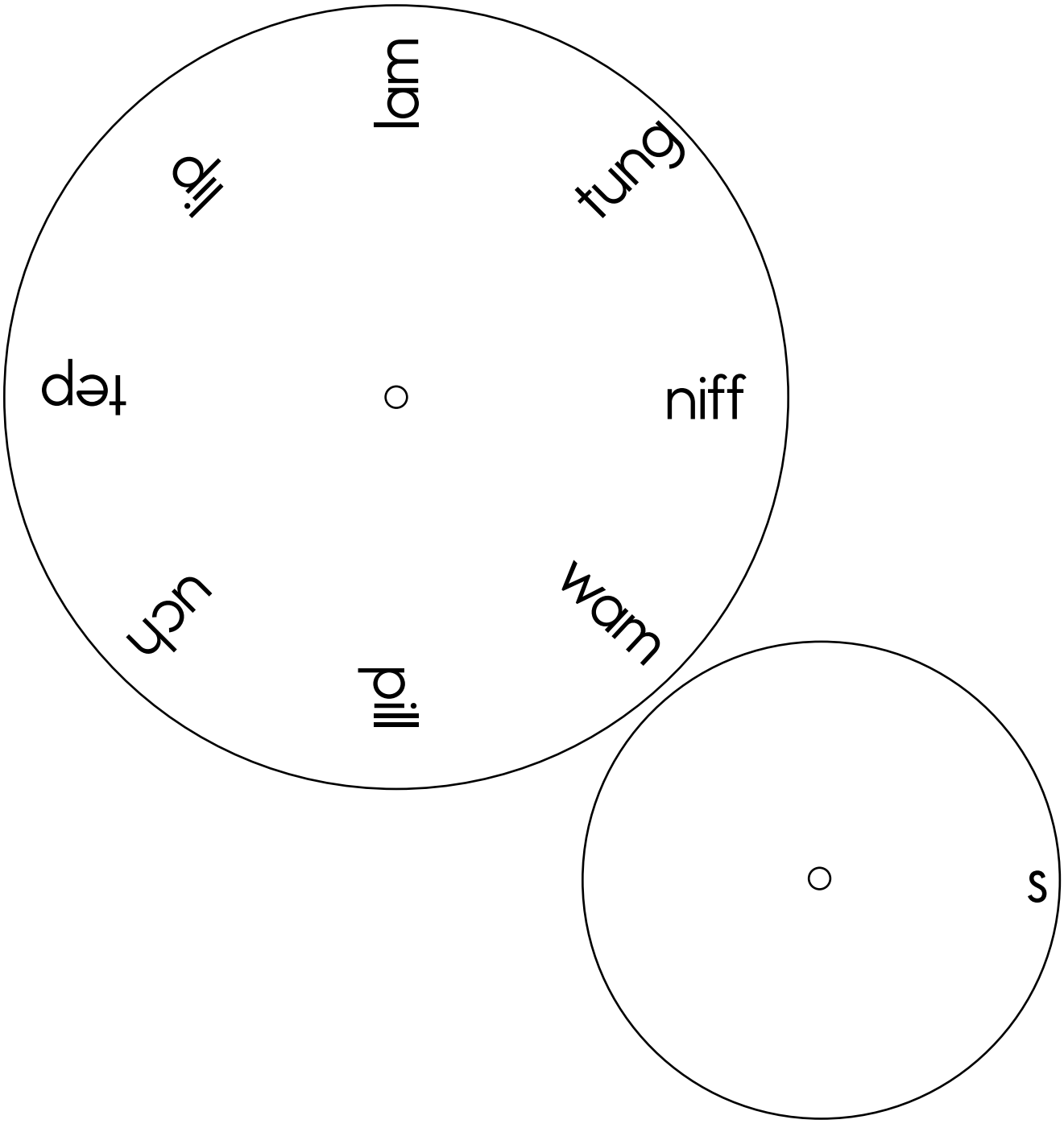
DATE: _____

13.2

Take-Home

Dear Family Member,

Ask your child to cut out the two circles. Pin the smaller circle on top of the larger circle using a brass fastener. Ask your child to spin the smaller circle to make words. Have your child read the words. Extension: Ask your child to copy the words onto a sheet of paper. Modification: Arrange the circles yourself and have your child read the words.



NAME: _____

DATE: _____

14.1 Activity Page

The Bus

Directions: Have the student copy or paste the sentences onto Activity Page 14.2 in the correct order.

It was a big red bus with a top deck.

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

Kat said that this is the best bus.

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

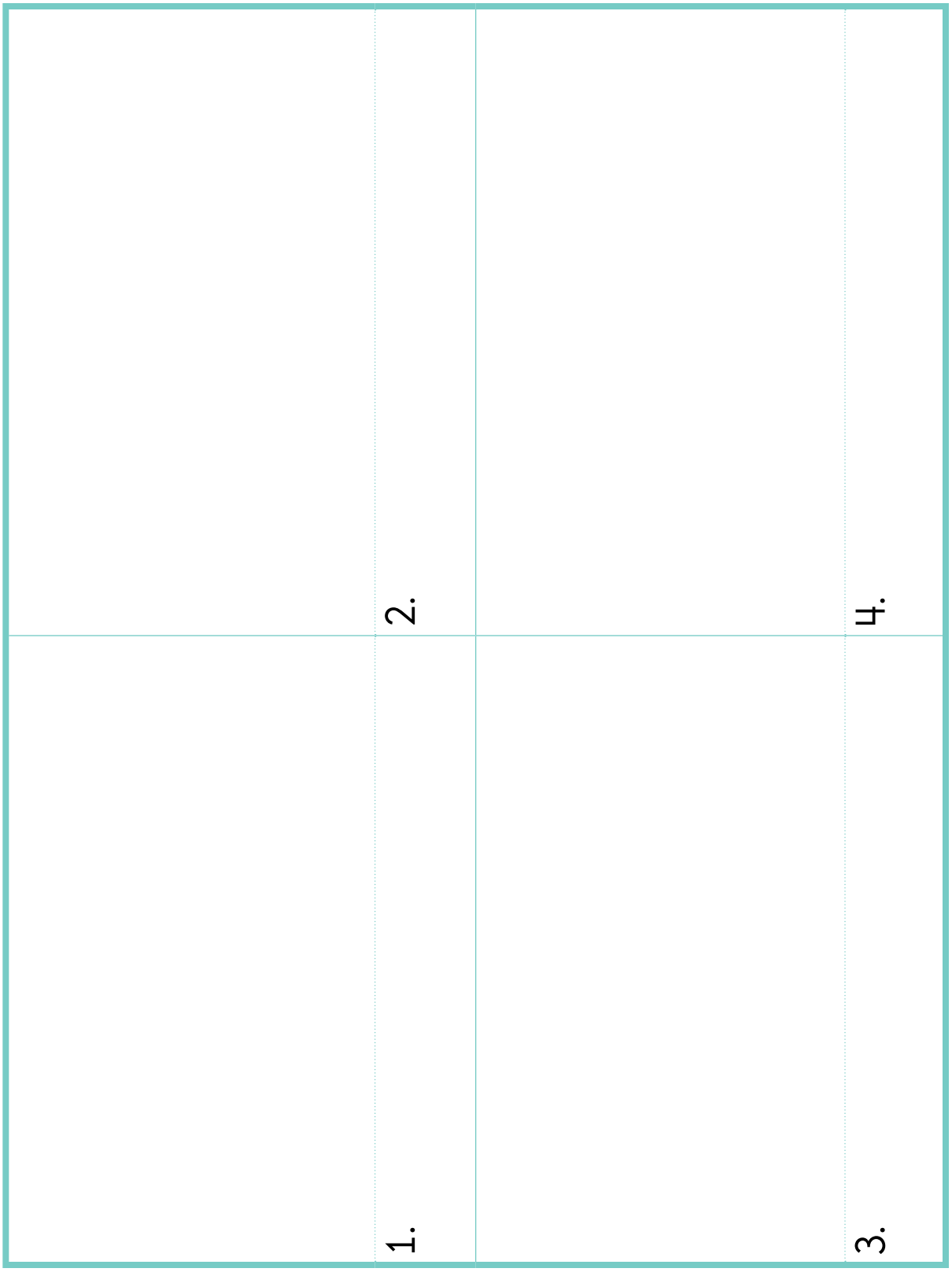
NAME: _____

DATE: _____

14.2

Activity Page

Directions: Have the student paste the sentences from Activity Page 14.1 onto this activity page in the correct order. Then have the student illustrate each sentence.



NAME: _____

DATE: _____

14.3

Take-Home

Dear Family Member,

Ask your child to cut out the word cards. Have your child arrange the cards to make questions. Extension: Ask the child to copy the words onto a sheet of paper. Modification: Arrange the cards yourself and have your child read the questions. Note that the tricky parts in Tricky Words are underlined. Please keep the cards for future practice.

★ Who	★ the	★ was
★ When	man	★ What
★ Why	★ there	is
that	★ here	★ Where
	?	

NAME: _____

DATE: _____

15.1 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.

2.

3.

4.

5.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

6.

7.

8.

9.

10.

NAME: _____

DATE: _____

15.2 Activity Page

The Man in the Black Hat

1. What is the job of the man in the black hat?

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

2. Did Beth get the man to grin?

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

4. Who did Kat get to grin?

NAME: _____

DATE: _____

15.3

Take-Home

Dear Family Member,

This is part of a story your child has read at school at least once, possibly several times. Encourage your child to read the story to you and talk about it together.

The Bus

Dot led us to a bus stop. At the bus stop there was a thrush.

Kat held up her hand. The thrush was all set to land on her hand, but then Dot said, "Kat, stop that!"

Kat let her hand drop.



At the bus stop, Kat said, "Beth, this is the best bus!"

I said, "Why? Is it fast?"

"No," Kat said, "it is not that fast."

"Then why is it the best?"

Just then, Kat said, "There it is!"

It was a big red bus with a top deck!

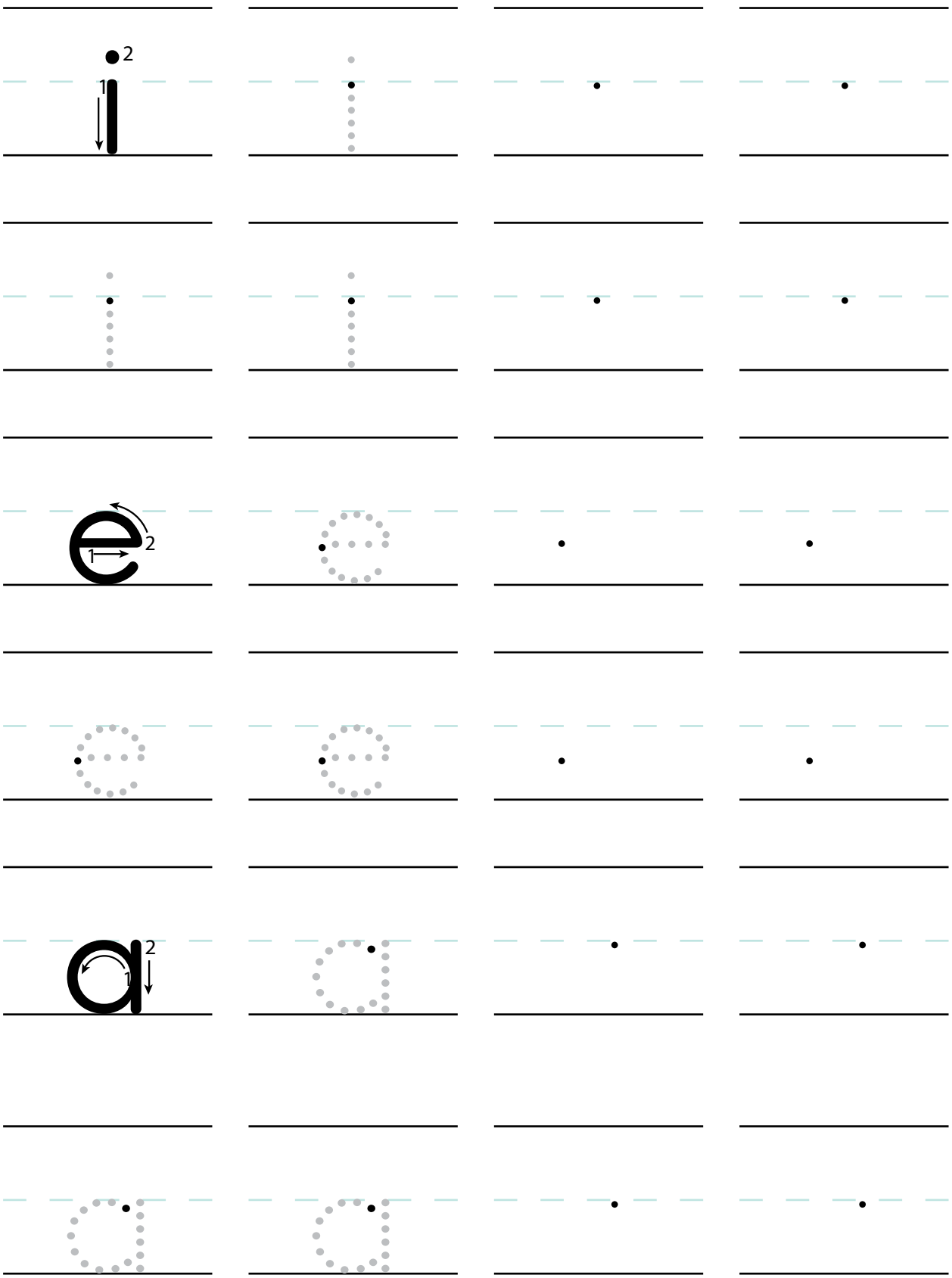


NAME: _____

DATE: _____

PP.1 **Activity Page**

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




1
2

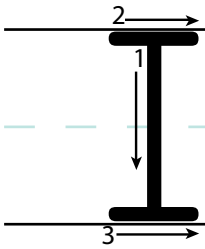

1

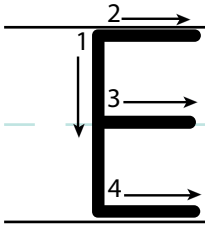
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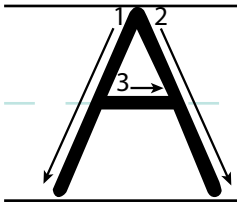
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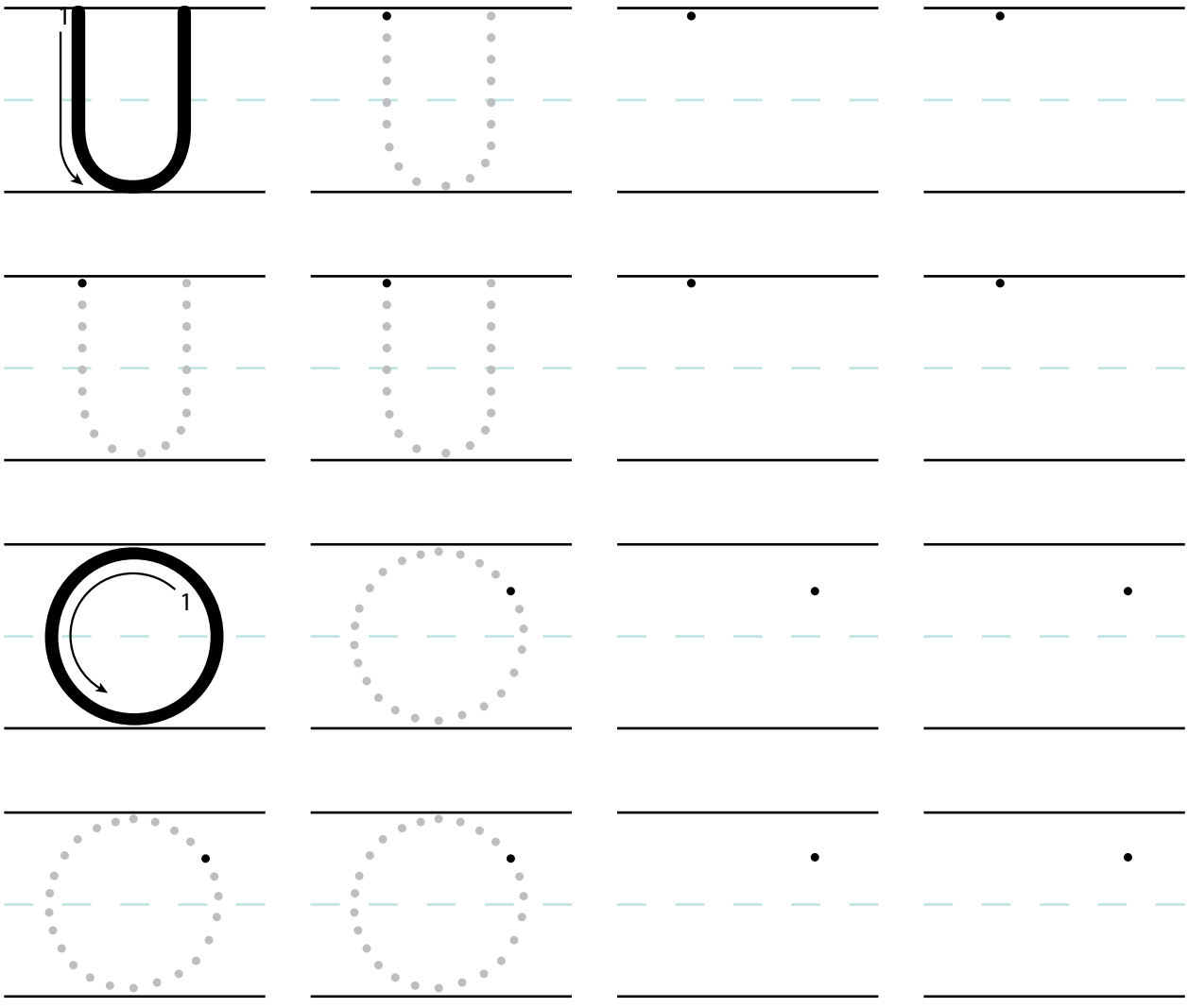
PP.2 **Activity Page**

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







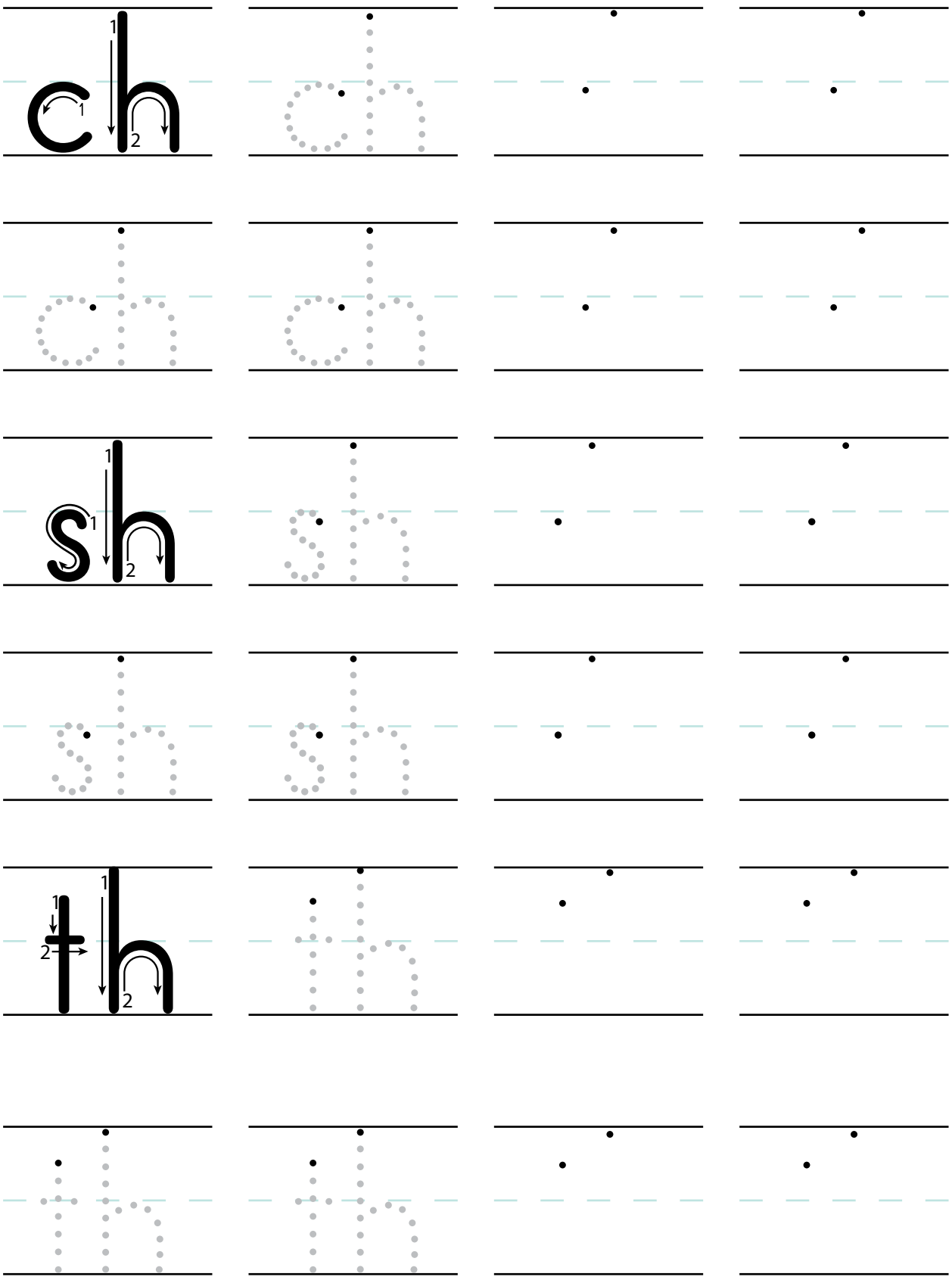

1
1

NAME: _____

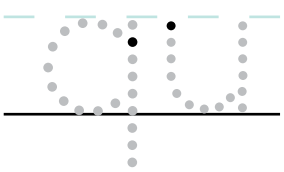
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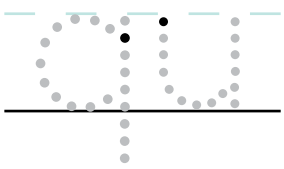
PP.3 **Activity Page**

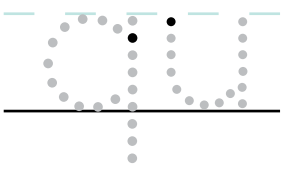
Directions: Have the student trace and copy the letters.



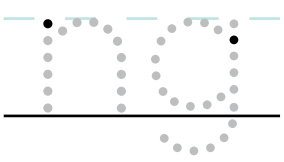

2
1
2

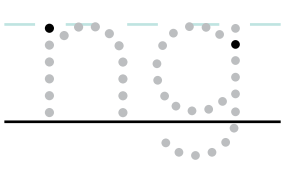


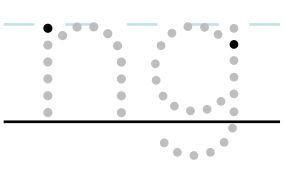





1
2
2
1





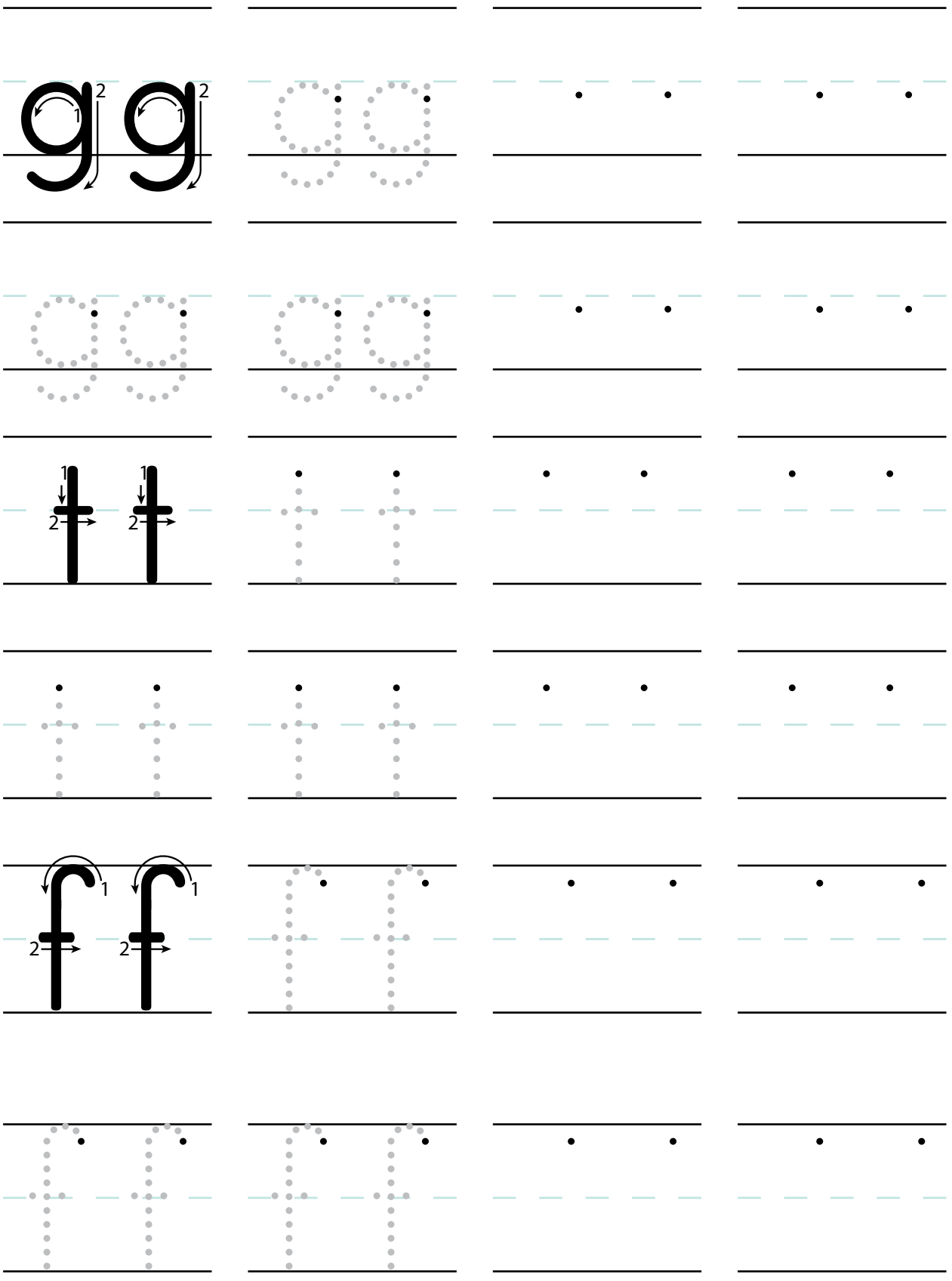


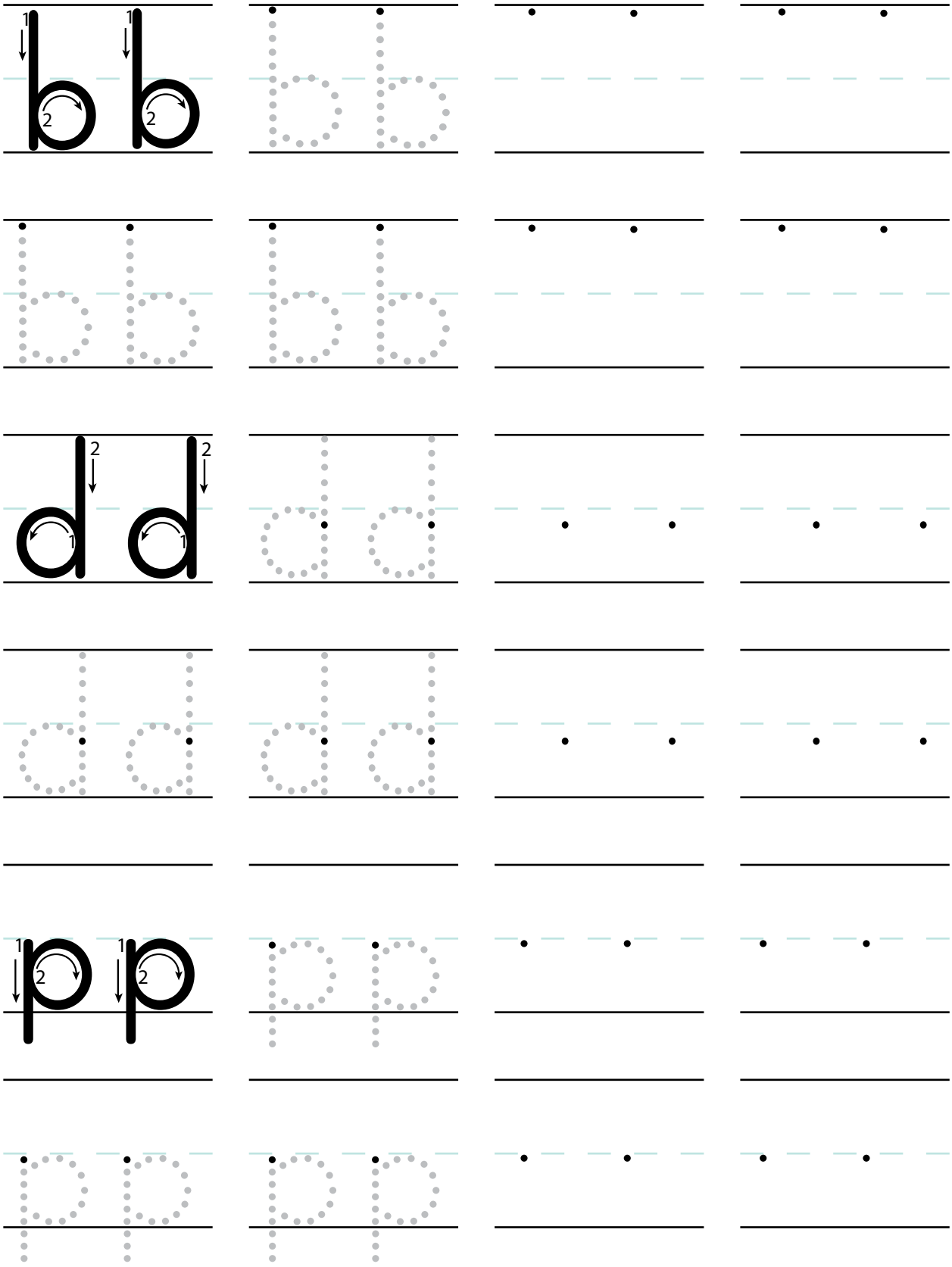
NAME: _____

DATE: _____

PP.4 **Activity Page**

Directions: Have the student trace and copy the double-letter spellings.




b b
d d
p p

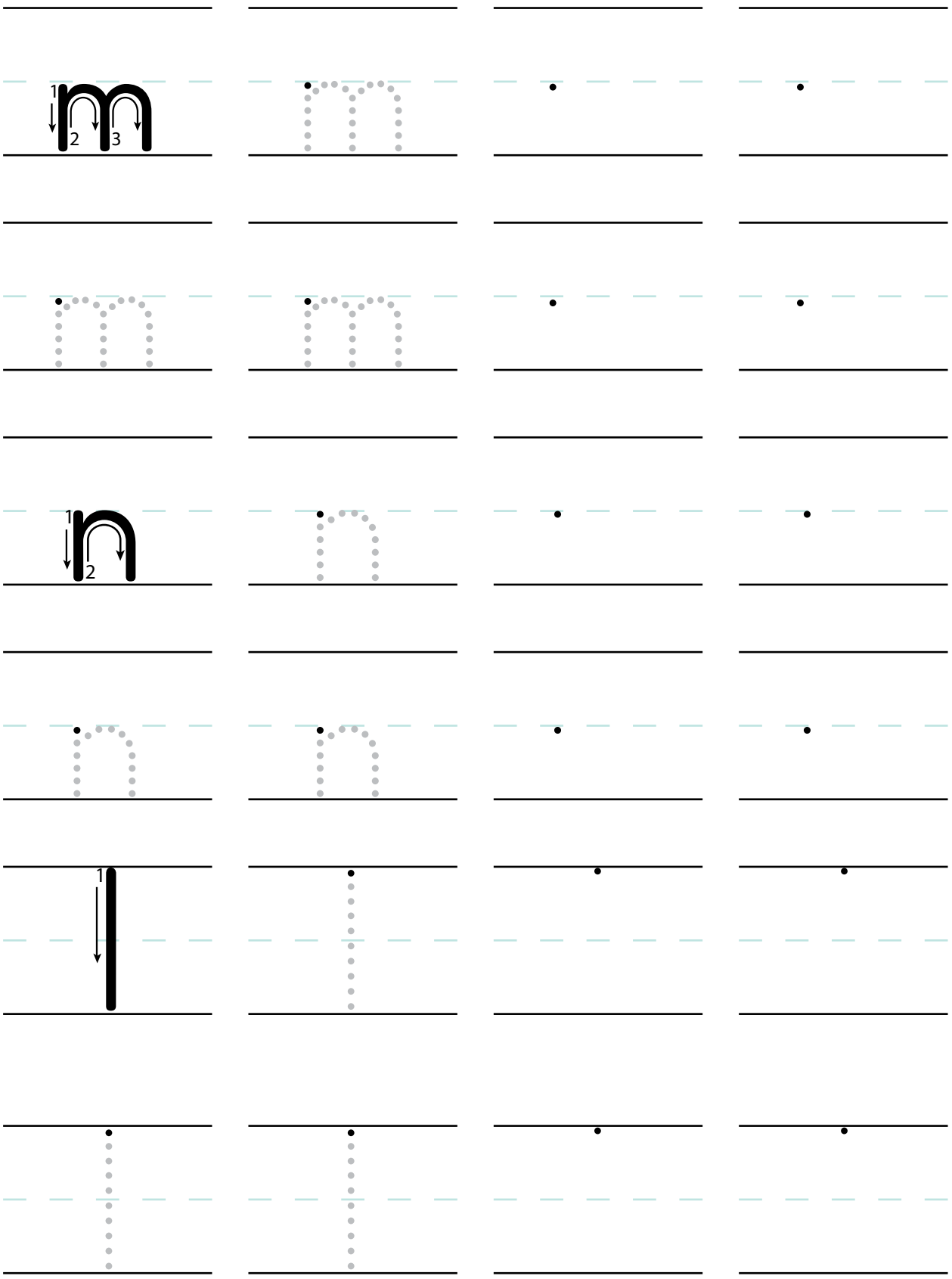
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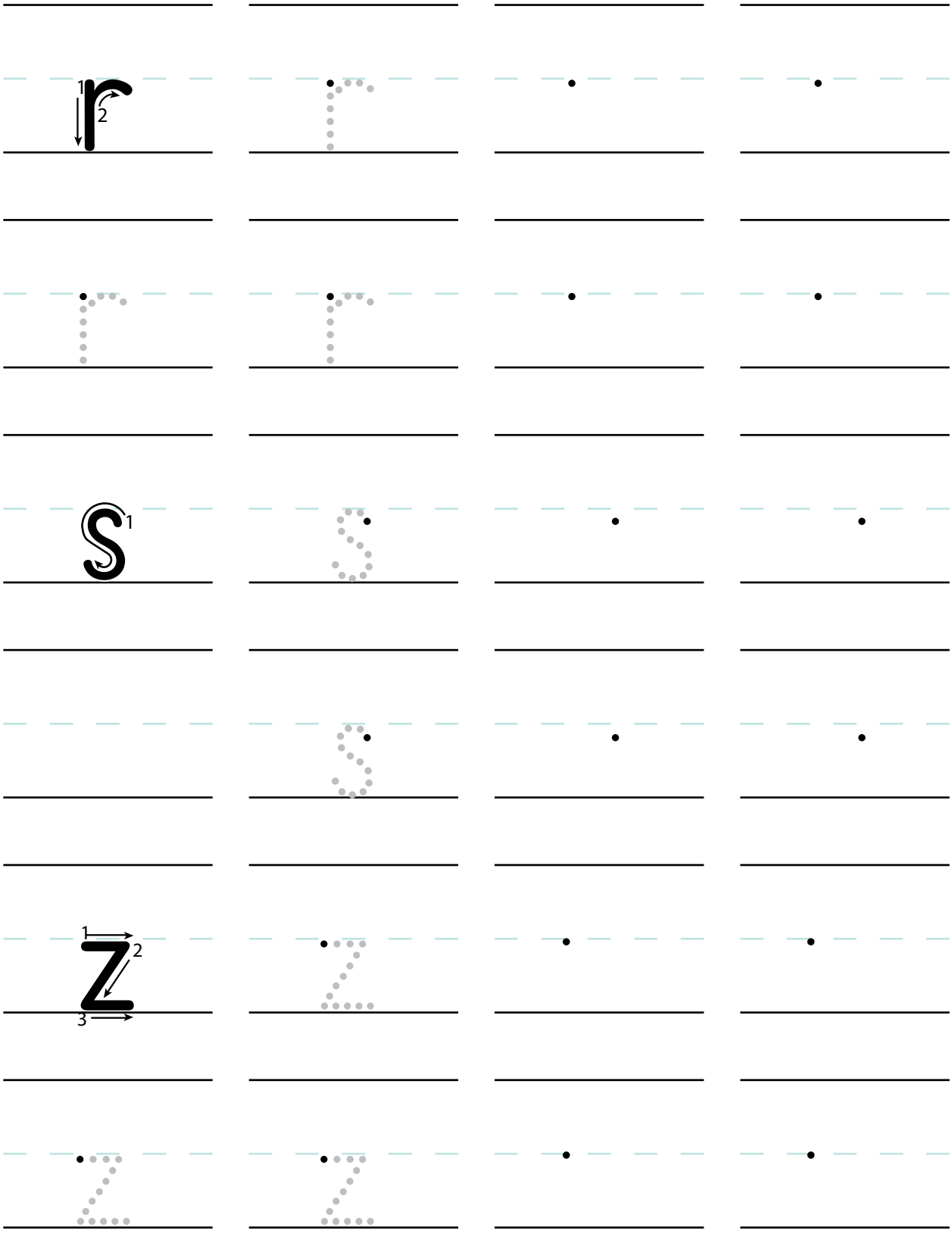
DATE: _____

PP.5

Activity Page

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




1
2
1
2
3

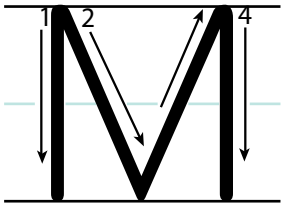
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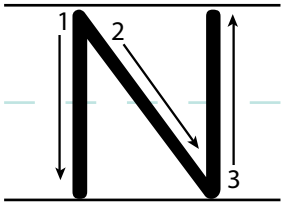
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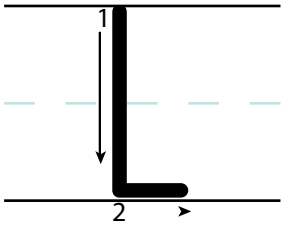
PP.6

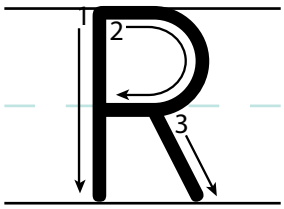
Activity Page

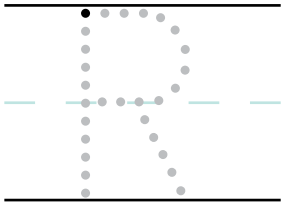
Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

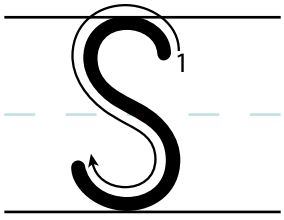


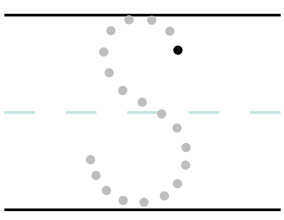


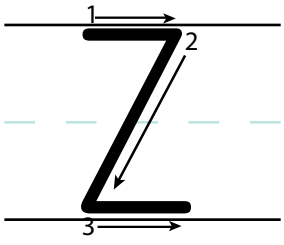


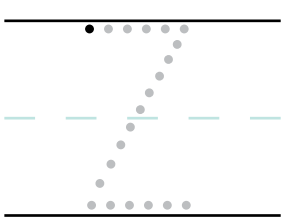

1
2
3




1




1
2
3



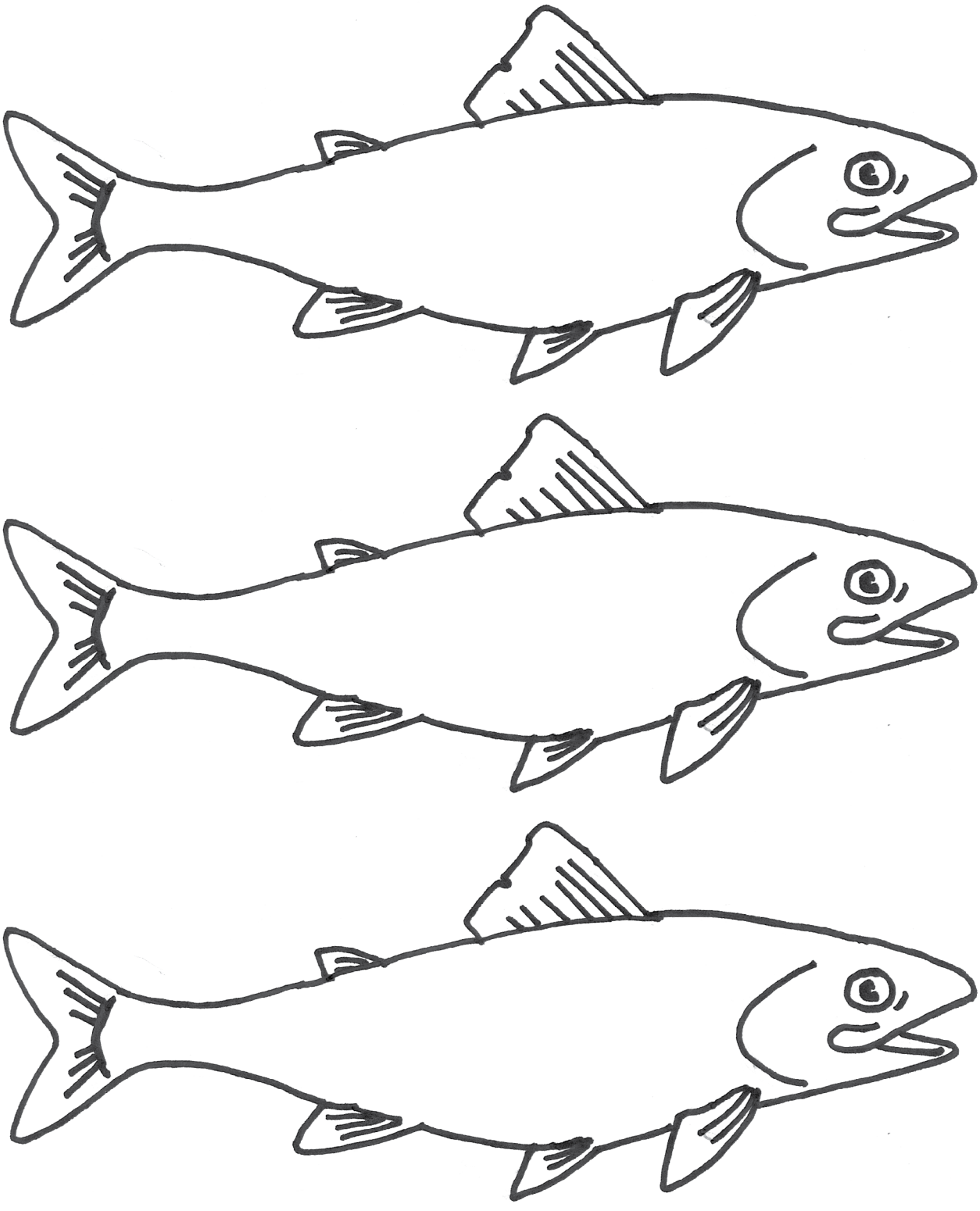
NAME: _____

DATE: _____

PP.7

Activity Page

Template for Fishing Pond Exercise



NAME: _____

DATE: _____

PP.8

Take-Home

Dear Family Member,

Ask your child to cut out the word cards. Have your child arrange the cards to make phrases. Extension: Ask your child to copy the phrases onto a sheet of paper. Modification: Arrange the cards yourself and have your child read the phrases. Note that the tricky parts in Tricky Words are underlined. Please keep the cards for future practice.



the	a	to
sat	and	has
Greg	in	one
pig	ran	shed

NAME: _____

DATE: _____

crack an egg	sit on grass
bring a stick	two bricks

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



_____

_____



_____

_____

crack an egg	sit on grass
bring a stick	two bricks





NAME: _____

DATE: _____

PP.10

Activity Page

Directions: Have the student read the words and phrases. Then have the student write the matching word for each phrase on the line.

dress	tub	soft
pond		ring

_____

1. _____ the bell

_____

2. black _____

_____

3. _____ chick

_____

4. frogs in _____

_____

5. fill the _____

NAME: _____

DATE: _____

PP.11

Activity Page

Directions: Have the student read the words and phrases. Then have the student write the matching words for each phrase on the line.

two	glass	word
here		smell

1. milk in _____

2. _____ quilts

3. bad _____

4. spell the _____

5. sit _____

NAME: _____

DATE: _____

PP.12

Activity Page

Directions: Have the student cut out the word cards. Have the student create phrases with the words and write them on a piece of paper.

the	a	two
black	and	one
hat	big	quilt
dress	best	kings

NAME: _____

DATE: _____

PP.13

Activity Page

Directions: Have the student read the words and sentences. Then have the student write the matching words for each sentence on the line.

fish	Why	There
Who	kilt	hill

1. Jack and Jill went up the

   _____

   _____.

   _____

   _____

2. _____ is no one here.

3. Kat has a cat and

   _____

   _____.

fish	Why	There
Who	kilt	hill

4. Beth and Kat met a man in a _____

_____.

_____

5. _____ did Dot's map rip?

_____

6. _____ has a pet?

NAME: _____

DATE: _____

PP.14

Activity Page

Directions: Have the student read the words and sentences. Then have the student write the matching words for each sentence on the line.

pig	fish	from
licks	sand	cracks

1. The crab runs on the _____.

2. The cat runs _____ the dog.

3. The chick _____ the egg.

pig	fish	from
licks	sand	cracks

4. Do _____ swim in the pond?

5. The _____ digs in the mud.

6. The dog _____ Mom's hand.

NAME: _____

DATE: _____

PP.15

Activity Page

Directions: Have the student cut out the cards. Then have the student create sentences with the words and write them on a piece of paper. Remind the student that sentences start with an uppercase letter and end with a period or question mark.

?		.
When	Where	do
Who	are	The
here	did	was
kids	that	cat
the	jump	run

NAME: _____

DATE: _____

PP.16

Activity Page

Directions: Have the student read the question words and questions. Then have the student write the matching question word for each question on the line.

When	Where	Why
What	Who	Which

_____

1. _____ did the dog rip?

_____

2. _____ is Dot?

_____

3. _____ man had a kilt on?

When	Where	Why
What	Who	Which

_____

4. _____ did the man in the black hat stand?

_____

5. _____ was Bud at the vet?

_____

6. _____ was Beth sad?

NAME: _____

DATE: _____

PP.17

Activity Page

Directions: Have the student read the Tricky Words and sentences. Then have the student write the matching Tricky Word for each sentence on the line.

Some	Once	All
says	Where	from

_____

1. I got a gift _____ Dad.

_____

2. _____ chicks are soft.

_____

3. _____ there was a strong king.

Some	Once	All
says	Where	from

_____

4. _____ did Tom fling the rock?

_____

5. Josh _____ that one plus one is two.

_____

6. _____ kids have pets.

NAME: _____

DATE: _____

PP.18

Take-Home

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.

The Flag Shop

Mom and I went in a lot of shops in the U.K. One of the shops was a flag shop.

The shop had the U.S. flag, the French flag, and the U.K. flag.

That's Mom in the snap shot, with the U.S. flag.



The U.K. flag has a big red cross on it.

Kat and her mom held one up.

I got this snap shot of the two of them with the flag.



NAME: _____

DATE: _____

PP.19

Take-Home

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.

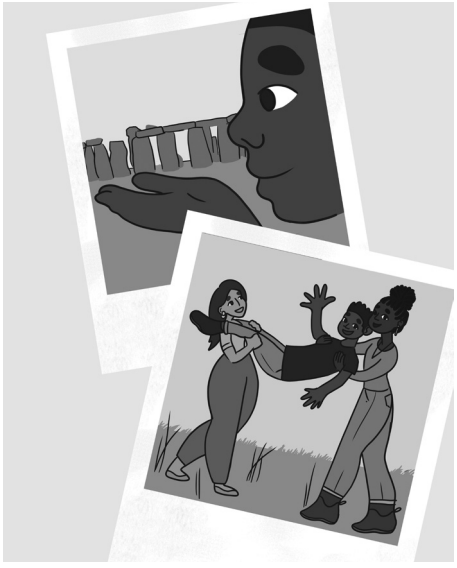
Which Is the Best?



This is a snap shot Mom got.

All of us had to run up a bunch of steps to get to this spot.

Kat and I ran up fast. The moms had to huff and puff to get to the top.



This next snap shot is one that I got. It is Kat with a bunch of big rocks.

Kat had Mom and Dot lift her up.

Then Kat said, "Beth, get a snap shot of this! I am the rock on top! Get it?"

So which snap shot is the best?

NAME: _____

DATE: _____

PP.20

Take-Home

Dear Family Member,

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

The Man in the Kilt

Once Kat and I met a man in a kilt.

I said, "Why is that man in a dress?"

Kat said, "That is not a dress. It is a kilt."

"A quilt?" I said.

"No," Kat said. "A kilt."



"What is a kilt?" I said.

Mom said, "The kilt tells us that the man is a Scot. The cloth on the kilt tells us where the man is from."

"So the kilt tells us his past?" I said.

"Yes," said Mom. "It is a bit of his past."

Mom got this snap shot of us with the man in the kilt!



NAME: _____

DATE: _____

PP.21

Take-Home

Dear Family Member,

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

The Map

Once all of us were on a trip when a dog ran up and bit the map.



Dot said, "Bad dog! Stop that! Drop that map! Drop it!"

But the dog did not drop the map. The dog ran up the block with the map.

Kat ran to get the map, but Dot said, "It is just a map. Let the dog have it."



Just then the dog let the map drop. Kat got it and held it up.

"Here it is," Kat said. "But it's got a big rip in it."

"Well," Dot said, "I am just glad the dog bit the map and not one of us."

NAME: _____

DATE: _____

In the Cab

1. Kat, Dot, Beth, and Beth's mom got in a cab to King's to . . .

   ○ sit with the king.

   ○ get lunch.

   ○ have a chat.

2. Did Beth get to sit with the king?

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 the nouns.

3. King's has the best . . .

   ○ squid and chips.

   ○ plush beds.

   ○ fish and chips.

4. squid map Dot brush pills

5. Kat fish Beth lunch Dot

6. chips sit cab posh with

NAME: _____

DATE: _____

Activity Page

The Trip Back

1. Was Beth glad when the trip had to end?

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

2. Who got on the jet?

3. What did Beth get back in the U.S.?

4. What did Beth send Kat?

NAME: _____

DATE: _____

The Map

Directions: Have the student copy or paste the sentences onto Activity Page PP.27 in the correct order.

The dog ran off with the map.

A dog bit Dot's map.

Kat said that the map got a big rip.

Kat ran and got the map back.

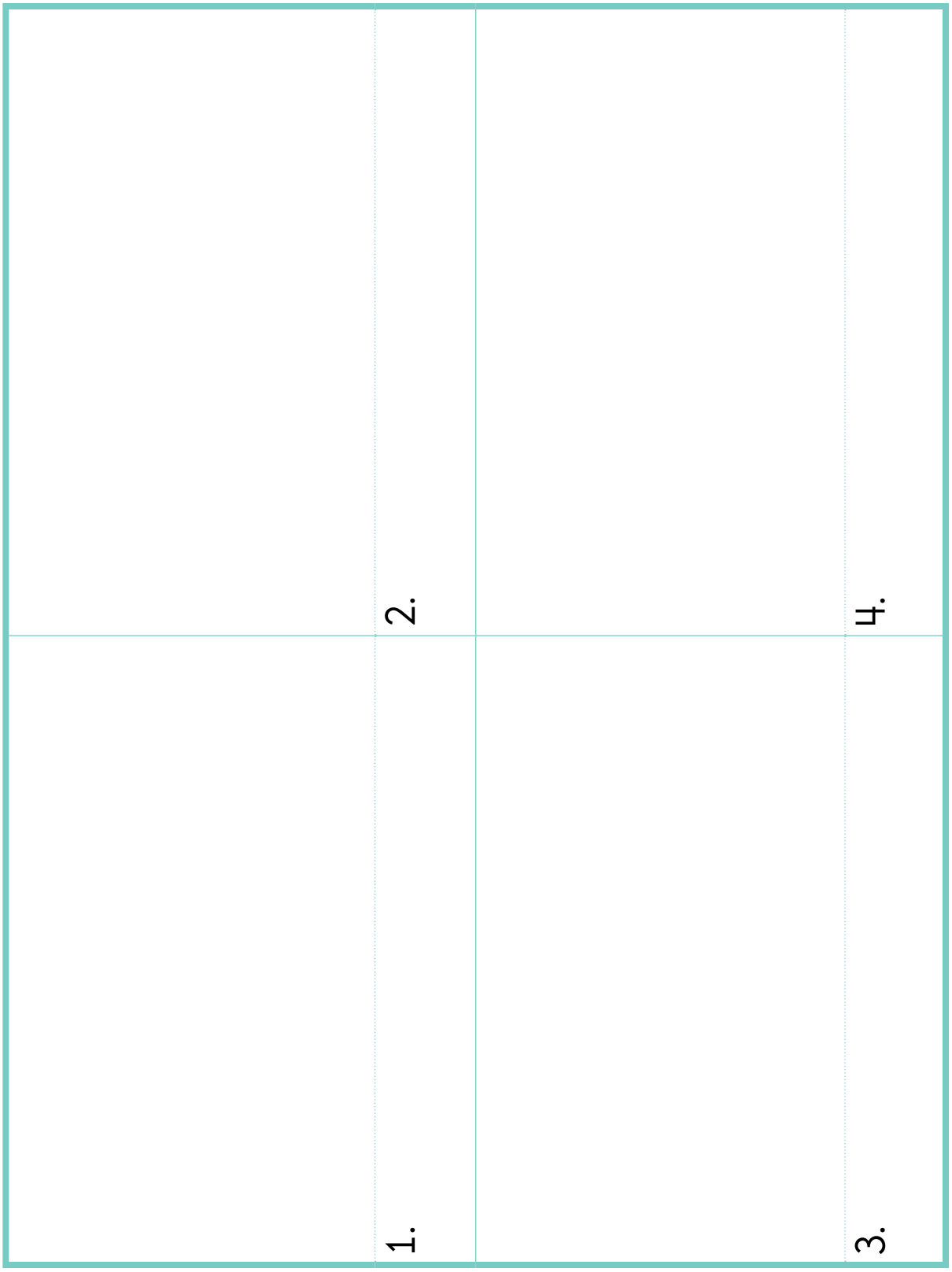
NAME: _____

DATE: _____

PP.25

Activity Page

Directions: Have the student paste the sentences from Activity Page PP.26 onto this activity page in the correct order. Then have the student illustrate each sentence.



NAME: _____

DATE: _____

The Punt

Directions: Have the student copy or paste the sentences onto Activity Page PP.29 in the correct order.

Kat and Beth sat still in the punt and did not get wet.

All of them got in the punt.

The man said that the punt can tip.

There were two punts at the dock.

NAME: _____

DATE: _____

PP.27

Activity Page

Directions: Have the student paste the sentences from Activity Page PP.28 onto this activity page in the correct order. Then have the student illustrate each sentence.

2.

4.

1.

3.

NAME: _____

DATE: _____

PP.28

Activity Page

Directions: Have the student reread the stories from the Reader Snap Shots *and find nouns that name persons or things. Have the student copy the nouns that name a person under the picture of the girl and the nouns that name a thing under the picture of the brush.*





NAME: _____

DATE: _____

PP.29

Activity Page

Directions: Have the student write the nouns that name a person under the picture of the girl and the nouns that name a thing under the picture of the brush.

brush	pal	plum	kid
clock	nest	Bob	man





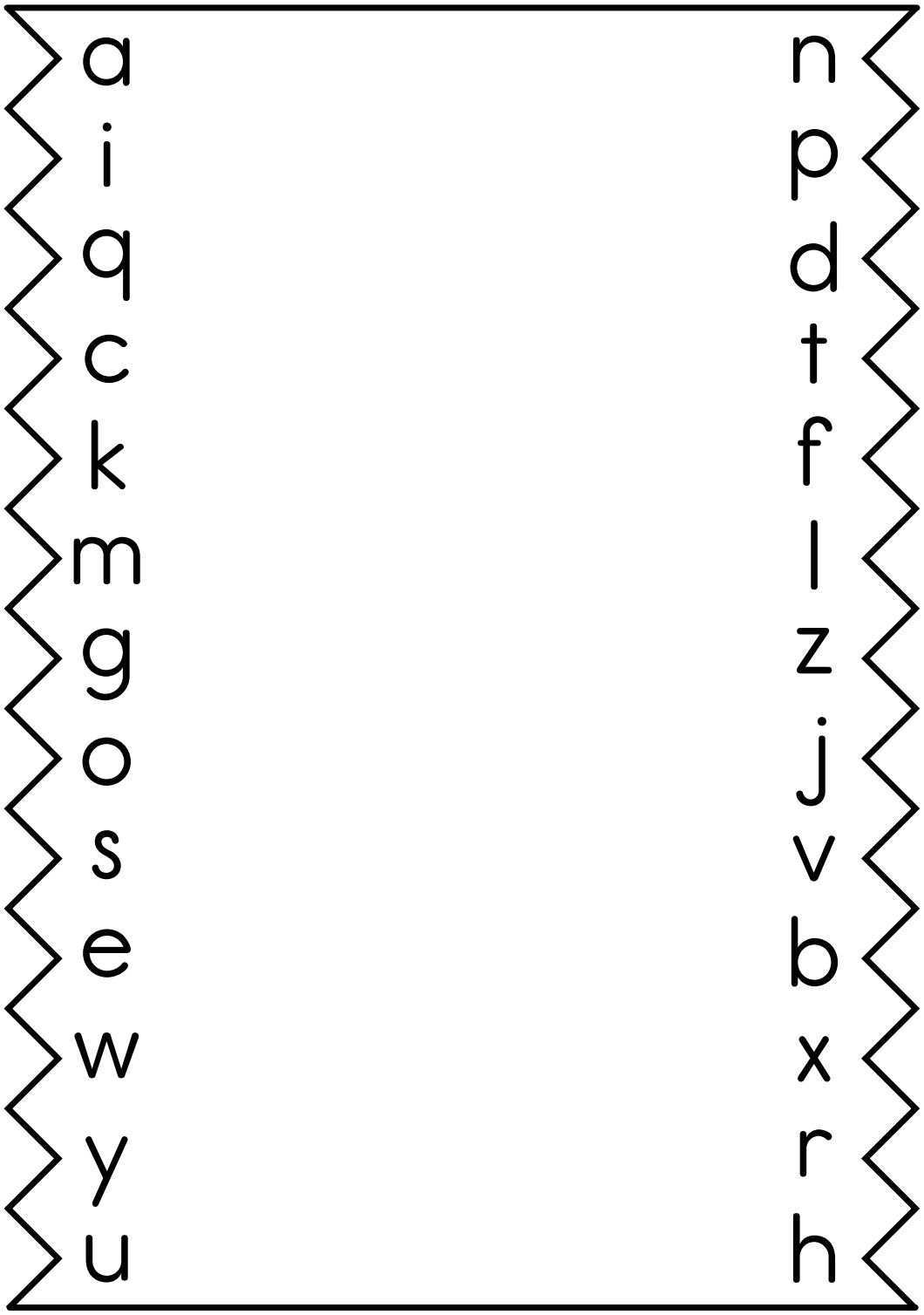
NAME: _____

DATE: _____

PP.30

Activity Page

Template for Alphabet Wrap



Directions: Have the student connect the letters in alphabetical order with a pencil or string.

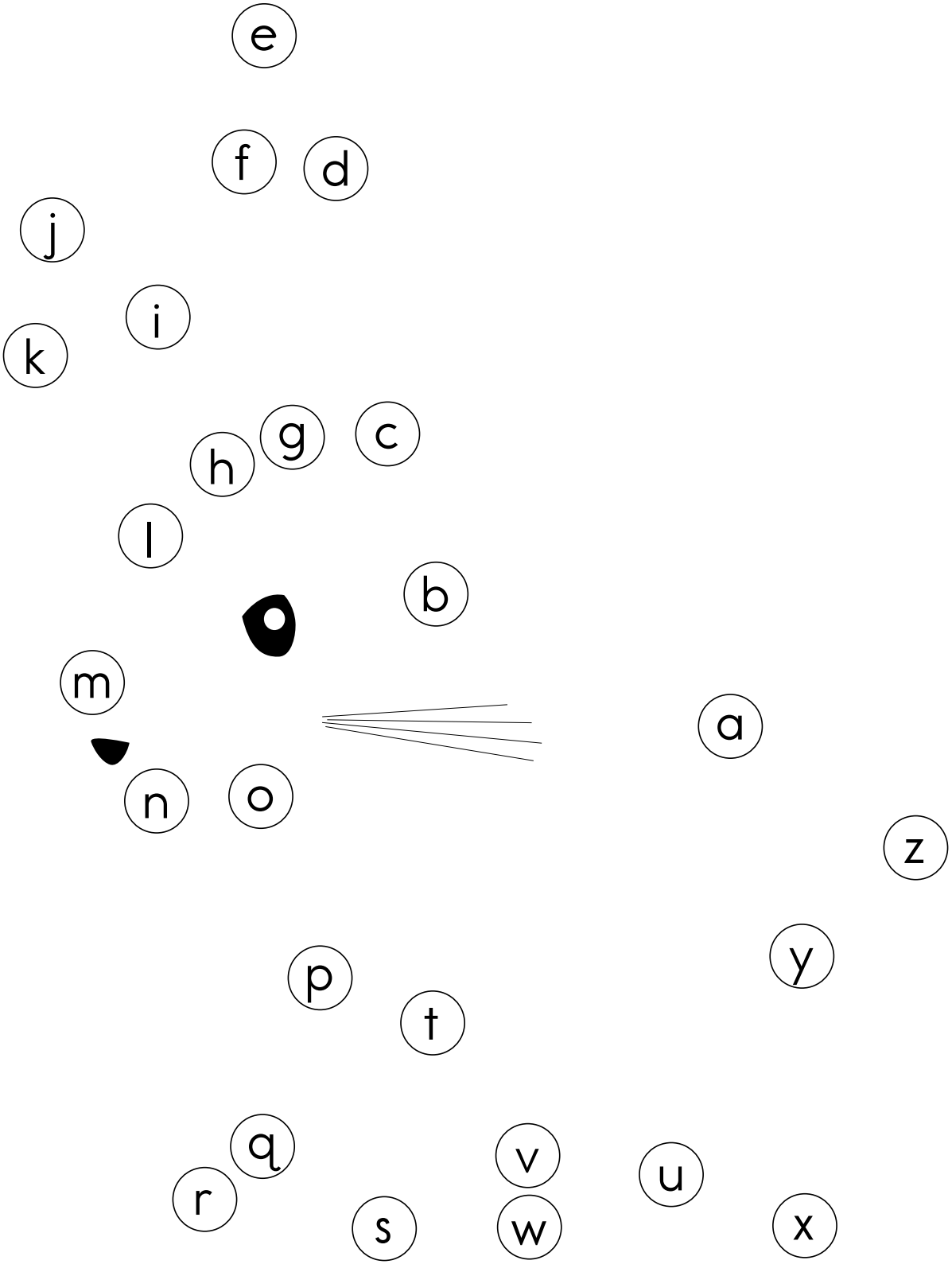
NAME: _____

DATE: _____

PP.31

Activity Page

Directions: Have the student connect the letters in alphabetical order. Have the student say the letter names out loud.



NAME: _____

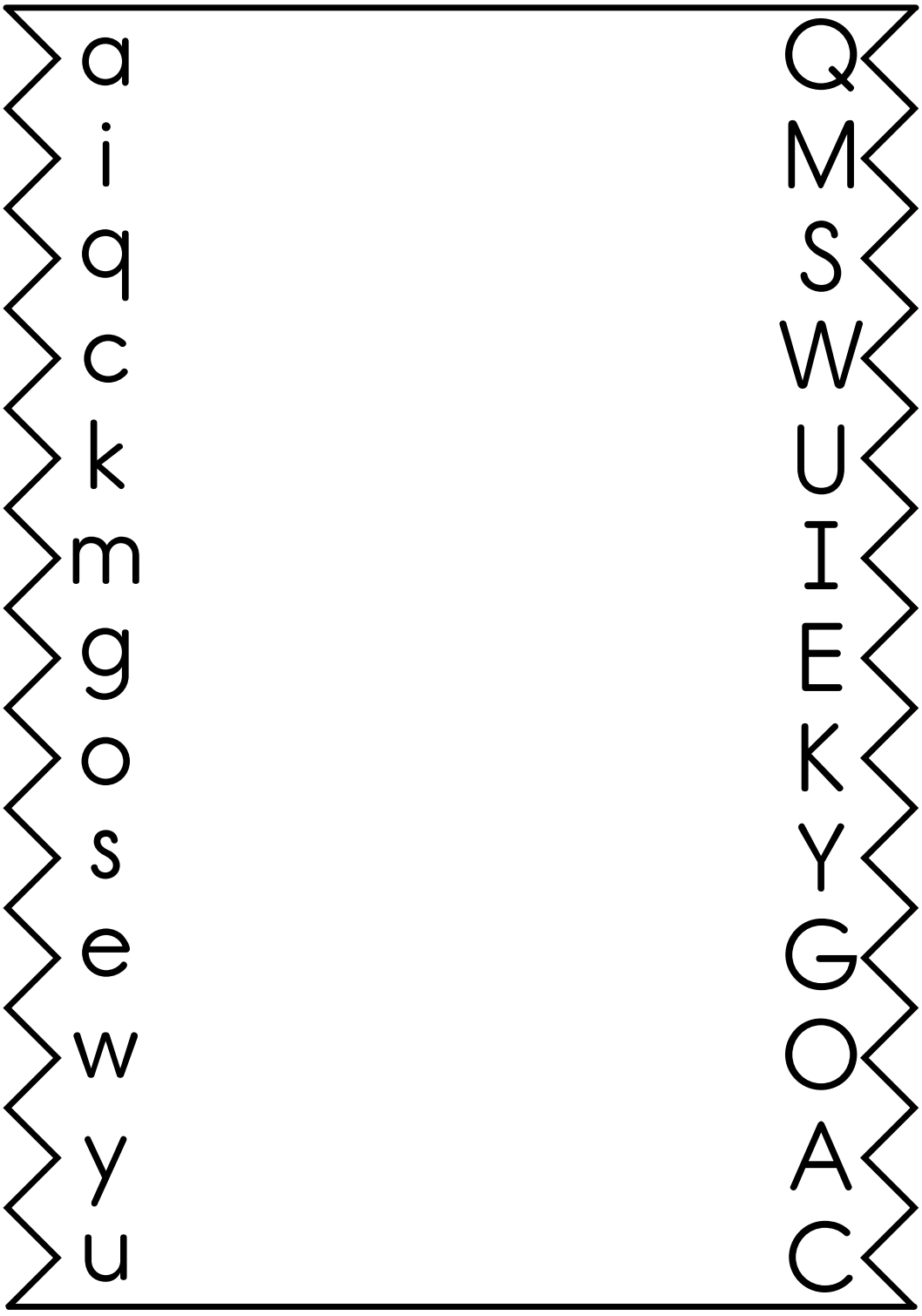
DATE: _____

PP.32

Activity Page

Template for Caps Wrap

Directions: Have the student connect the lowercase letters to their uppercase letters in alphabetical order using a pencil or string.



NAME: _____

DATE: _____

PP.33

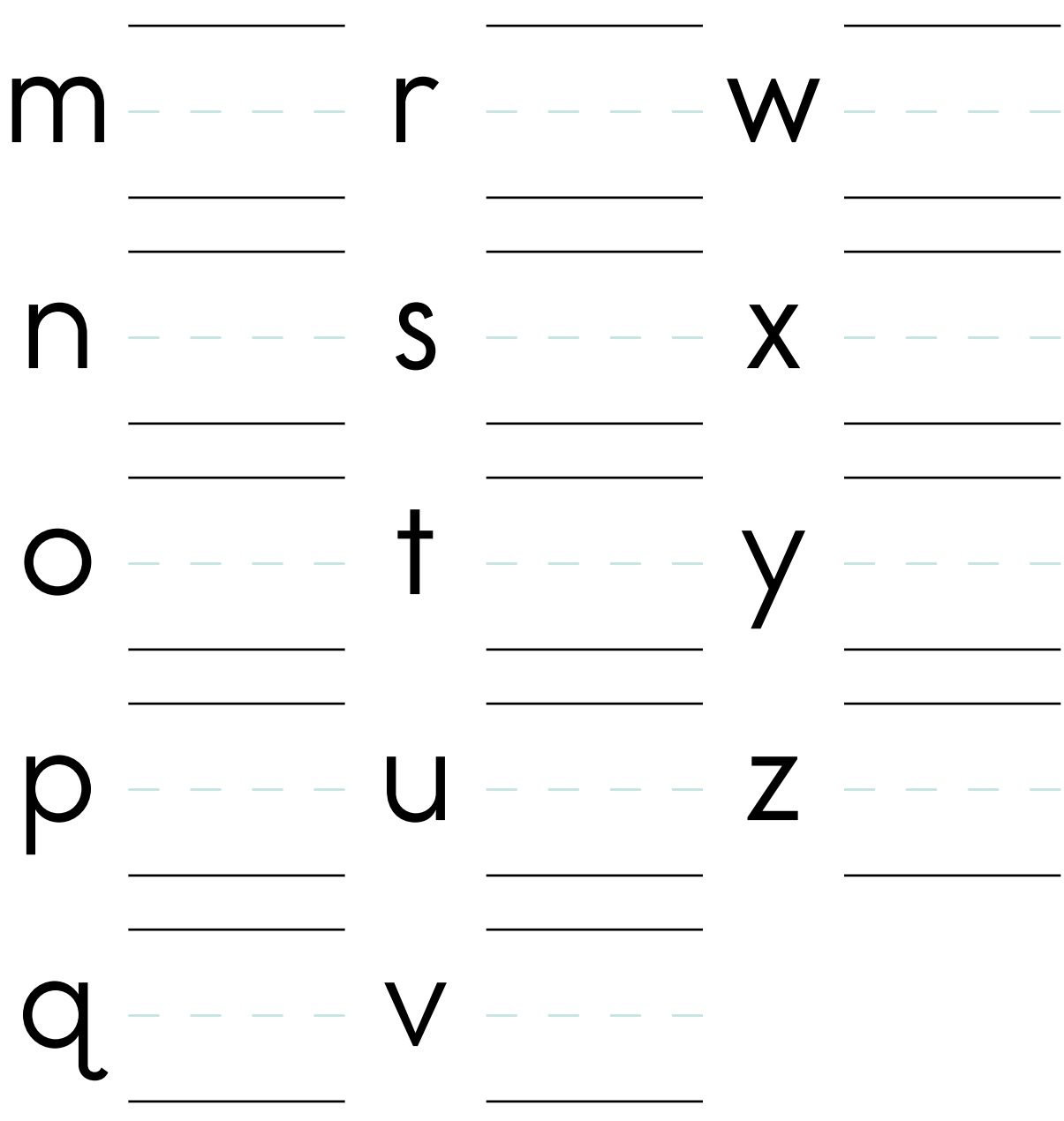
Activity Page

F	L	A	E
I	K	B	G
J	D	H	C

Directions: Have the student copy the uppercase letters next to the matching lowercase letters.

a	e	i
b	f	j
c	g	k
d	h	l

Z	T	Q	U	R
S	V	W	P	Y
N	X	M	O	



NAME: _____

DATE: _____

PP.34

Activity Page

Directions: Have the student read the sentences and add a period or question mark at the end of each sentence.

?	.

1. Where can I get a snack ☐
2. Dogs and cats are pets ☐
3. I have a big quilt on the bed ☐
4. Who can spell this word ☐
5. The dog can do a lot of tricks ☐
6. When did Jeff get his drum ☐

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Bluebonnet Learning
K–3 Foundational Skills

EDITION 1

GRADE 1 FOUNDATIONAL SKILLS UNIT 1
Activity Book

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