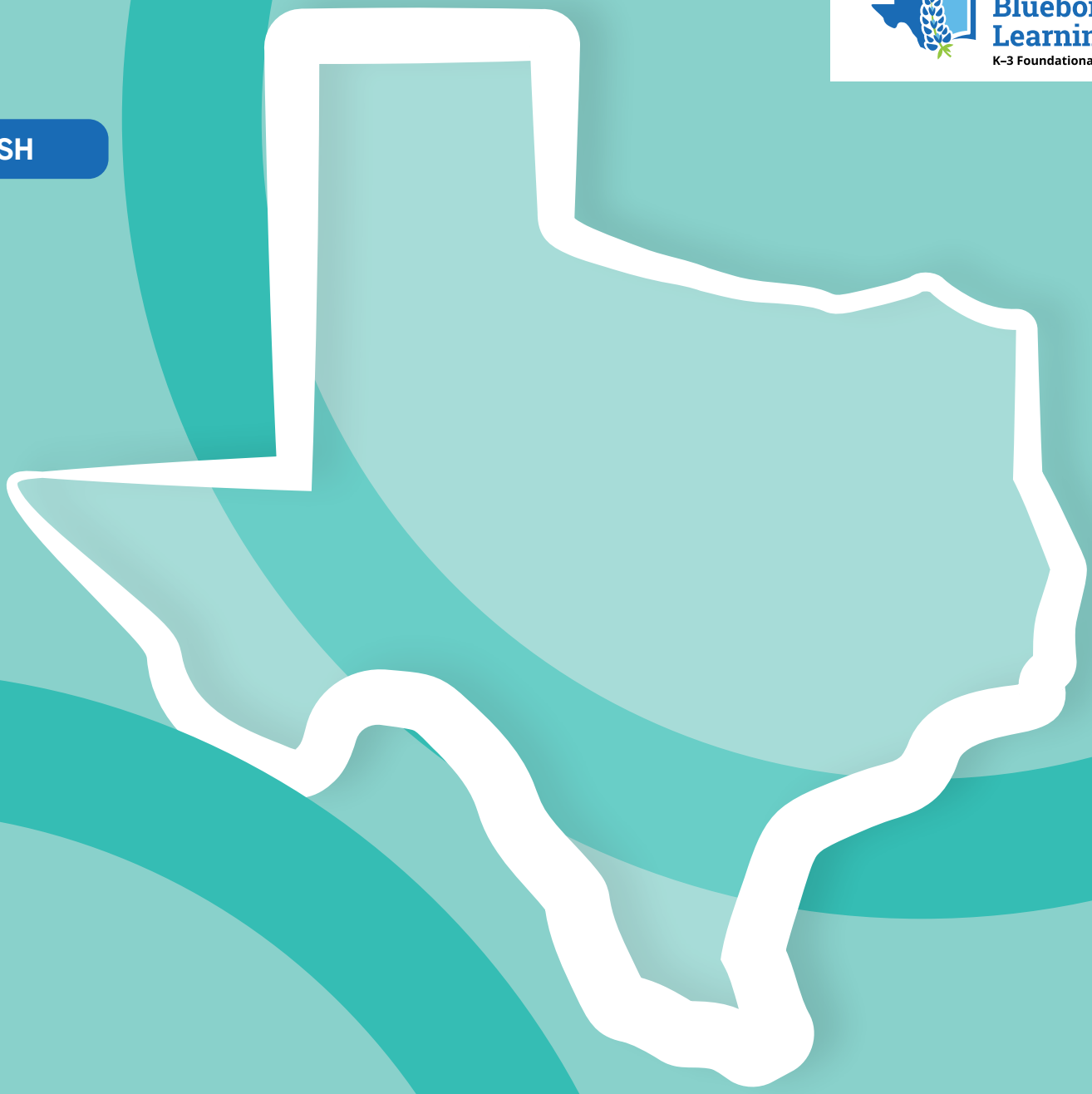
Bluebonnet Learning
K–3 Foundational Skills

ENGLISH



GRADE 1 FOUNDATIONAL SKILLS UNIT 2

Activity Book

EDITION 1

Grade 1

Foundational Skills 2

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 2

Activity Book

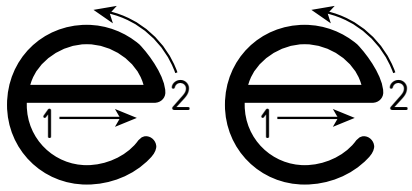
This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 2. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The activity pages in this book do not always include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these activity pages to the students orally, using the instructions in the Teacher Guide. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

DATE: _____

1.1 **Activity Page**

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



ee

bee

seen

feet

queen	sheep
bee	teeth

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









NAME: _____

DATE: _____

Gran's Trips

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

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

2. What did Gran do at the Gulf?

3. Which trip was Gran's best trip?

4. Gran gets to Josh and Jen . . .

- ○ on a ship.
- ○ in a cab.
- ○ in a truck.

NAME: _____

DATE: _____

1.3

Take-Home

Dear Family Member,

Today our class started the second unit for our English Language Arts program. The Reader for this unit is called *Gran*. Your student will bring home stories you can read together about the adventurous Gran and her grandchildren, Josh and Jen. Remember that reading at home with your student is important for their success as a reader.

In addition, your student today has been taught to read words with the double–letter spelling 'ee', as in *feet*. To practice this new spelling, ask your student to cut out the word cards below. In addition to words with the 'ee' spelling, some of the words below are Tricky Words; Tricky Words have parts that are underlined because they do not play by the sound rules. Have your student read all of the words aloud, and arrange the cards to make phrases such as *the eel, three sheep, long speech*, etc. You may also ask your student to copy the phrases onto a sheet of paper. Please keep the cards for future practice.

the	all	long
teeth	week	one
deep	eel	sheep
speech	three	sleep

NAME: _____

DATE: _____

The Pet

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

1. When did Gran get the pet?

_____

_____

_____

_____

2. Gran said that the pet . . .

○ has three green teeth.

○ has long legs, but no feet.

○ is long and has fangs.

Directions: Have students retell the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.



NAME: _____

DATE: _____

2.2 **Take-Home**

Dear Family Member,

Your student read this story in class. Please ask your student to read the story aloud to you. Remind your student that the underlined parts of words signal that this part is tricky and does not follow the sound rules they have learned. Also remind your student that the bolded '**ee**' signals that these letters are sounded as /ee/, as in the word *feet*.

Gran's Trips

"When will Gran get here?" Josh asks.

Jen shrugs.

Just then, Josh and Jen s**ee** a cab on the str**ee**t.

"Gran is here!" Jen yells.

When Gran steps from the cab, Josh and Jen run up to get a hug.



“Was the trip fun?” Josh asks.

“Which one?” Gran asks. “I went on thr**ee** trips!”

“Where to?” asks Josh.



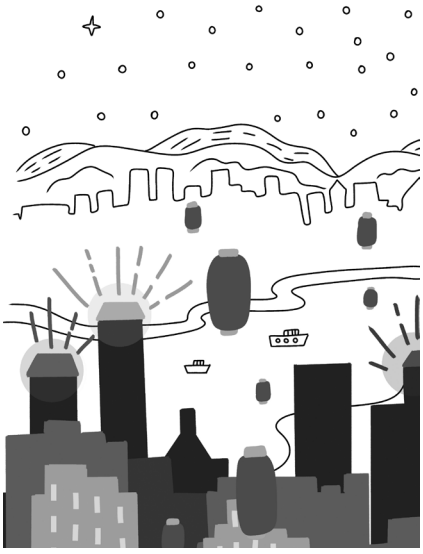
“One was to the Swiss Alps,” says Gran. “In the Alps, there were st**ee**p cliffs. I went up to the top of one cliff, but it was slick. I fell and had to cling to the rocks!”

“No!” says Jen.

“Yes!” says Gran. “Here is a snap shot.”

"What was the next trip?" Josh asks.

"I went to Hong Kong," says Gran.



"What is in Hong Kong?"

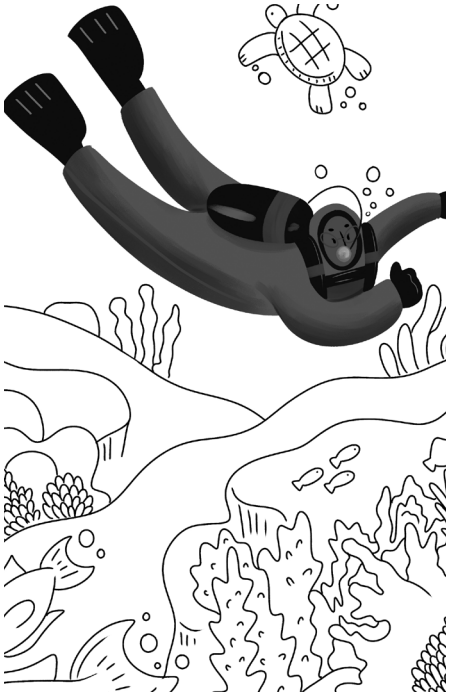
"Lots of stuff," says Gran. "Hong Kong has lots of ships and big lamps."

"No!" says Josh.

"Yes!" says Gran. "Here is a snap shot."

“What was the last trip?” asks Jen.

“I went to the gulf to swim with the **ee**ls and f**ee**d the fish,” says Gran.



“No!” says Jen.

“Yes!” says Gran. “Here is a snap shot.”

“Which trip was the best?” Josh asks.

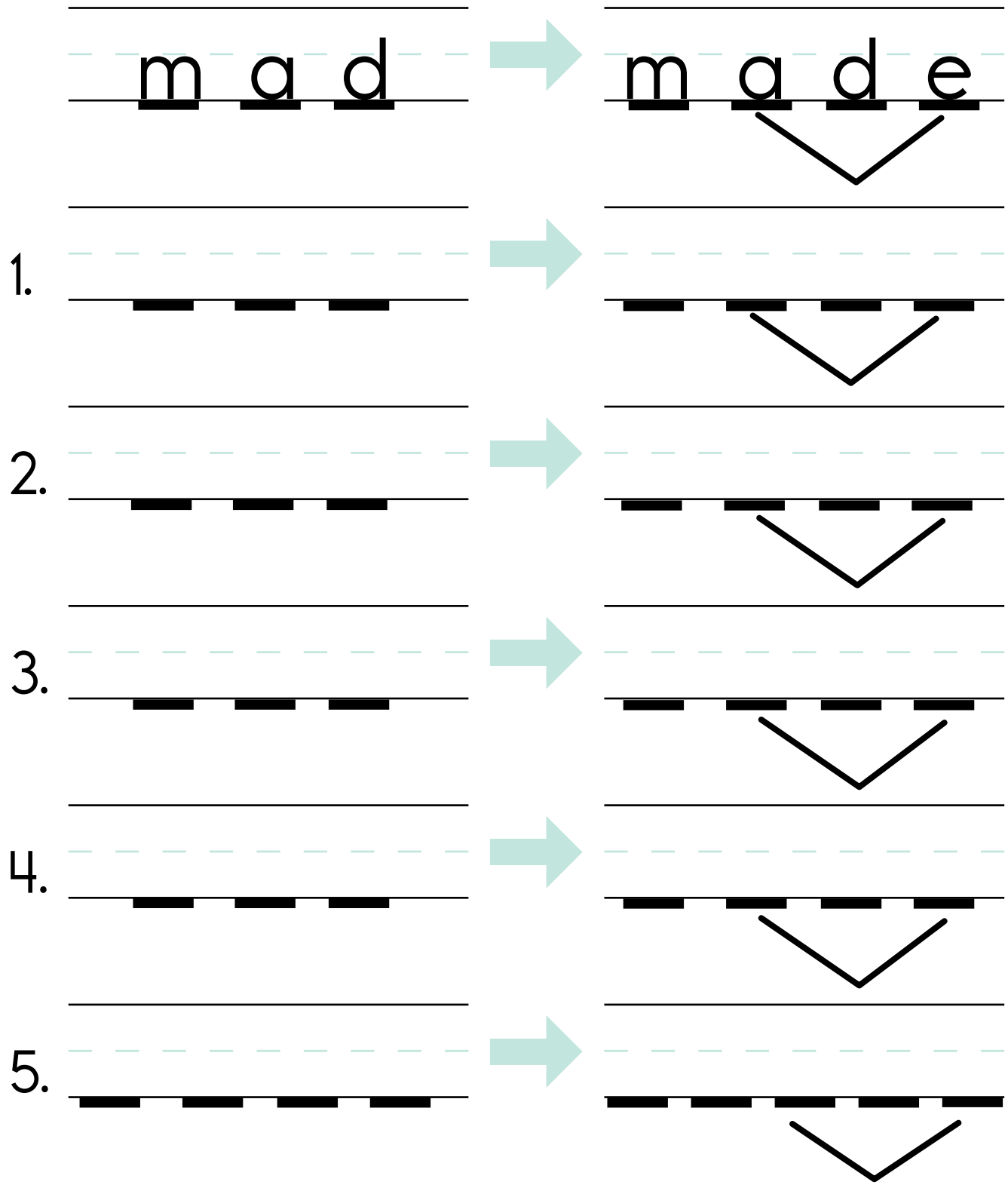
“This one!” Gran says. “The one where I get to s**ee** Josh and Jen!”

NAME: _____

DATE: _____

3.1 **Activity Page**

Print the words that are said on the lines.



NAME: _____

DATE: _____

3.2 **Take-Home**

Dear Family Member,

Your student read this story in class earlier this week. Please ask your student to read the story aloud to you. Remind your student that the underlined parts of words signal that this part is tricky and does not follow the sound rules your student has learned.

The Pet

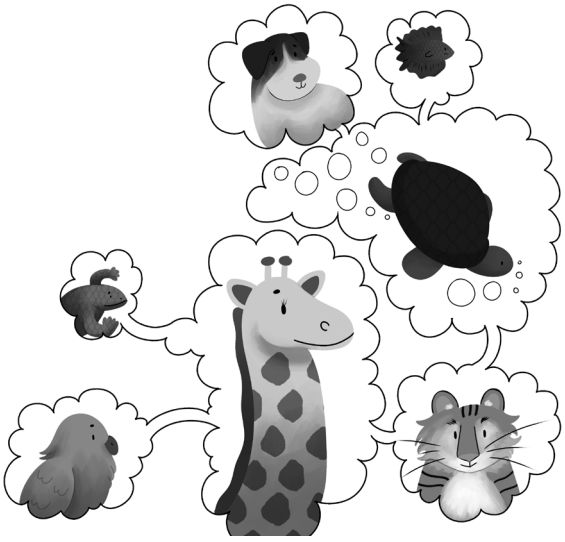
Gran says, "When I was on my trip, I got a pet."

"What can it be?" asks Jen. "Is it a fish?"

"No," says Gran.

"Is it a dog?" asks Josh.

"No," says Gran.



“Is this pet big?” asks Josh.

“Well,” says Gran, “he is not big, but he is long.”

“Has he got t**ee**th?” asks Josh.



“He has fangs!” says Gran.

“What are fangs?” asks Jen.

Just then, the bell rings.

Gran says, “That must be him!”

NAME: _____

DATE: _____

King

1. What is in the cr**a**t**e**?

_____

_____

_____

_____

2. King is . . .

   ○ long with green bands.

   ○ long and black.

   ○ thick and red.

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

3. Why is King a sn**a**k**e** that Josh and Jen can pet?

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

NAME: _____

DATE: _____

5.1 Activity Page

Where Is King?

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

1. Which spot did Josh and Jen check?

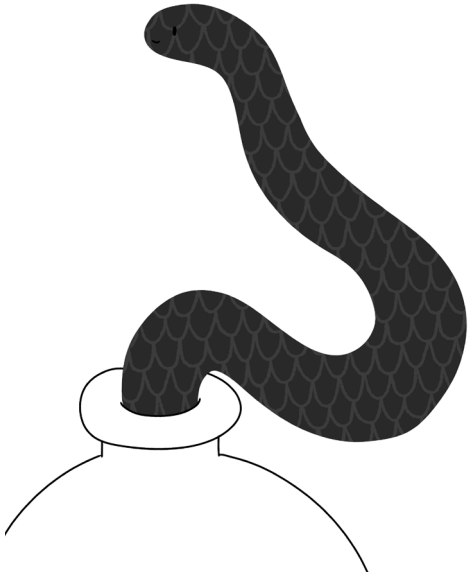
2. King was . . .

   ○ in the pots.

   ○ in a vase.

   ○ in the crate.

Directions: Have students retell the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.



NAME: _____

DATE: _____

5.2

Take-Home

Dear Family Member,

Your student has been taught to read the Tricky Words *he*, *she*, *me*, *they*, and *their*. In addition, your student has learned to read words with the separated digraph 'a_e', as in *bake*. Tricky Words are hard to read because they contain parts that are not pronounced the way one would expect. Words with separated digraph 'a_e' can be challenging to read because the reader has to recognize that the letters 'a' and 'e' are separated by a consonant, but they still work together to make a vowel sound.

Have your student first read the Tricky Words in the box and then the sentences below. Your student will need to figure out which Tricky Word makes sense in each sentence. Note that the tricky parts are underlined. Then have your student write the correct Tricky Word for each sentence on the line.

be	me	They
their		She

1. Will Jake bake _____ a cake?

2. Shane and Jane have lots of fun with _____ _____ dog.

be	me	They
their		She

3. Kate is ten. _____ is in fifth grade.

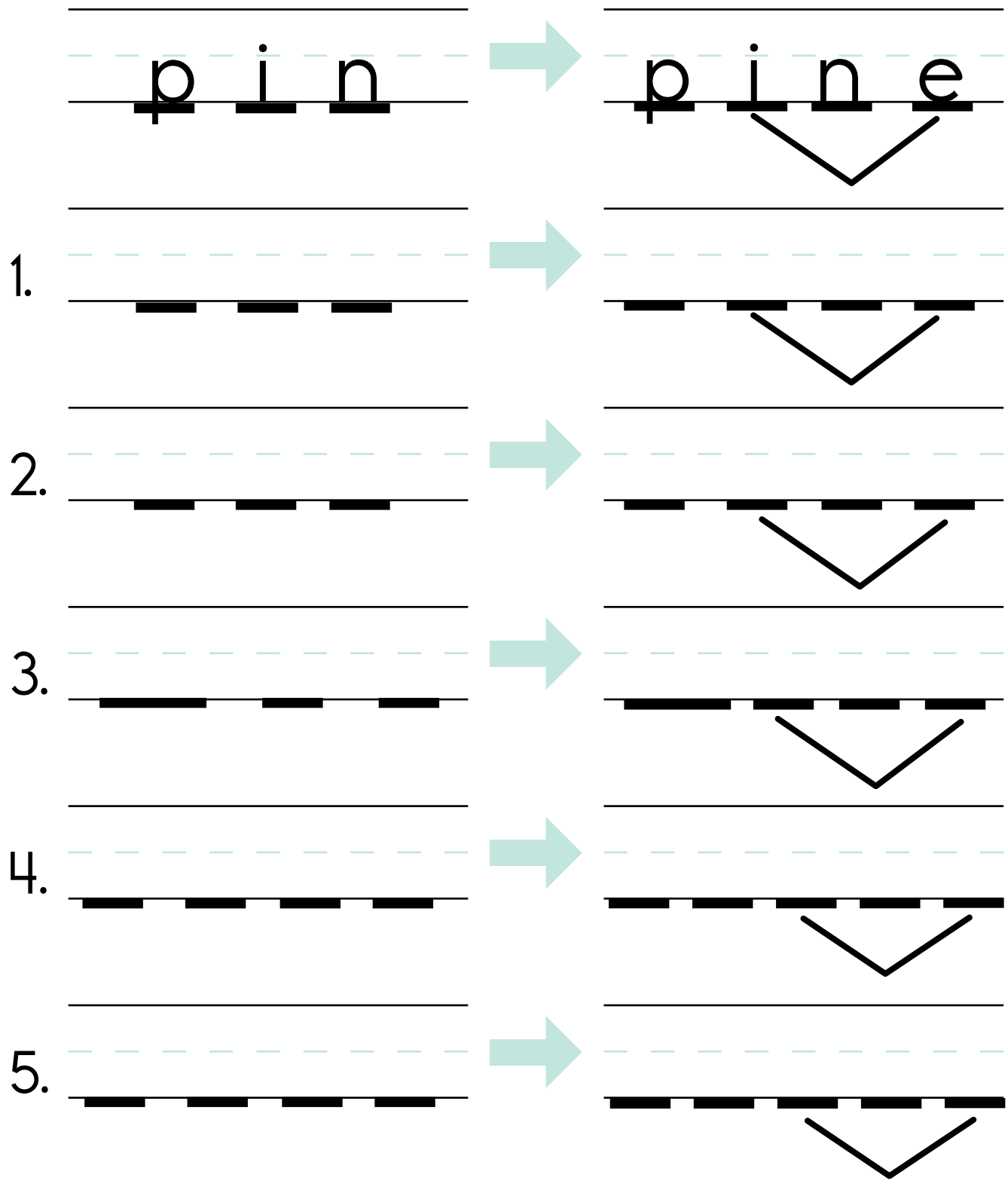
4. Nate and Beth are pals. _____ _____ are in the same class.

NAME: _____

DATE: _____

6.1 **Activity Page**

Print the words that are said on the lines.



NAME: _____

DATE: _____

The Swim Meet

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

1. Who went to the swim meet?

2. In which lane did Jen swim?

3. Were Josh and Jen sad that they did not win?

4. Did Gran take King to the meet?

NAME: _____

DATE: _____

6.3

Take-Home

Dear Family Member,

The words below are Tricky Words. These are words that are not pronounced as students may expect. For this reason, we say that Tricky Words do not play by the rules. Please ask your student to cut out the word cards. Show the cards to your student and have them read them aloud. As an extension of this activity, ask your student to copy the words onto a sheet of paper. Please keep the word cards for future practice.



a	I	no
so	of	all
some	are	from
word	were	have
one	once	to

NAME: _____

DATE: _____

At the Reef

1. Where did Gran plan to m**ee**t Mik**e**?

   ○ at the reef

   ○ on the swim deck

   ○ in the Swiss Alps

2. What did Gran rid**e** to get to the r**ee**f?

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

3. What did Mike do when Gran swam with the fish?

4. Why did Mike have a bad time?

NAME: _____

DATE: _____

7.2 **Take-Home**

Dear Family Member,

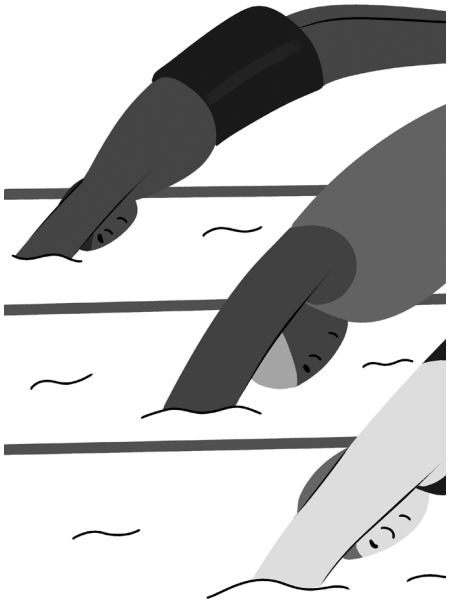
Your student read this story in class earlier this week. Please ask your student to read the story aloud to you. Remind your student that the underlined parts of words signal that this part is tricky and does not follow the sound rules your student has learned.

The Swim Meet

Josh and Jen like to swim. They take Gran to their swim meet.

Jen lines up in lane five.

Josh lines up in lane six.



The kids are up on the blocks.

Then there is a beep.

All the kids dive in. Splash!

"Swim!" yells Gran. "Swim fast!"

Josh and Jen swim as fast as they can. They swim and swim. In no time, they make it to the end.

“Did Josh win?” asks Gran. “Did Jen win?”

Josh and Jen wave and smile. They did not win, but they had a lot of fun!

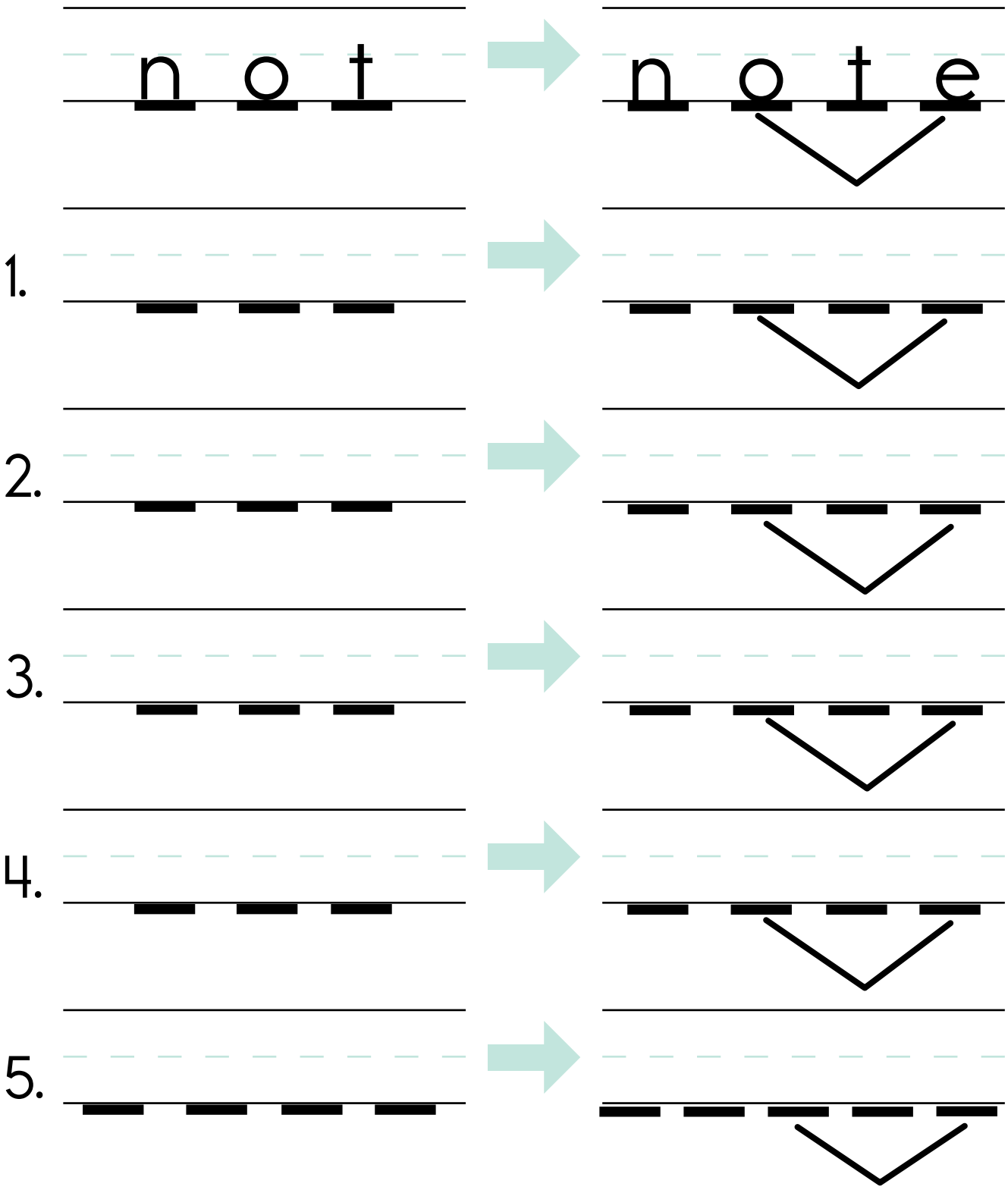


NAME: _____

DATE: _____

8.1 **Activity Page**

Print the words that are said on the lines.



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

o_e as in nope

note note

note

rope rope

rope

bone bone

bone

home home

home

those those

those

NAME: _____

DATE: _____

8.2 **Take-Home**

Dear Family Member,

Your student read this story in class earlier this week. Please ask your student to read the story aloud to you. Remind your student that the underlined parts of words signal that this part is tricky and does not follow the sound rules your student has learned.

At the Reef

Josh asks Gran what it was like when she went to the reef.

"Well," Gran says, "it was a lot of fun! I made a plan to meet my pal Mike. I had to ride my bike nine miles to the reef to meet Mike."

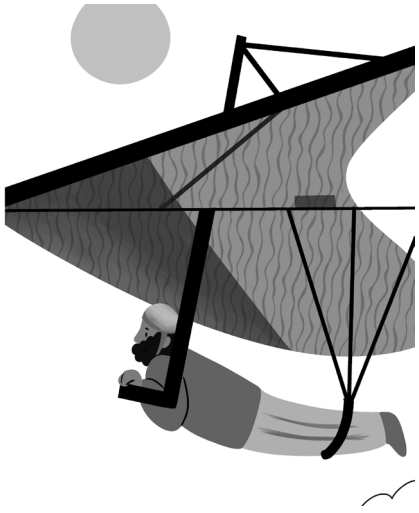


"That is a long ride!" says Jen.

"When I got there I went on a dive to see the fish and the eels."

"With Mike?" Josh asks.

"No," Gran says. "Mike did not dive with me. He went to hang glide."



"Did he like it?" Jen asks.

"Not so much," Gran says with a smile.

"Why not?" asks Josh.
"It must be lots of fun to hang glide."

"Did he crash?" asks Jen.

"No, no," says Gran, "but he did have a bad time. When it was time to land, he hit a hive of bees! He got stung ten times."



"Yikes!" says Jen.

NAME: _____

DATE: _____

10.1 Activity Page

The Bug Glass

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

1. What was it that Jen br**o**k**e**?

2. What can Josh do with his bug glass?

   ○ He can fill it with bugs.

   ○ He can see bugs up cl**o**s**e**.

   ○ He can let bugs sip milk from it.

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

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

NAME: _____

DATE: _____

10.2

Take-Home

Dear Family Member,

So far in Unit 2, your student has been taught to read words with the separated digraphs ‘a_e’ as in *cake*, ‘i_e’ as in *time*, and ‘o_e’ as in *bone*. Ask your student to read the words in the word bank below, then circle the separated digraph in each word. Your student should then sort the words into the appropriate column, saying each word while writing it. The first one is done for you as an example.

wave	rose	wife
smoke	cones	life
size	close	game
shape	drive	take

‘i_e’ as in time	‘a_e’ as in cake	‘o_e’ as in bone
	wave	

NAME: _____

DATE: _____

11.1 Activity Page

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

rob	r**o**b**e**
n**o**t**e**	not
r**o**d**e**	rod
cod	c**o**d**e**
mop	m**o**p**e**

/o/ as in hop

/o_e/ as in hope

NAME: _____

DATE: _____

The Tape

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

1. What did Gran's gran do?

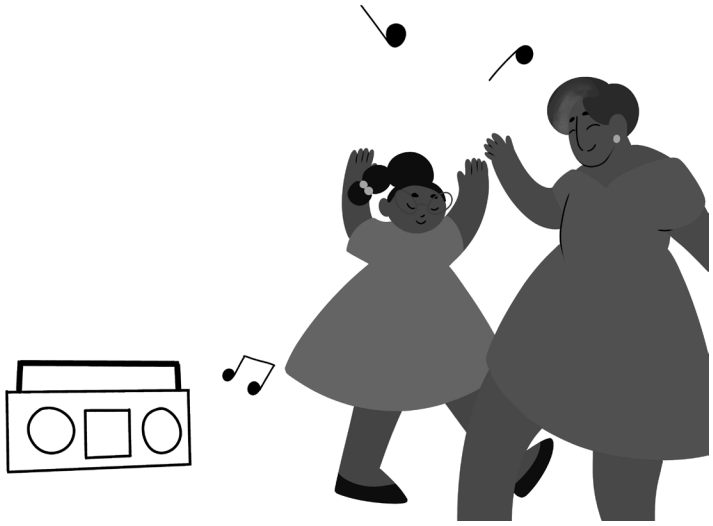
   ○ She m**a**d**e** up j**o**k**e**s.

   ○ She sang a jazz song.

   ○ She kept t**a**m**e** sn**a**k**e**s.

2. What did Jen and Gran l**i**k**e** about what they heard?

Directions: Have students retell the part of the story that is shown in the picture or have them copy the sentences from the story that go with the picture.



NAME: _____

DATE: _____

11.3

Take-Home

Dear Family Member,

Below are words that contain digraph spellings, or letter teams. These are two letters that work together to make one sound. Please ask your student to read these words aloud to you. Your student can then cut the words out to make flash cards. Show the card and ask your student to use the word in a phrase or sentence. For handwriting practice, have your student copy the words onto a piece of paper, paying attention to the separated digraphs. Please keep the cards for future practice with your student at home.



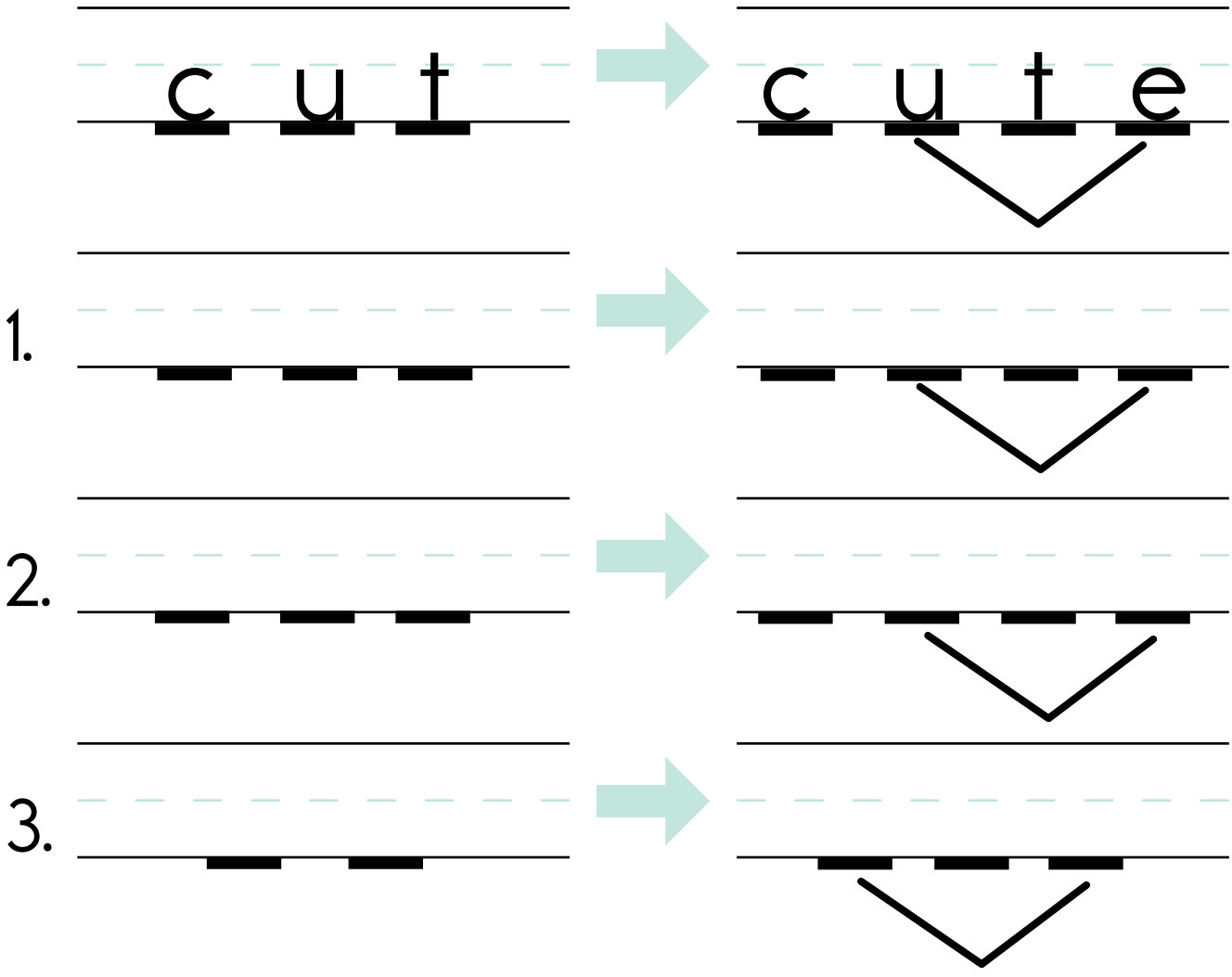
poke	gate	cheek
sweep	flake	pipe
twine	bride	peel
hole	shave	vote

NAME: _____

DATE: _____

12.1 **Activity Page**

Print the words that are said on the lines.



NAME: _____

DATE: _____

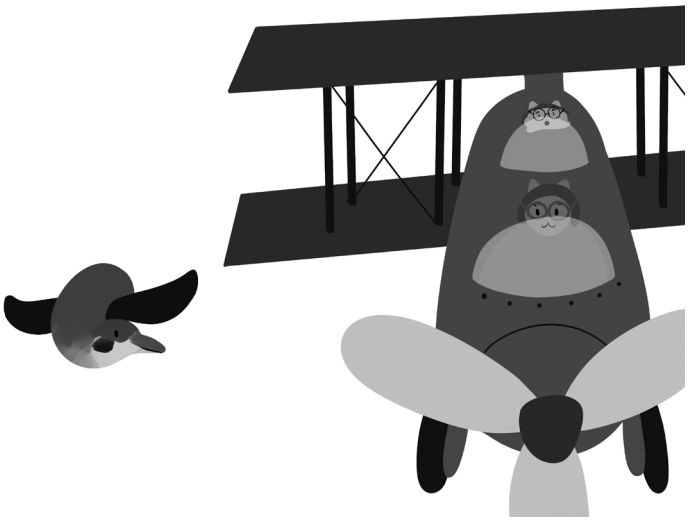
Fuzz and Mel

1. Which cat is a br**a**v**e** cat?

2. Did Fuzz lik**e** it when Mel m**a**d**e** the pl**a**n**e** zip and div**e**?

Directions Have students reread the story and answer the questions.

Directions: Have students retell the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.



NAME: _____

DATE: _____

12.3

Take-Home

Dear Family Member,

Your student read this story in class earlier this week. Please ask your student to read the story aloud to you. Remind your student that the underlined parts of words signal that this part is tricky and does not follow the sound rules your student has learned.

The Tape

"Gran," Jen asks, "what is that?"

"This is a t**a**p**e** deck," Gran says. "And in it is a t**a**p**e** with s**o**m**e** songs sung by my gran."



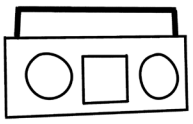
On the t**a**p**e** Gran's gran sings a jazz song. At the end she sings, "Pip! Pip! Ting a ling a ling!"

"I l**i**k**e** th**o**s**e** n**o**t**e**s she sings at the end!" says Jen.

"So do I!" says Gran.

“Gran,” says Jen, “we can act lik**e** we are in the band and sing the song!”

“OK,” says Gran. “Run and get a dress. I will grab th**o**s**e** sh**a**d**e**s I lik**e**.”





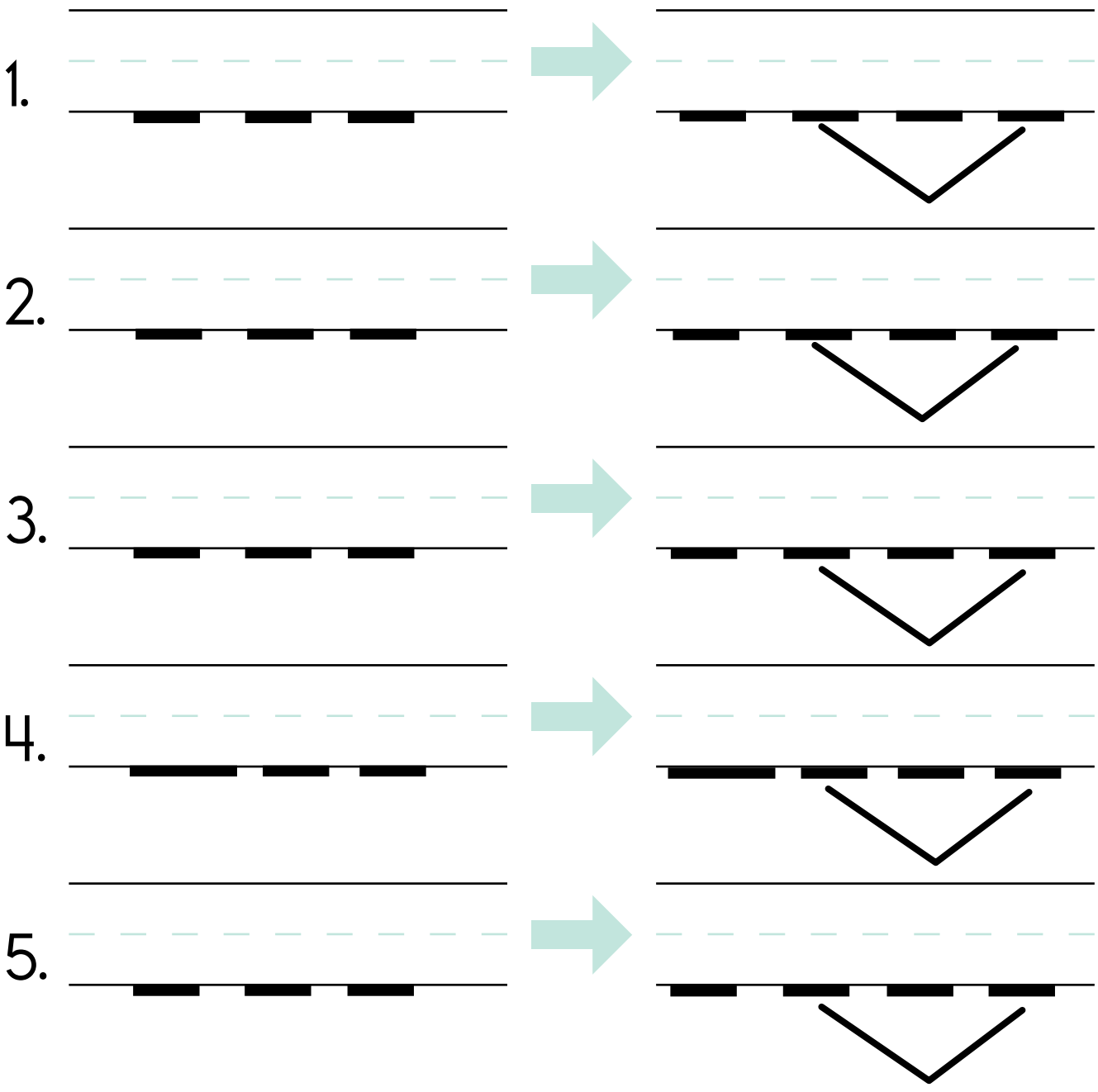
Gran and Jen dress up. Then they sing the song. At the end they sing, “Pip, pip! Ting a ling a ling!”

NAME: _____

DATE: _____

13.1 **Activity Page**

Print the words that are said on the lines.



NAME: _____

DATE: _____

The Sweet Shop

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

1. What did Gran's dad have?

   ○ a bik**e** shop

   ○ a sw**ee**t shop

   ○ a truck stop

2. What did Gran get to m**a**k**e**?

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

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

NAME: _____

DATE: _____

13.3 **Activity Page**

Print the names of the things on the lines.

cub	cube



pin	pine



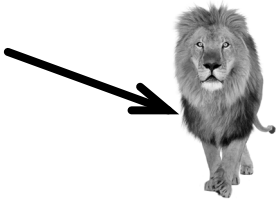
cap	cape



can	cane



man	mane



dim	dime

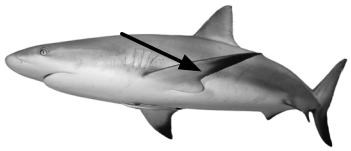


Print the names of the things on the lines.

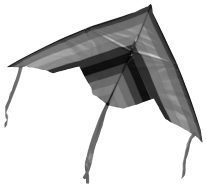
wed weed



fin fine



kit kite



tap tape



not note



hop hope



NAME: _____

DATE: _____

13.4

Activity Page

Print the names of the things on the lines.

tree	bee



Kate	gate



bike	pike



dimes	limes



tone	bone



cute	cube



Print the names of the things on the lines.

hope rope



seeds weeds



pine pin



feet fate



cake rake



rate rat



NAME: _____

DATE: _____

13.5 **Activity Page**

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

1. red 3 red
2. green
3. make
4. splash
5. spend
6. gate
7. hide
8. chin

9. ring 

10. shine 

11. snake 

12. ape 

13. rash 

14. ask 

15. reed 

16. ride 

NAME: _____

DATE: _____

13.6

Take-Home

Dear Family Member,

The words below are Tricky Words. These are words that are not pronounced as students may expect. For this reason, we say that Tricky Words do not play by the rules. Please ask your student to read the Tricky Words in the box below, and then use the Tricky Words to complete the sentences (not all of the words will be used).

why	here	what
said	are	have
where	two	there

1. _____ is the shop?

2. "Run fast!" _____ Jack.

3. We _____ all here.

why	here	what
said	are	have
where	two	there

4. _____ is Tom sad?

5. _____ is his name?

6. I _____ two snacks.

NAME: _____

DATE: _____

15.1

Take-Home

Dear Family Member,

Your student read this story in class earlier this week. Please ask your student to read the story aloud to you. Remind your student that the underlined parts of words signal that this part is tricky and does not follow the sound rules your student has learned.

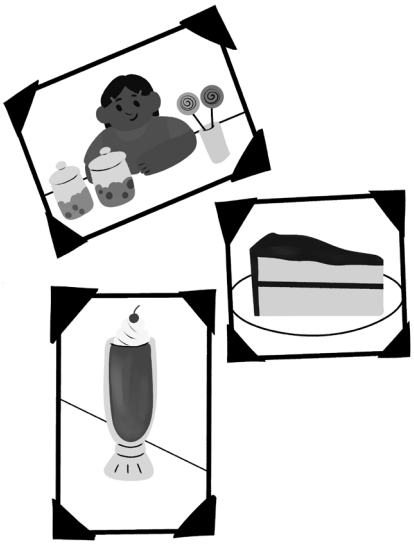
The Sweet Shop

"Gran," Josh asks, "did you have a job when you were a kid?"

"I did," says Gran. "My dad had a sw**ee**t shop and I had a job in the shop."

"Did you get to m**a**ke sw**ee**ts?"

"Yes," says Gran. "I got to m**a**ke milk sh**a**k**e**s, c**a**k**e**s, and gum drops."



“Was it fun?” Josh asks.

“Some of it was fun,” says Gran. “But it was not all fun and g**a**m**e**s. I had to sw**ee**p and pick up. And I had to w**i**p**e** off the c**a**k**e** c**a**s**e**.”



“Can you still m**a**k**e** c**a**k**e**s?” asks Jen.

“You bet I can!” says Gran. “Do you want to m**a**k**e** one?”

NAME: _____

DATE: _____

The Trip West

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

1. The kids and Gran get to the ranch in the West. . .

   ○ on sk**a**t**e**s.

   ○ by bik**e** and sled.

   ○ by cab, pl**a**n**e**, and van.

2. On his back Sam has . . .

   ○ a pack with camp stuff.

   ○ a bag with m**u**l**e** snacks.

   ○ r**o**p**e** and tw**i**n**e**.

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

3. Who do the kids m**ee**t at the ranch?



NAME: _____

DATE: _____

17.2

Take-Home

Dear Family Member,

Your student has been continuing to learn about digraphs, or spelling teams: letters that work together to make one vowel sound. Please have your student read the words in the word box below and circle the letter teams. Next, ask your student to write the words in the appropriate column in the chart. You may have your student use each word in a sentence. The first one is done for you as an example.

home	tape	fume
joke	fuse	shape
bare	rope	choke
cane	mule	cube

'o_e' as in h**o**m**e**	'a_e' as in t**a**p**e**	'u_e' as in **u**s**e**
home		

NAME: _____

DATE: _____

18.1

Assessment

1.	bike	bit	bite	bake
2.	rose	rise	robe	rope
3.	cheek	ship	chin	seek
4.	rat	rake	rate	ran
5.	bit	beet	bet	best
6.	cut	cube	cub	cute
7.	sheet	chip	sheep	ship
8.	luck	lake	lick	lush

9.	cube	cute	cub	can
10.	lit	lint	line	lend
11.	rut	robe	rash	rob
12.	sheet	shine	shin	slip
13.	close	clot	loss	gloss
14.	pit	pan	pane	pale
15.	mute	mutt	nut	mule

NAME: _____

DATE: _____

18.2 Assessment

Saved by the Bells

1. Who do Josh, Jen, and Gran hik**e** with?:
   - ○ Sam the m**ule**
   - ○ Fuzz and Mel
   - ○ Tex
   - ○ Mik**e**

2. The camp s**ite**:
   - ○ has lots of tr**ee**s
   - ○ is damp and wet
   - ○ is cl**o**s**e** to a c**a**v**e**
   - ○ has r**o**p**e**s

3. Gran, Josh, and Jen:
   - ○ take Sam to the c**a**v**e**
   - ○ rest in the tent
   - ○ hike d**ee**p in the c**a**v**e**
   - ○ set up the tent

4. In the c**a**v**e**, they get:

- ○ hot
- ○ lost
- ○ snacks
- ○ bells

5. What helps Josh, Jen, and Gran get back to the camp s**i**t**e**?

- ○ Tex's sm**i**l**e**
- ○ Sam's rope
- ○ Mel's pl**a**n**e**
- ○ Sam's bells

_____ /5

NAME: _____

DATE: _____

19.1

Assessment

Jack	snake	kite	queen	snack

1.	Josh	bike	stone	cube	sweets
2.	tree	Gran	plane	Jane	bee
3.	cave	mule	home	state	rope
4.	Jake	wife	kid	stove	Rome
5.	grape	tape	Pete	shack	kid

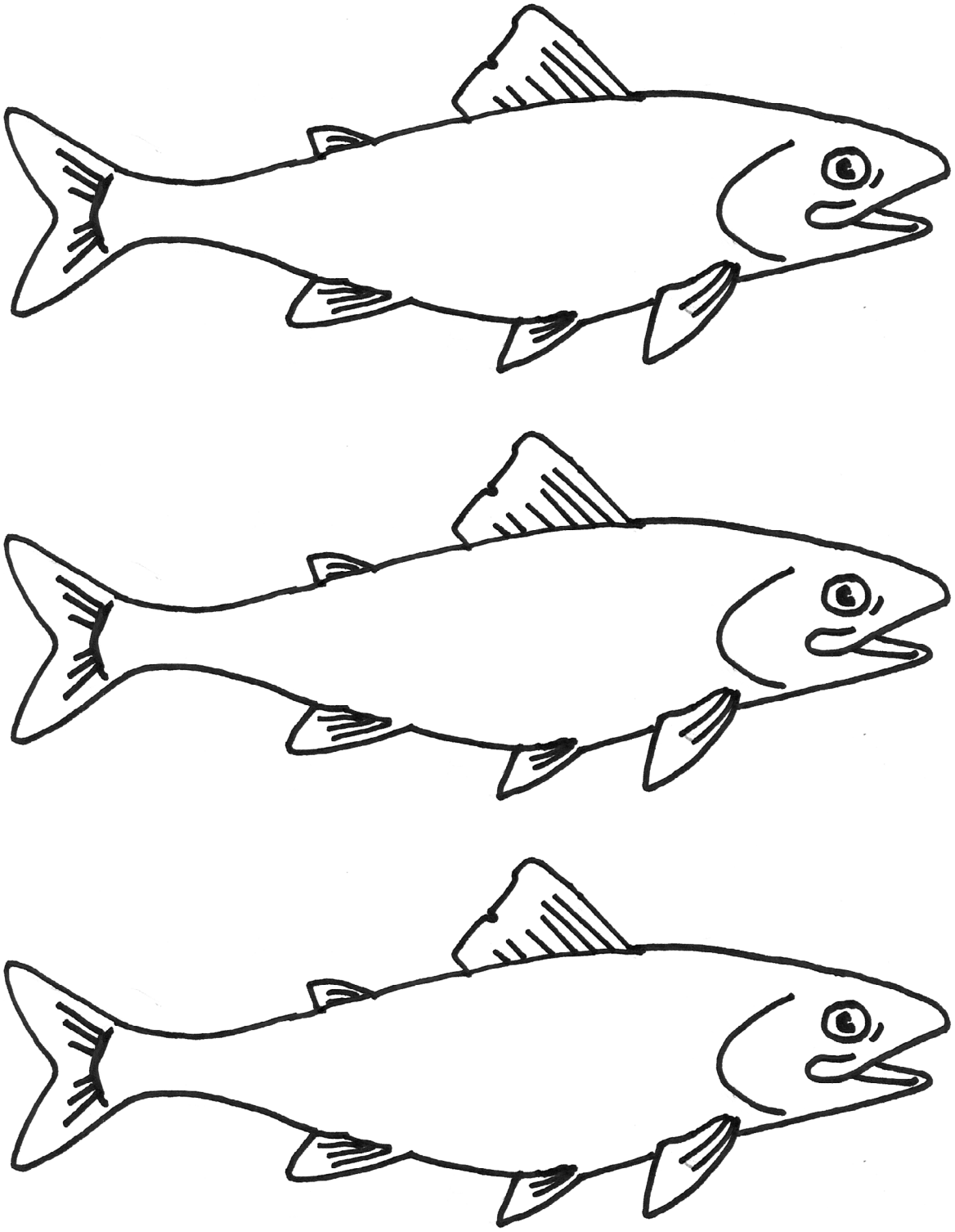
_____ /10

NAME: _____

DATE: _____

PP.1 **Activity Page**

Template for Fishing Pond Exercise



NAME: _____

DATE: _____

PP.2

Take-Home

Dear Family Member,

Ask your student to cut out the word cards. Show the cards to your student and have your student read them. Ask your student to say a phrase or sentence with each word. Extension: Ask your student to copy the words onto a sheet of paper. Further extension: Read the words aloud and have your student write the words down, paying attention to the separated digraphs. Please keep the cards for future practice.

my	your	tell
bikes	cakes	sweet
rose	jokes	cubes
red	nine	bake

NAME: _____

DATE: _____

PP.3

Activity Page

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

cheek cheek

deer deer

queen queen

see see

street street

smile

smile

wipe

wipe

ripe

ripe

hive

hive

five

five

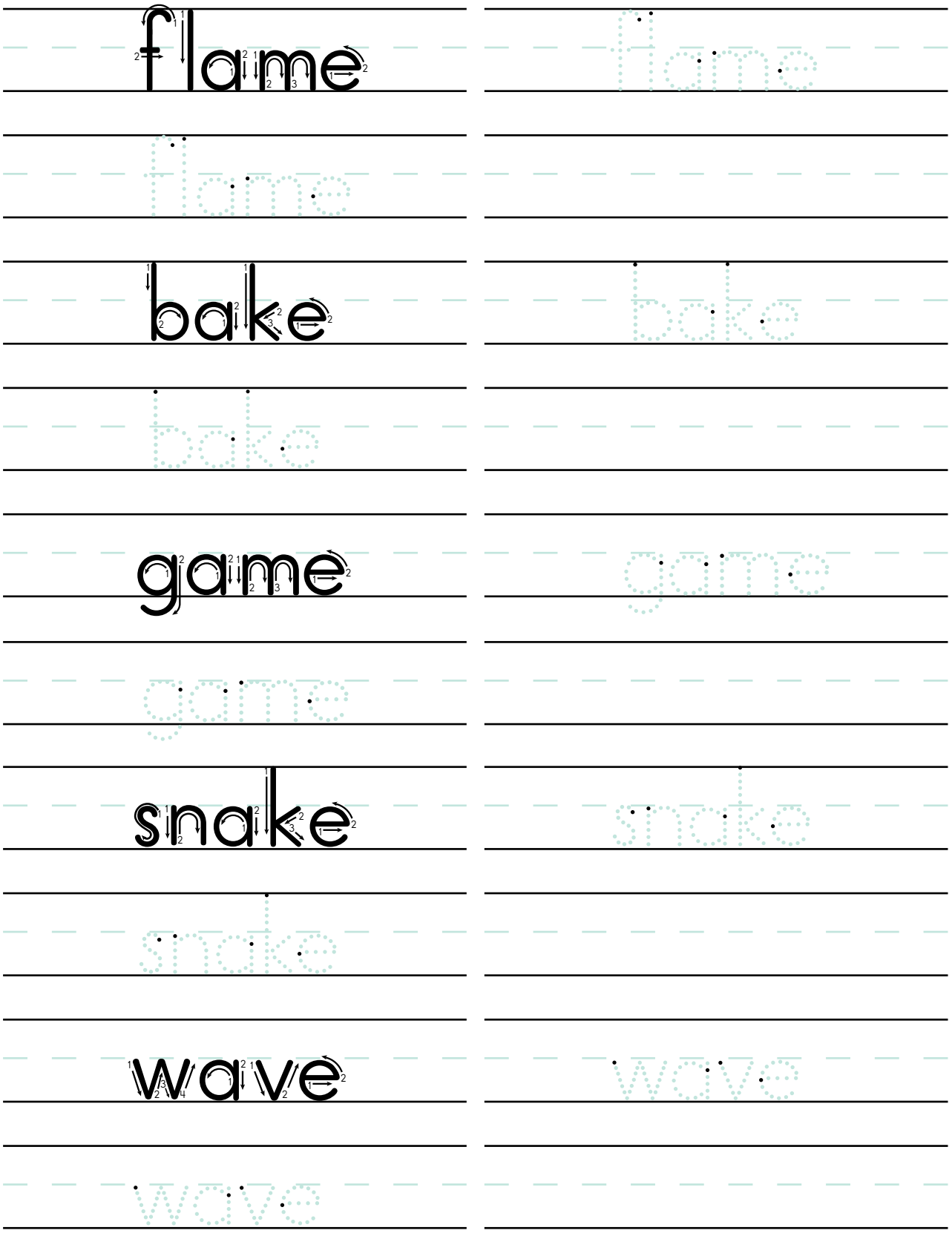
NAME: _____

DATE: _____

PP.4

Activity Page

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



hole

hole

hole

smoke

smoke

smoke

nose

nose

nose

bone

bone

bone

stone

stone

stone

NAME: _____

DATE: _____

PP.5

Activity Page

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

use use

use use

fuse fuse

fuse fuse

cute cute

cute cute

mule mule

mule mule

cube cube

cube cube

close

close

creek

creek

spine

spine

take

take

rope

rope

NAME: _____

DATE: _____

PP.6 Activity Page

Print the names of the things on the lines.

tree	three

3

_____

_____

_____

feet	beet



_____

_____

_____

five	six

5

_____

_____

_____

rake	make

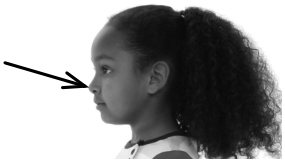


_____

_____

_____

note	nose



_____

_____

_____

teeth	tent



_____

_____

_____

Print the names of the things on the lines.

rope plate



wave weed



pine nine

9

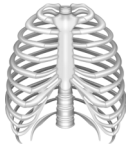
sheep pig



cane cake



bones stones



NAME: _____

DATE: _____

PP.7 **Activity Page**

Print the names of the things on the lines.

tree bee



Kate gate



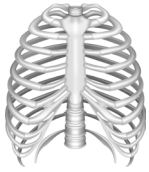
bike pike



dimes limes



tones bones



cute cube



Print the names of the things on the lines.

hope rope



seeds weeds



pine pin



feet fate



cake rake



rate rat

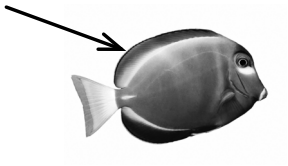


NAME: _____

DATE: _____

PP.8 **Activity Page**

Print the names of the things on the lines.

hat hate	glob globe
	
ten teen	cop cope
10	
plan plane	fin fine
	

Print the names of the things on the lines.

mop	mope



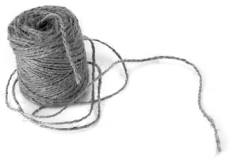
bet	beet



rat	rate



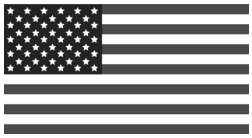
twin	twine



rob	robe



strips	stripes



NAME: _____

DATE: _____

PP.9

Activity Page

Directions: Have students circle the words that are said and then copy them on the lines.

1.	bike	bake	
2.	cute	cube	
3.	fit	feet	
4.	rode	ride	
5.	like	lake	
6.	rope	robe	
7.	queen	quite	
8.	mute	mule	
9.	pile	pale	
10.	mane	mine	

NAME: _____

DATE: _____

PP.10

Activity Page

1. m _____ k _____

2. t _____ k _____

3. t _____ m _____

4. t _____ m _____

5. d _____ m _____

6. d _____ m _____

7. d _____ z _____

8. d _____ z _____

Fill in the gaps.

1. c____b____

2. c____t____

3. m____t____

4. m____l____

5. m____l____

6. p____l____

7. p____l____

8. p____l____

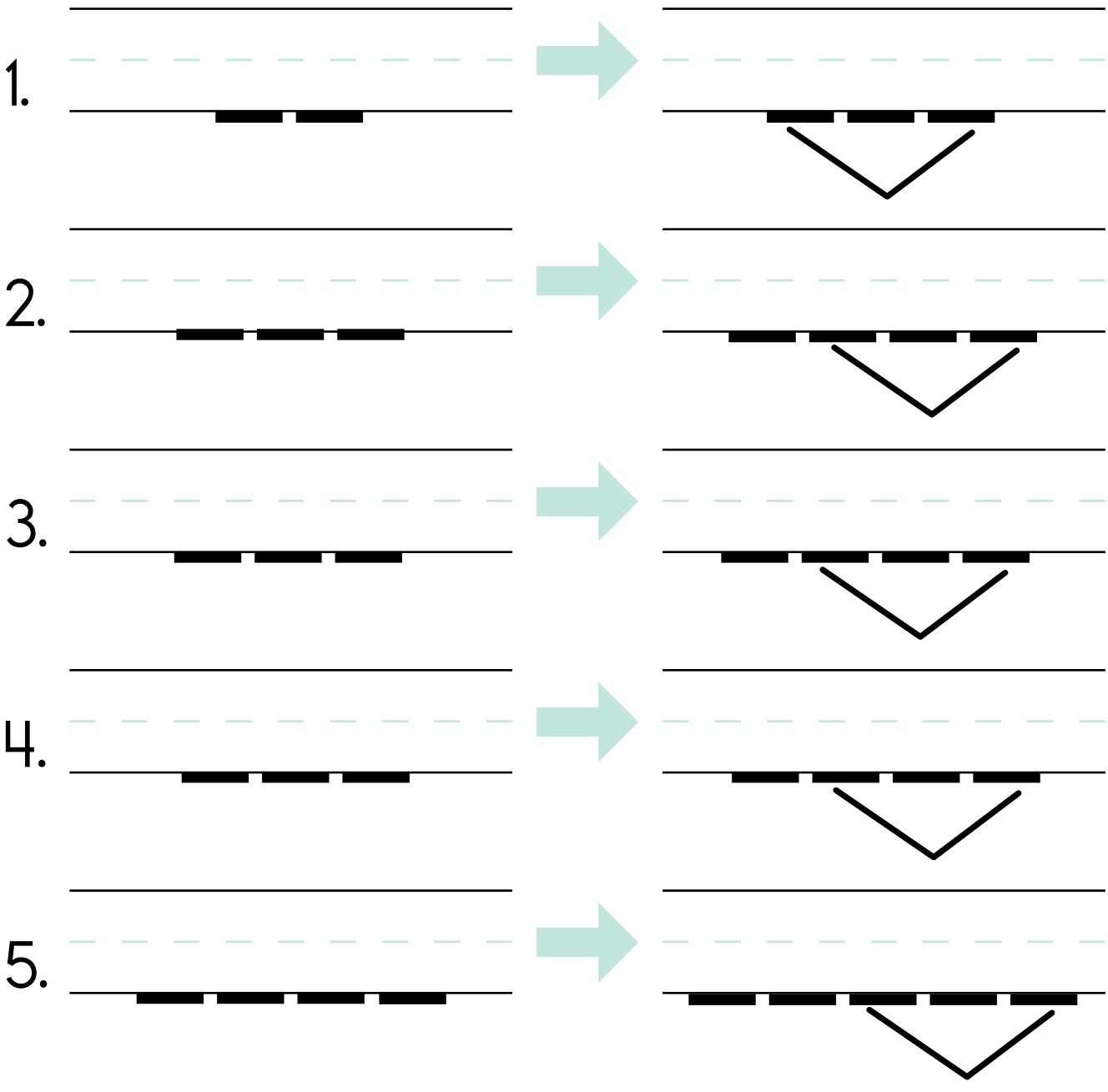
NAME: _____

DATE: _____

PP.11

Activity Page

Print the words that are said on the lines.



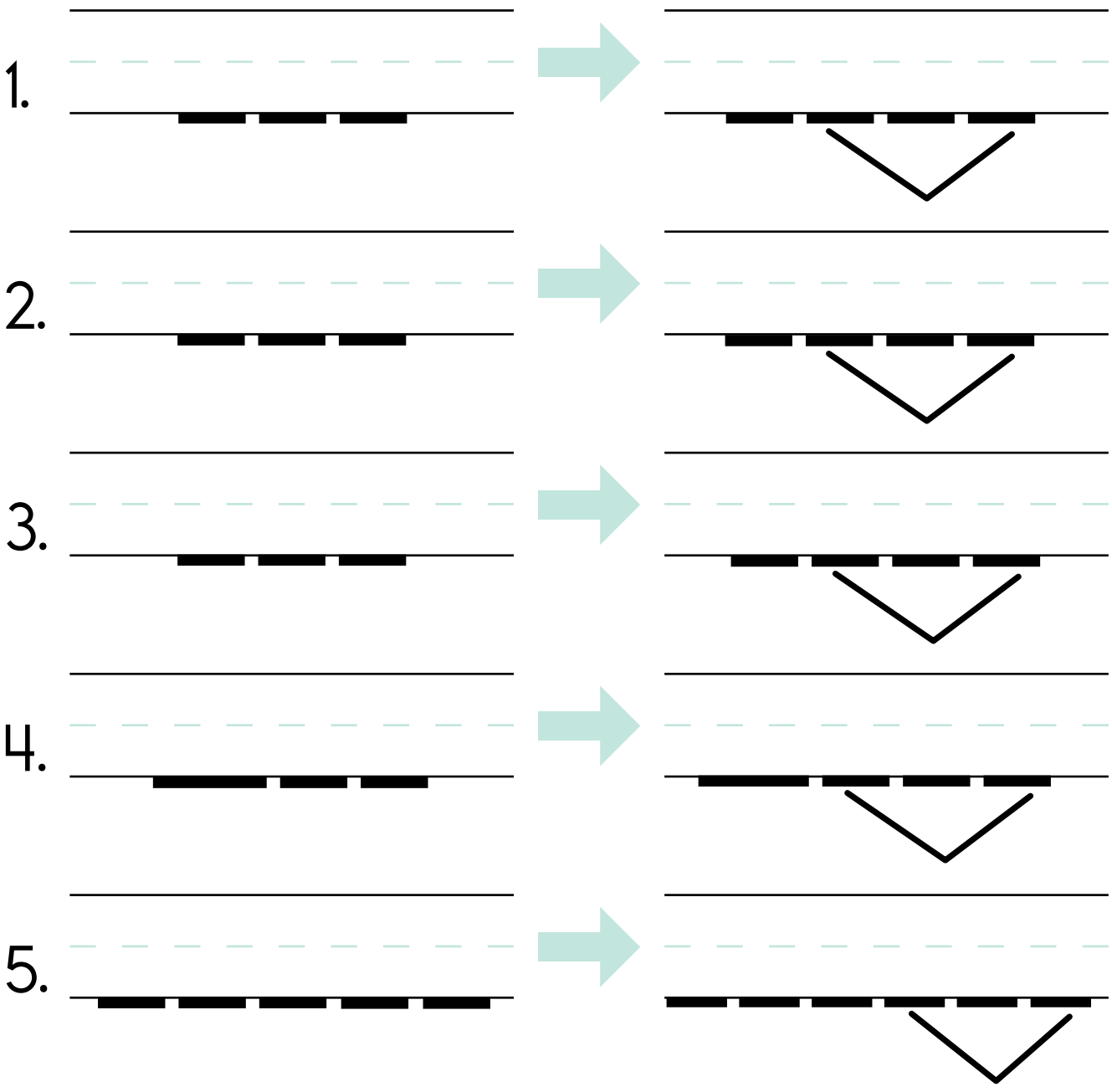
NAME: _____

DATE: _____

PP.12

Activity Page

Print the words that are said on the lines.



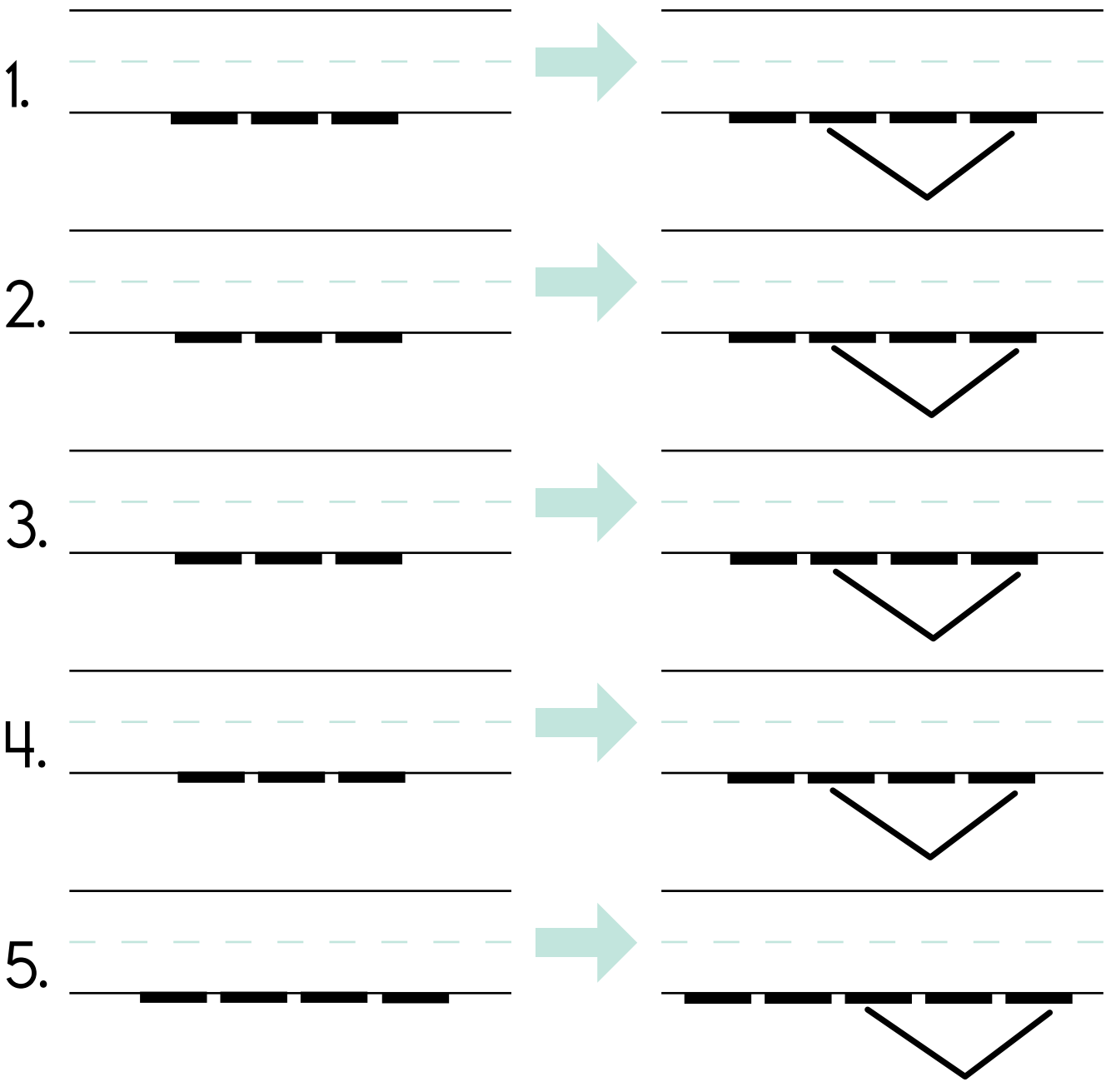
NAME: _____

DATE: _____

PP.13

Activity Page

Print the words that are said on the line.



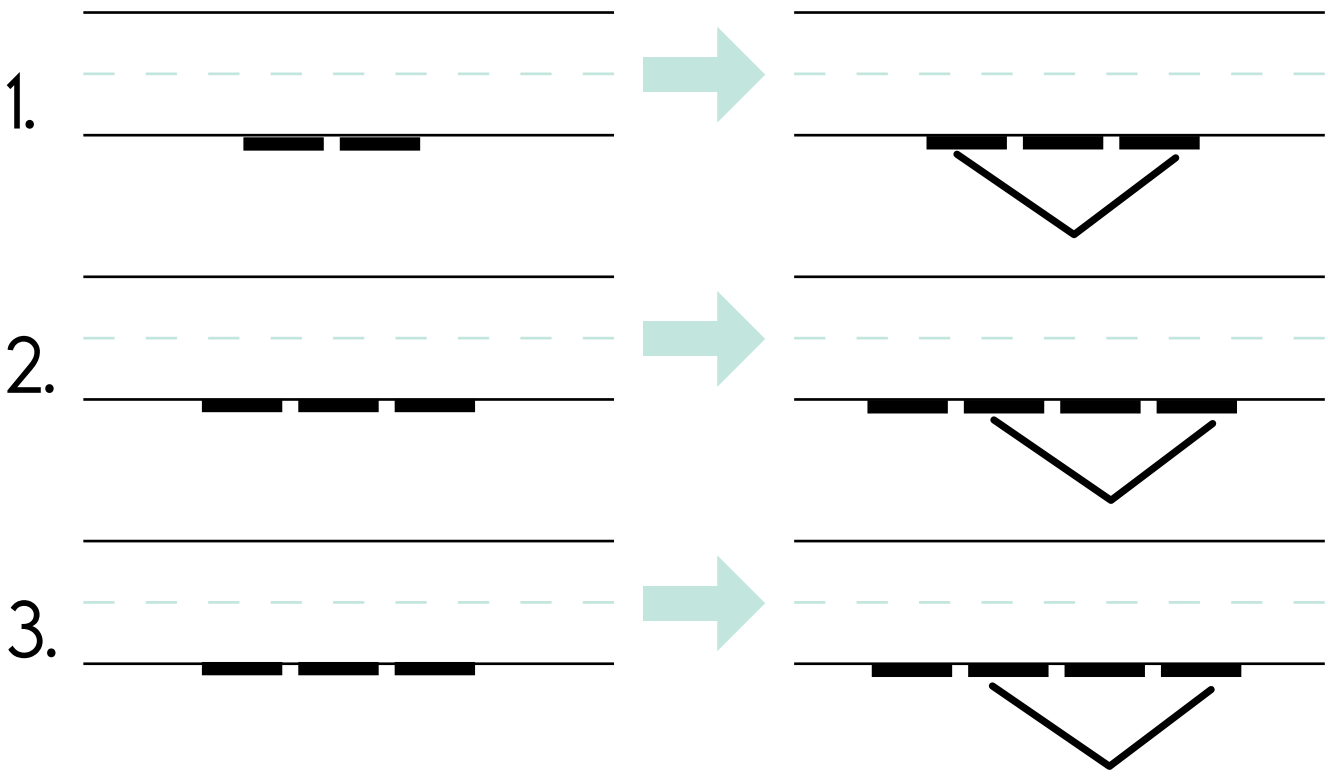
NAME: _____

DATE: _____

PP.14

Activity Page

Print the words that are said on the line.



NAME: _____

DATE: _____

PP.15

Activity Page

In the box are the names of the things. Print the names on the lines.

~~stone~~	tape
plane	cone
feet	sheep





stone





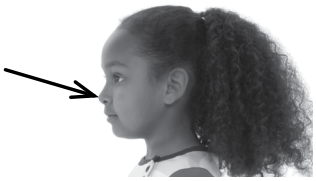




In the box are the names of the things. Print the names on the lines.

bee	~~nine~~
bones	five
nose	queen

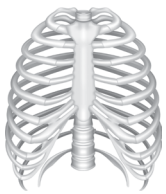
9



nine



5





NAME: _____

DATE: _____

PP.16

Activity Page

Print the words on the lines.





1. cake





2. bike





3. bee





4. cube





5. pine

Print the words on the lines.





6. seeds





7. cane





8. mule





9. globe





10. feet

NAME: _____

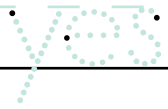
DATE: _____

PP.17

Activity Page

Directions: Have students answer the question by writing yes or no on the line.

1. Is a pup c**ute**?



2. Can b**ee**s sting?

3. Do you lik**e** gr**a**p**e**s?

4. Can you b**a**k**e** a c**a**k**e**?

5. Do you have a bik**e**?

6. Do dogs lik**e** b**o**n**e**s?

7. Can a chimp sing?

8. Is fir**e** wet?

NAME: _____

DATE: _____

PP.18

Activity Page

Directions: Have students answer the question by writing yes or no on the line.

1. Do kings have robes? yes
2. Are limes sweet?
3. Is King a black snake?
4. Do you like milk?
5. Do moles sleep in trees?
6. Do you have a nose?
7. Can a dog quack like a duck?
8. Do snakes have scales?

NAME: _____

DATE: _____

PP.19

Activity Page

Directions: Have students write the words with the /i/ sound under the bit *header and the words with the /ie/ sound under the* bite *header.*

kit	dim	fin	kite
quit	stripe	strip	quite
dime	fine		

/i/ as in bit

/ie/ as in bite

NAME: _____

DATE: _____

PP.20

Activity Page

Directions: Have students write the words with the /a/ sound under the mad *header and the words with the /ae/ sound under the* made *header.*

can	glade	fate	tape
cane	pan	glad	fat
pane	tap		

/a/ as in mad

/ae/ as in made

NAME: _____

DATE: _____

PP.21

Activity Page

Directions: Have students write the words with the /o/ sound under the mop *header and the words with the /oe/ sound under the* mope *header.*

rob	robe	hope	cope
globe	glob	slope	hop
slop	cop		

/o/ as in mop

/oe/ as in mope

NAME: _____

DATE: _____

PP.22

Activity Page

Directions: Have students write the words with the /u/ sound under the cut *header and the words with the /ue/ sound under the* cute *header.*

cub	use	cut	cute
us	fuse	mute	mutt
fuss	cube		

/u/ as in cut

/ue/ as in cute

NAME: _____

DATE: _____

PP.23

Activity Page

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



deer gaze



a cute pup



drive a truck



a pile of stones

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



a b**ee** h**i**v**e**



a m**u**l**e** with packs



a cl**o**s**e**d g**a**t**e**



two d**i**m**e**s

NAME: _____

DATE: _____

PP.24

Activity Page

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



three cubes



a pine tree



smile at me



a bunch of grapes

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



plate and cup



three cubes



mole in hole



a long stride

NAME: _____

DATE: _____

Fill in the lines with the words from the box.

feed	name	tire
robe	use	greet

1. a bike _____

2. _____ the pigs

3. _____ a pal

4. print your _____

5. a plush red _____

6. _____ it up

NAME: _____

DATE: _____

PP.26

Activity Page

Fill in the lines with the words from the box.

gate	eels	maze
stones	prize	cute

1. shut the _____

2. win a _____ in math

3. _____ in a reef

4. lost in a _____

5. skip _____ on a lake

6. pet a _____ cat

NAME: _____

DATE: _____

PP.27

Activity Page

Print the words that are said on the lines.

1. She has green _____.

2. Who likes _____?

3. I rode my _____.

4. Grab the _____!

5. Jane skips _____.

6. He rides a _____.

7. Mike was stung by a _____.

8. Nate can bring some _____.

NAME: _____

DATE: _____

PP.28

Activity Page

Fill in the lines with the words from the box.

meet	skates	be
feels	vote	bride

1. She _____ fine.
2. Let's _____ on it!
3. When did you _____ him?
4. Where are your _____ ?
5. _____ quick!
6. Kate will be a _____ next week.

NAME: _____

DATE: _____

PP.29

Activity Page

Fill in the lines with the words from the box.

use	home	seen
life	spade	froze

1. We wish you a long _____!
2. To dig a hole they will need a _____.
3. There is no one at _____.
4. Have you _____ my bike?
5. He _____ in his tracks.
6. _____ your words!

NAME: _____

DATE: _____

PP.30

Activity Page

Directions: Have students cut out the word cards. Have students create sentences with the words and write them on a piece of paper. Remind students that sentences start with an uppercase letter and end with a period, question mark, or exclamation point.

?	.	!
Did	When	Who
in	you	they
rode	see	ride
did	the	use
Get	plane	mule

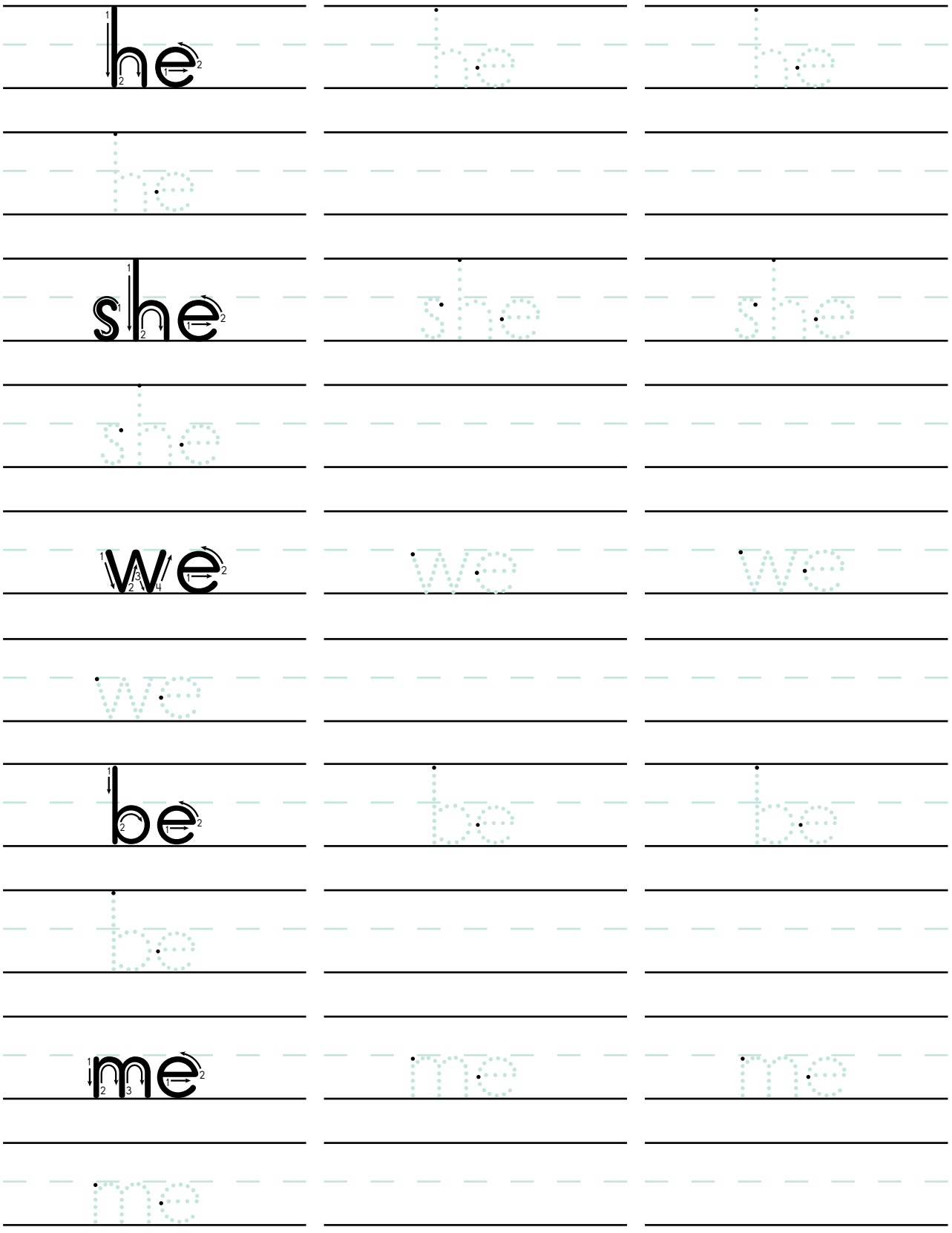
NAME: _____

DATE: _____

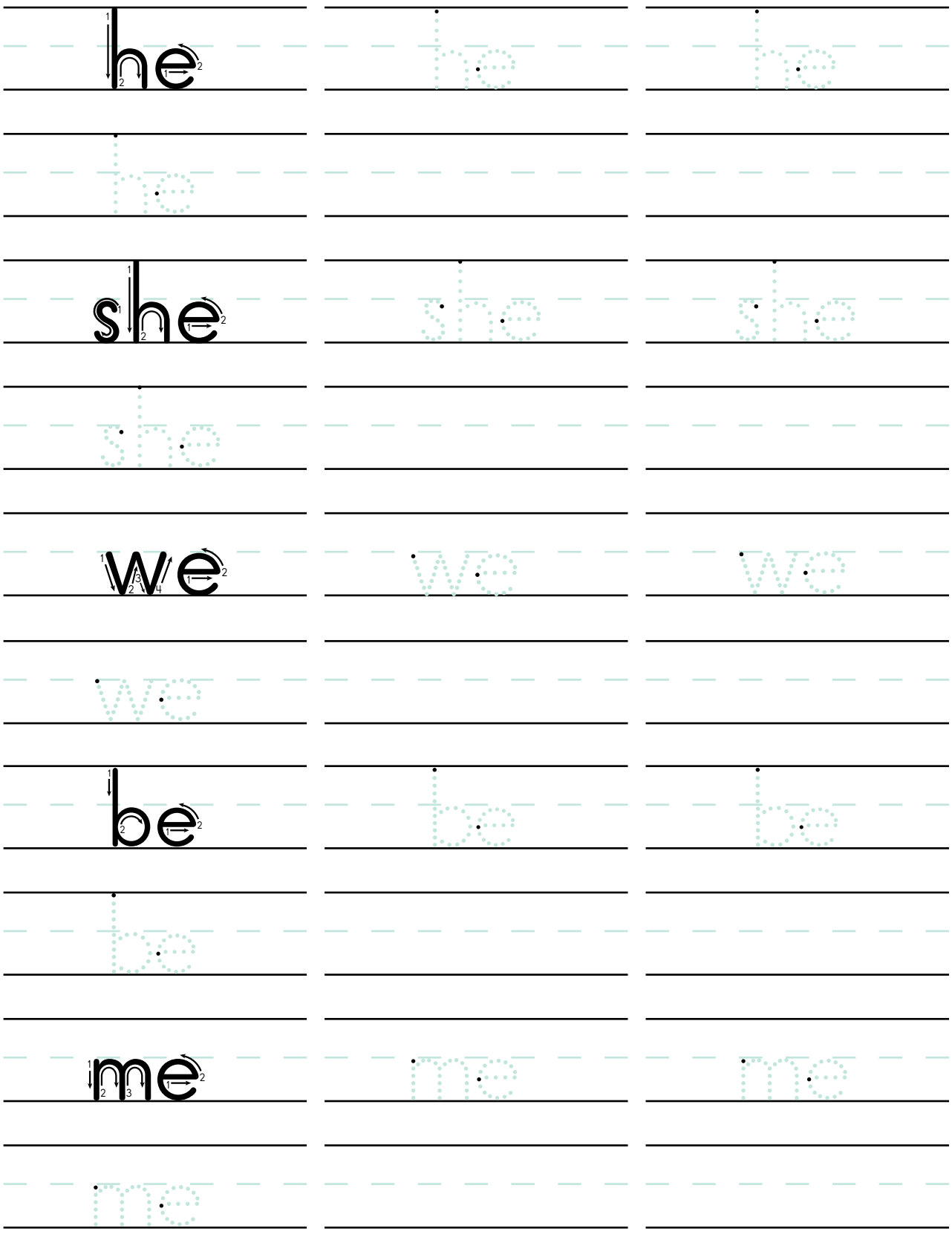
PP.31

Activity Page

Directions: Have students trace and copy the words.



Directions: Have students trace and copy the words.



NAME: _____

DATE: _____

PP.32

Activity Page

Directions: Have students trace and copy the words.

they they they

their their their

you you you

your your your

my my my

by by by

Directions: Have students trace and copy the words.

they they they

their their their

you you you

your your your

my my my

by by by

NAME: _____

DATE: _____

PP.33

Activity Page

Directions: Have students copy the word onto the left side of the paper, fold it in half, and then write the word from memory on the right side of the paper.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

NAME: _____

DATE: _____

PP.34

Activity Page

Fill in the lines with the words from the box.

we	you	he
your	no	some

1. Is this _____ home? _____
2. _____ tells jokes all the time. _____
3. There were _____ stripes on the flag. _____
4. Did _____ make the fire? _____
5. Can we plant _____ of the seeds? _____
6. _____ will share my lunch.

NAME: _____

DATE: _____

PP.35

Take-Home

Dear Family Member,

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

King

Jen yells, "Gran, there is a man here with a big cr**ate**."

Gran says, "It must be King!"

"Who?" asks Jen.

"The pet I got on my trip," says Gran.

"But what is this King?" asks Josh.



Gran t**a**k**e**s the lid off the cr**a**t**e** and lifts up a long, black sn**a**k**e**.

“Sw**ee**t!” says Josh. “King is a sn**a**k**e**!”



“**E**ek!” Jen yells. “I am sc**a**r**e**d of sn**a**k**e**s!”

Gran says, “King is a s**a**f**e** sn**a**k**e**. There are sn**a**k**e**s that can kill us, but King is not one of them. This is a sn**a**k**e** we can pet.”

NAME: _____

DATE: _____

PP.36

Take-Home

Dear Family Member,

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

Saved by the Bells

Josh, Jen, and Gran hik**e** off to the camp sit**e** with Sam the m**ule**.

"I will m**ee**t you there!" Tex yells.

When they get to the camp sit**e**, Josh hangs Sam's r**o**p**e** on a tr**ee**.



The camp sit**e** is cl**o**s**e** to a c**a**v**e**. Gran and the kids p**ee**k in the c**a**v**e**.

Drip. Drip. The c**a**v**e** is damp and dim. No sun shin**e**s in the c**a**v**e**.

Josh, Jen, and Gran hike deep in the cave. They get lost. They are a bit scared, but just then Sam's bells ring.

Sam's bells help them get back to the camp site.

When they get back, Jen hugs the mule and says, "Sam, you and your bells saved us!"



NAME: _____

DATE: _____

PP.37

Activity Page

Splash Dogs

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

1. Why did they take Buck and Pup to the lake?

2. What trick can Buck do?

3. What did Pup bring back?

- ○ the stick and a fish
- ○ a fish
- ○ the stick

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



NAME: _____

DATE: _____

Directions: In line 5, have students mark the noun(s) that name a place. In line 6, have students mark the noun(s) that name a thing. In line 7, have students mark the proper noun(s) that name a person.

Tex and Rex

1. Tex is mad at Josh and Jen. ○ yes ○ no
2. Josh and Jen are twins. ○ yes ○ no
3. Rex and Tex are twins. ○ yes ○ no
4. Rex is the man with the black hat. ○ yes ○ no

5.	Rex	cr**ee**k	trip	w**a**v**e**
6.	pup	r**o**p**e**	shed	Jill
7.	snake	Gran	Rex	cap

Directions: Have students retell the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.



NAME: _____

DATE: _____

Gran's Mud Run

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

1. What did Gran drive in the Mud Run?

   ○ a green truck

   ○ a black truck

   ○ a red truck

2. There were five trucks in the Mud Run.

   ○ yes

   ○ no

3. Rex, Tex, Josh, and Jen were at the track.

   ○ yes

   ○ no

4. Gran did not win the Mud Run.

   ○ yes

   ○ no

5. Who got stuck in d**ee**p mud?

6. What pri**z**e did Gran get?

NAME: _____

DATE: _____

Activity Page

Gran's Trip Home

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

1. Who will take Josh and Jen back?

2. What will Gran use to get to Three Mile Gulch?

3. What will Gran **use** to cross Thr**ee** M**ile** Gulch?

4. Will Gran r**ide** a b**ike** to P**ine** Hill?

5. When will Gran s**ee** Josh and Jen?

NAME: _____

DATE: _____

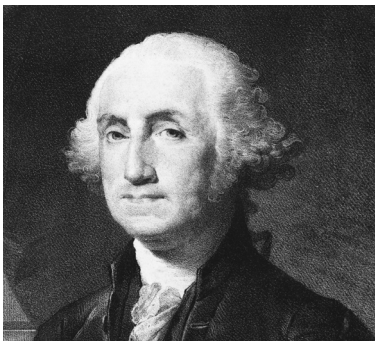
PP.41

Activity Page

Directions: Have students write the proper nouns that name specific people under the picture of George Washington and the common nouns that name a person under the picture of the girl.

Tex	kid
twin	Rex
Gran	man
cop	Josh





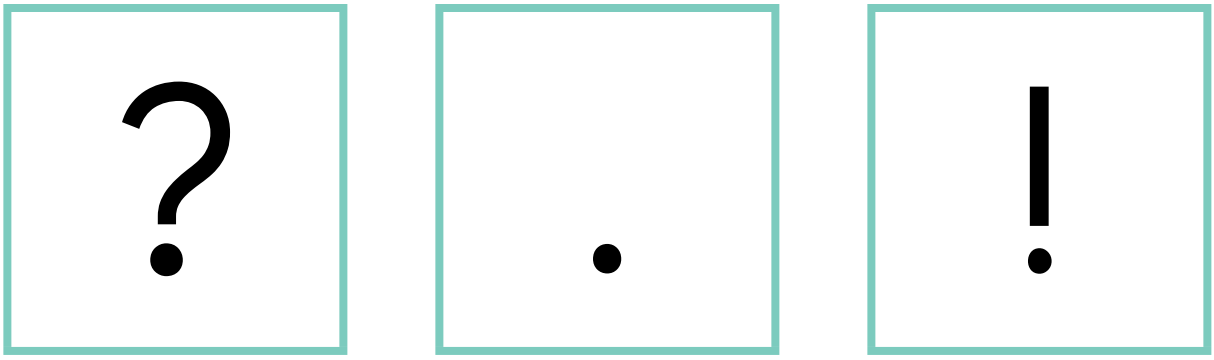
NAME: _____

DATE: _____

PP.42

Activity Page

Directions: Have students read the sentences and add a period, question mark, or exclamation point at the end of each sentence.



1. Can you lend me your bike _____
2. Take all five pens _____
3. I like to stroke my cat's back _____
4. Do you feel well _____
5. Do not jump in the creek _____
6. My name is Kate _____

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Bluebonnet Learning
K–3 Foundational Skills

EDITION 1

GRADE 1 FOUNDATIONAL SKILLS UNIT 2
Activity Book

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