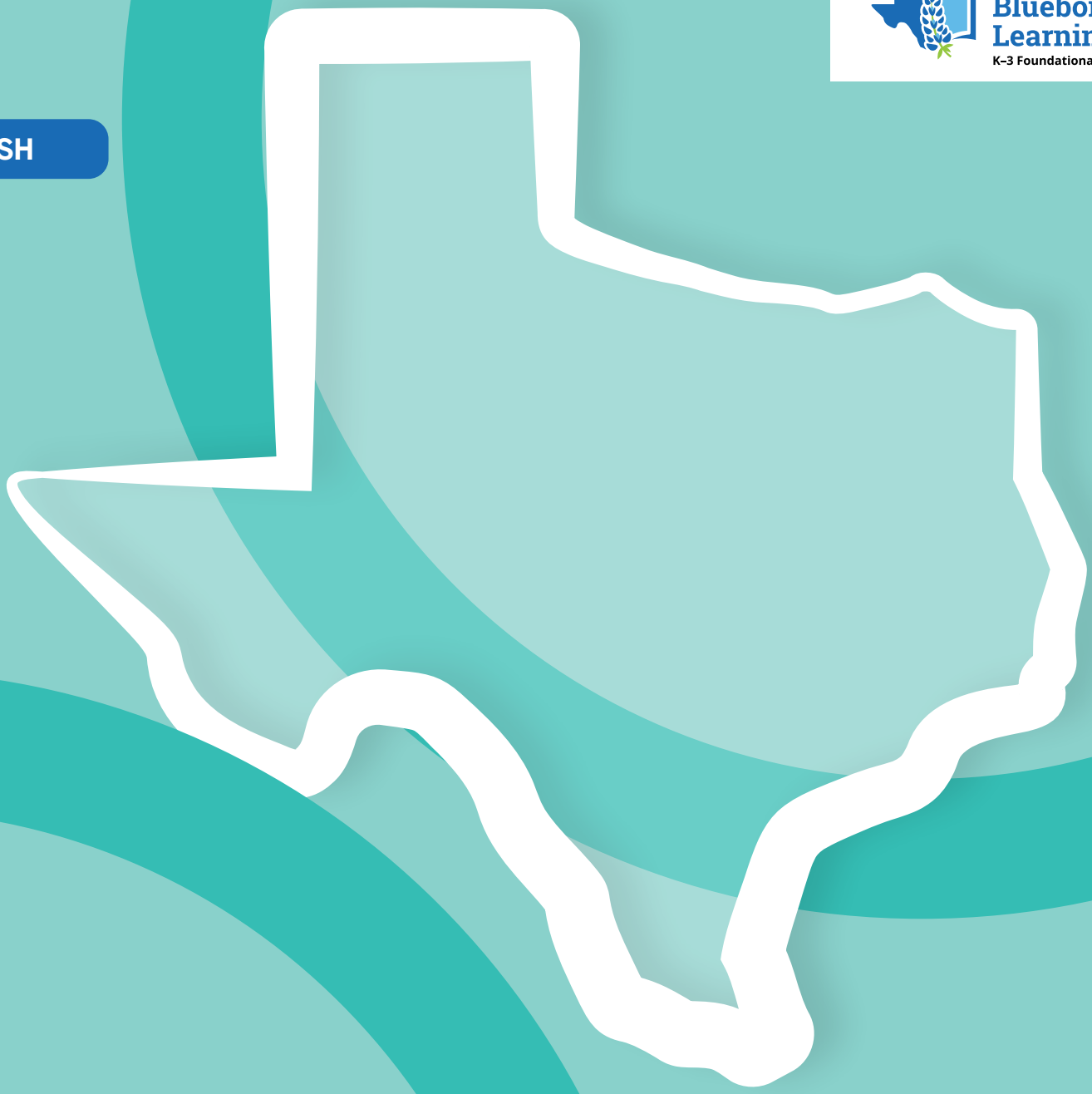
Bluebonnet Learning
K–3 Foundational Skills

ENGLISH



GRADE 1 FOUNDATIONAL SKILLS UNIT 3

Activity Book

EDITION 1

Grade 1

Foundational Skills 3

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 3

Activity Book

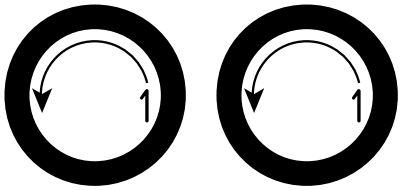
This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 3. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The activity pages in this book do not always include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these activity pages to the students orally, using the instructions in the Teacher Guide. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

DATE: _____

1.1 **Activity Page**

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



oo oo

soon soon

soon

loot loot

loot

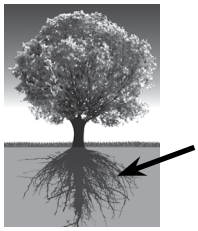
room room

room

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

moon	spoon	tools
roots	broom	boots





moon









NAME: _____

DATE: _____

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

The King Frog and the Big Ox

1. Who made King Frog get stuck in the cool pool?

   ○ a small frog

   ○ a log

   ○ the big ox

Page _____

2. Did the frogs like the big ox? Why or why not?

Page _____

3. Why did the small frog make puffs?

Page _____

4. What happened to King Frog in the end?

- ○ He got free.
- ○ He popped.
- ○ He fell.

Page _____

NAME: _____

DATE: _____

Spelling Words

1. same
2. green
3. stone
4. line
5. make
6. hide
7. seed
8. Tricky Word: they

NAME: _____

DATE: _____

1.4 **Take-Home**

Dear Family Member,

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

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

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

Here are a few activity ideas:

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

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

NAME: _____

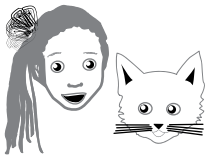
DATE: _____

2.1 **Activity Page**

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

Name:

Who?



Where?



What?

Once, there were . . .

Next in the tale . . .

At the end of the tale . . .

NAME: _____

DATE: _____

2.2 **Take-Home**

Dear Family Member,

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

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

The King Frog and the Big Ox

A big ox came to a c**oo**l p**oo**l for a sip.
"Sip, sip, sip," went the big ox.

The big ox made a step in the pool.
H**e** sat in the cool pool to make his f**ee**t
cool, too.
When he sat in the pool, he made a big splash!

"Squish, splash!
Squish, splash!"
went the big ox
in the cool pool.

When the big ox
sat back, h**e** hit
the King Frog



King Frog was in the mud and the big ox hit him with a thud!

One of his big feet sat on top of the King Frog. The King Frog was stuck d**ee**p in the mud.

A small frog on a log said,
"The King Frog is not here. Where did he go?"

"A big ox came," said all the frogs. "He made a big splash in the cool pool!"
They said, "When he came, he hit the King Frog with one of his big feet.

"Was he big?" said the small frog. He made a big puff to s**ee**m like the big ox.
"Was the ox as big as this?" said the small frog.

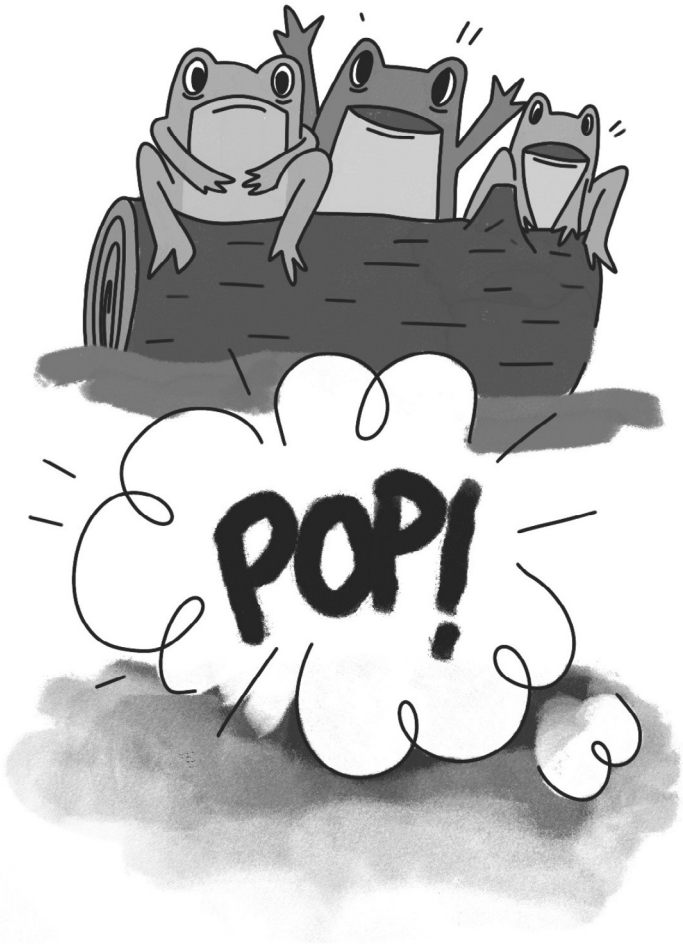
All the frogs said, "No, he was big, BIG!"
"Was he this big?" The small frog made two puffs.

All the frogs said "No, the ox was big, big, BIG!" "This big?" The small frog gave a puff, puff, PUFF!

The ox came from the cool pool. His big sips came to a stop. He sat on the green grass to rest his big, wet feet.

The King Frog sat up from the mud in the cool pool. He said, "That ox was this big!" He gave a puff, puff, puff, PUFF to seem like the big ox.

With a POP, King frog was gone.



NAME: _____

DATE: _____

The Two Dogs

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

1. Which dog gets food from the men?

   ○ the tame dog

   ○ the dog who runs free

Page _____

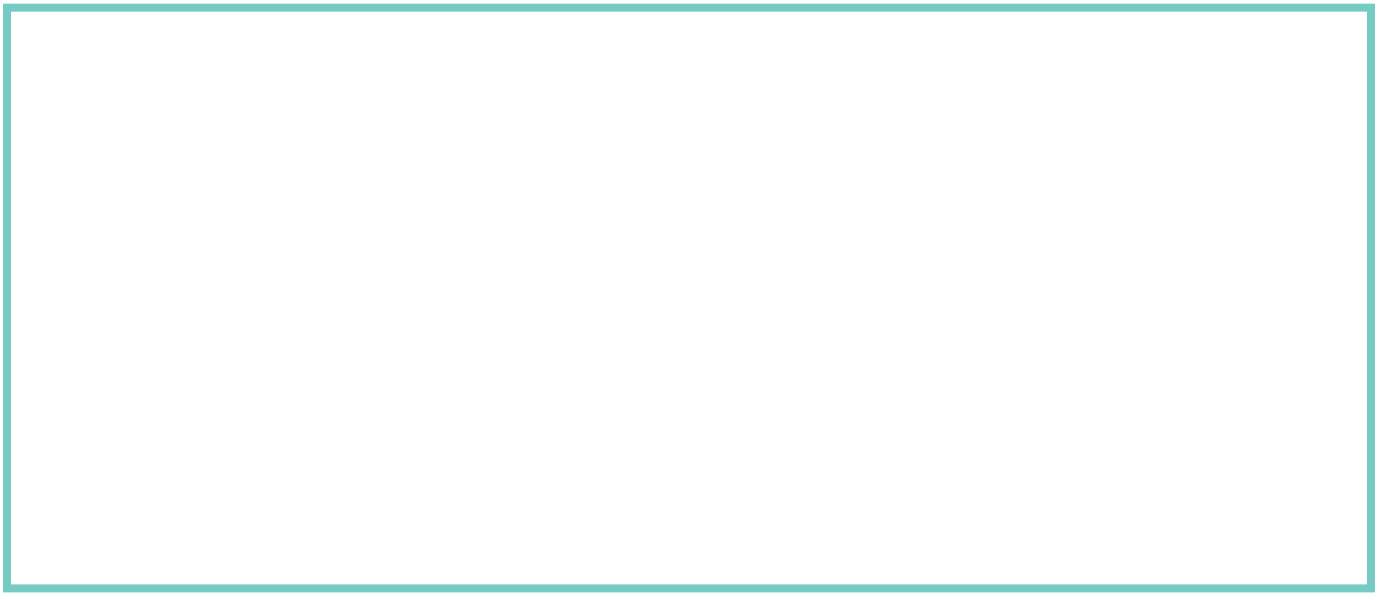
2. Why is one dog plump?

Page _____

3. What makes the thin dog run off?

Page _____

4.



NAME: _____

DATE: _____

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

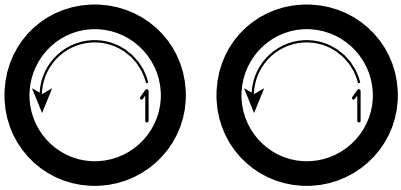
8. _____

NAME: _____

DATE: _____

5.2 Activity Page

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



oo oo

look

foot

good

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

br**oo**k	b**oo**k	h**oo**d
f**oo**t	h**oo**k	c**oo**k













NAME: _____

DATE: _____

5.3 **Take-Home**

Dear Family Member,

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

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

The Two Dogs

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

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

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



When they wake up, they feed me scraps of f**oo**d from their plates."

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

The plump dog said, "If you will help me keep the home safe, I bet the men will feed you, t**oo**."

"I will do it!" said the thin dog.

But just as the thin dog said this, the m**oo**n shone on the neck of the plump dog.

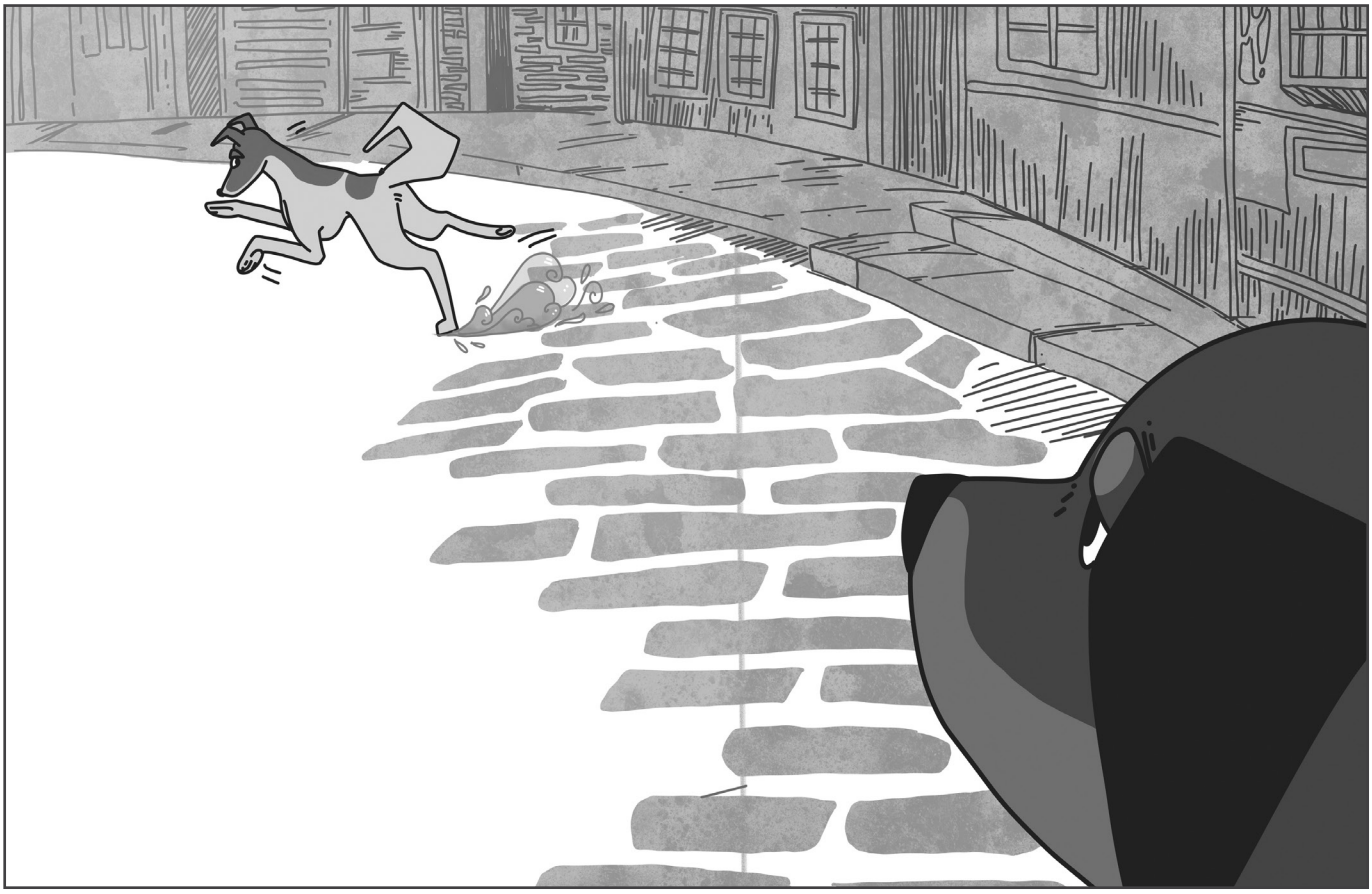
The thin dog said, "What is that on your neck?"

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

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

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

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



NAME: _____

DATE: _____

6.1 Take-Home

The Hares and the Frogs

1. Where did the hares have a chat?

   ○ in the grass

   ○ in a tree

   ○ in a hut

Page_____

2. Why were two of the hares sad?

   ○ They were f**oo**ls.

   ○ They were tame.

   ○ They were not brave.

Page_____

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

3. What <u>are</u> s<u>o</u>m<u>e</u> things that scare the hares?

Page_____

4. <u>Who</u> was scared of the hares in the end?

Page_____

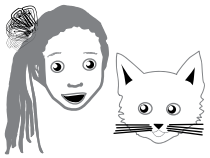
NAME: _____

DATE: _____

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

Name:

Who?



Where?



What?

Once, there were . . .

Next in the tale . . .

At the end of the tale . . .

NAME: _____

DATE: _____

Name: _____

In the tale, "The Two Dogs," _____

_____

_____

_____

_____

_____

_____

_____

Once _____

_____

_____

_____

_____

_____

_____

_____

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

Next,

In the end

NAME: _____

DATE: _____

This tale tells us _____

I liked/did not like this tale because _____

NAME: _____

DATE: _____

6.4

Take-Home

Dear Family Member,

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

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

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

Spelling Words

1. frog
2. moth
3. quote
4. wood
5. took
6. spoon
7. tooth
8. Tricky Word: why

NAME: _____

DATE: _____

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

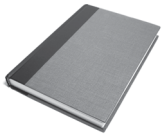
oo

1 /oo/ as in soon

2 /oo/ as in look

~~boo~~	~~book~~	bloom	food
took	cool	good	cook





/oo/ as in boo

boo

/oo/ as in book

book

NAME: _____

DATE: _____

7.2 **Take-Home**

Dear Family Member:

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

pool	moon	cook
look	foot	hood
food	boot	book
spoon	took	root

NAME: _____

DATE: _____

The Two Mules

spots	strong	ten	packs
five	mules	lift	fool

A man went on a trip with two _____. The black mule was _____, but the mule with _____ was not as strong. The mule with spots had to ask the black mule to help him with his _____. "I have my five packs and you have your

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

spots	strong	ten	packs
five	mules	lift	f**oo**l

_____

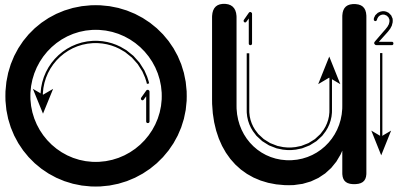
_____," said the black mule. The mule with spots went on, but at last he fell and could not get up. The man set all _____ packs on the black mule. The black mule said, "What a _____ I was! I did not help the mule with spots when I should have! If I had, I would not have to _____ all of his packs as well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

NAME: _____

DATE: _____

9.1 Activity Page

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



ou

out

mouth

shout

Print the words on the lines where they fit best.

1. cl**ou**d





2. sn**ou**t





3. m**ou**th





4. c**ou**ch





5. r**ou**nd





Spelling Test

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


_____


_____

NAME: _____

DATE: _____

10.2

Activity Page

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

1. Run up the hill.
2. Mop the r**oo**m.
3. C**oo**k g**oo**d f**oo**d.
4. L**oo**k it up.
5. Shake his hand.
6. Pet the dog.

NAME: _____

DATE: _____

The Dog and the Mule

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

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

The man let the dog lick him and his sp**oo**n. The man would rub the dog and kiss him.

The man was scared. He made the mule run back **ou**t to his pen.

The mule felt left **ou**t. The mule said, "I should act like a dog."

A man had a dog and a mule.

NAME: _____

DATE: _____

10.3
CONTINUED

Activity Page

The Dog and the Mule

1.

2.

3.

4.

5.

NAME: _____

DATE: _____

10.4

Take-Home

Dear Family Member,

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

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

The Hares and the Frogs

Three hares st**oo**d in the grass.

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



"S**o** d**o** I," said the next one. "But we are not brave. A splash in the br**oo**k scares us. The wind in the grass scares us. We are scared all the time."

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

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

"L**oo**k," said one of the hares. "The frogs are scared of us!"

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

"Yes!" said the last hare. "In the end, it is g**oo**d to be a hare!"



NAME: _____

DATE: _____

11.1 Activity Page

Yes? No?

1. Can a r**ou**nd sp**oo**n fit in <u>your</u> m**ou**th?
2. Is there a c**ou**ch in the r**oo**m?
3. Are there big cats at the z**oo**?
4. Can you wave <u>your</u> hand to sh**oo** a bug?
5. Can you c**ou**nt the books?
6. Is the gr**ou**nd d<u>own</u>?
7. Is a cake sweet?
8. Can a mule c**oo**k f**oo**d?

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

NAME: _____

DATE: _____

11.2

Activity Page

Print the words on the lines where they fit best.

hares	shout	free	fools
brook	need	spoon	
packs	food	feet	

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

2. The gods said the frogs were _____
_____.

3. The tame dog got his _____ from men.

4. The thin dog had to be _____
_____.

5. There was a splash in the _____.

hares	sh**ou**t	free	f**oo**ls
br**oo**k	need	sp**oo**n	
packs	f**oo**d	feet	

6. The _____ were scared all the time.

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

8. The man let the dog lick his _____.

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

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

NAME: _____

DATE: _____

Spelling Words

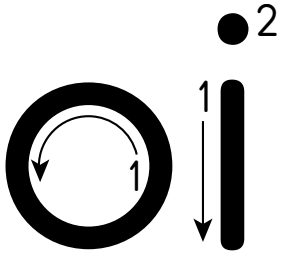
1. brook
2. stood
3. booth
4. room
5. south
6. proud
7. shout
8. Tricky Word: down

NAME: _____

DATE: _____

12.1 Activity Page

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



oi

oi

oil

oil

boil

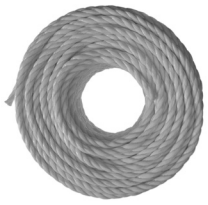
coin

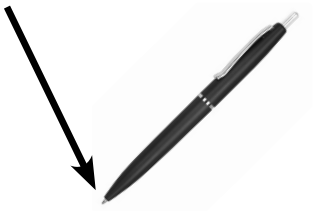
coin

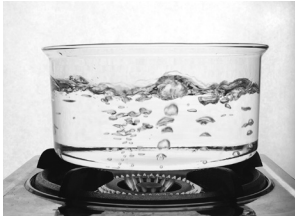
In the box are six words. Print them on the lines where they fit best.

c**oi**n	p**oi**nt	s**oi**l
b**oi**l	**oi**l	c**oi**l













NAME: _____

DATE: _____

12.2 Activity Page

The Bag of Coins

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

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

Page_____

2. Why was the bunch of men mad?

Page_____

3. When the bunch of men came, the man with the c**oi**ns said, "If they see us with the c**oi**ns,

- ○ they will be glad."
- ○ they will be scared."
- ○ we will be in a bad spot."

Page_____

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

NAME: _____

DATE: _____

12.3

Take-Home

Dear Family Member:

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

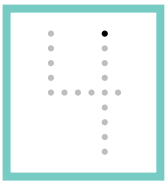
smooth	moon	round
cook	boil	foil
look	spoon	loud
sound	book	oil

NAME: _____

DATE: _____

14.1 Activity Page

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

1. coins 

2. moist ☐

3. broom ☐

4. tooth ☐

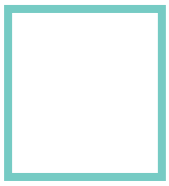
5. scoop ☐

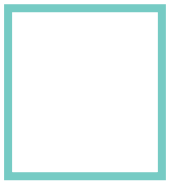
6. couch ☐

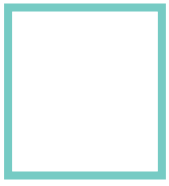
7. shook ☐

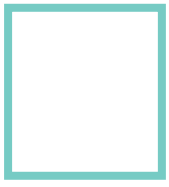
8. joint ☐

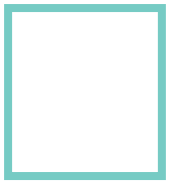
coins

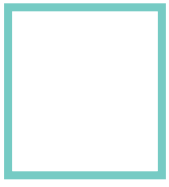
9. cr**ou**ch 

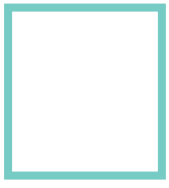
10. f**ou**l 

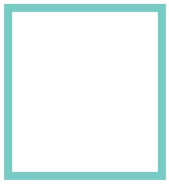
11. h**oo**d 

12. st**oo**p 

13. tr**oo**p 

14. p**oi**nt 

15. dr**oo**p 

16. m**ou**nt 

NAME: _____

DATE: _____

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

 _____ 

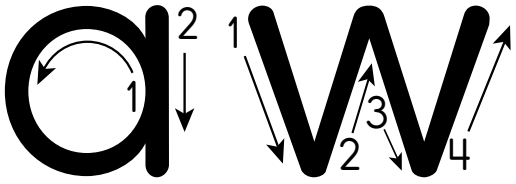
_____

NAME: _____

DATE: _____

15.2 Activity Page

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



aw ow

ow

draw drow

drow

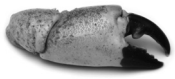
saw sow

sow

paw pow

Print the words on the lines where they fit best.

1. claw





2. paw





3. saw





4. lawn









NAME: _____

DATE: _____

The Dog and the Ox

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

1. Where did the dog take his nap?

   ○ in a loft

   ○ in a den

   ○ in a f**oo**d box

Page_____

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

   ○ He got off the box.

   ○ He did not get off the box.

   ○ He went to the loft.

Page_____

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

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

Page_____

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

NAME: _____

DATE: _____

16.2

Take-Home

Dear Family Member:

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

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

sh<u>ou</u>ld	c<u>ou</u>ld	w<u>ou</u>ld	b<u>e</u>c<u>au</u>s<u>e</u>	d<u>ow</u>n

1. You _____ wash your hands.

2. _____ you hand me that?

should	could	would	because	down

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

4. I _____ jump up and sing.

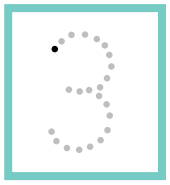
5. The stars are up, not _____.

NAME: _____

DATE: _____

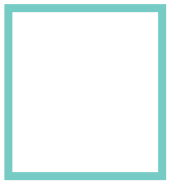
17.1 Activity Page

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

1. cook 
2. cloud
3. lawn
4. point
5. sleep
6. spoon
7. brook
8. moist

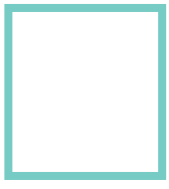
9. shape 

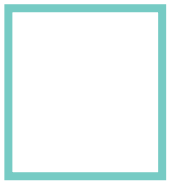
10. h**aw**k 

11. p**ou**nd 

12. s**aw** 

13. p**oo**l 

14. j**oi**n 

15. sh**ou**t 

16. m**ou**nt 

NAME: _____

DATE: _____

17.2

Take-Home

Dear Family Member,

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

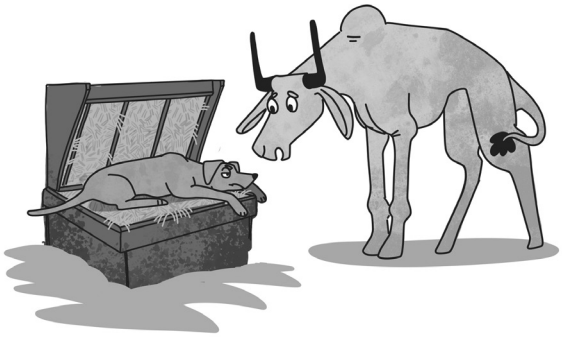
Repeated reading is an important way to improve reading. It can be fun for your student to repeatedly read this story to a friend, relative, or even a pet.

The Dog and the Ox

Once a dog t**oo**k a nap on a pile of stuff in a box. "That str**aw** l**oo**ks g**oo**d for sleeping," said the dog. But it was not str**aw** in the box. The box was not a bed.

When the ox came home, he s**aw** the dog in his f**oo**d box. But he could not get to the f**oo**d because the dog was on top of it.

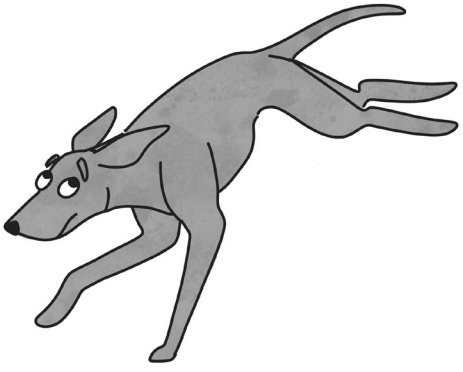
"Dog," said the ox, "There is str**aw** in the loft. Could you sleep up in the loft? I would like to munch on the f**oo**d in my box."

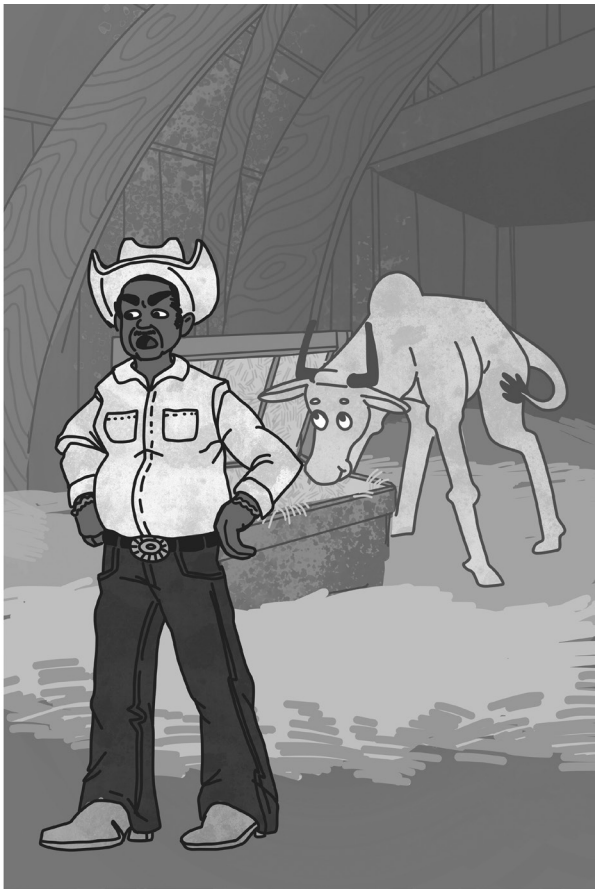


The dog woke up, but he would not get off the f**oo**d box. He was mad that the ox woke him up.

At last, a man came in and s**aw** the dog on the f**oo**d box.

"Bad dog!" said the man. "That box is not a bed. It has f**oo**d for the ox, but you would not let him have it! Shame on you! Get up! You should sleep on the str**aw** in the loft."





NAME: _____

DATE: _____

18.1 Activity Page

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

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

NAME: _____

DATE: _____

18.2 Activity Page

The Fox and the Grapes

1. What did the fox see?

   ○ a fat hen

   ○ a f**aw**n

   ○ a bunch of ripe grapes

Page_____

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

_____

_____

_____

_____

_____

_____

_____

_____

Page_____

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

3. Can the fox tell that the grapes are s**ou**r? Why or why not?

Page_____

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

NAME: _____

DATE: _____

19.1 Assessment

Directions: Have students circle the word their teacher says.

1.	punt	point	put	pout
2.	wood	want	wool	wet
3.	foil	food	foot	fed
4.	clam	clod	coil	cloud
5.	foil	fall	for	fell
6.	mouth	moist	mount	moth
7.	shout	shine	soil	shoot
8.	look	lake	loot	late

9.	clap	cot	couch	coil
10.	joust	jar	Jill	join
11.	south	smooth	sand	smooch
12.	male	mouth	mill	mope
13.	shell	shout	share	shook
14.	boot	bout	bite	boon
15.	stand	stood	shout	store

NAME: _____

DATE: _____

The Fox and the Crane

1. The fox asks the crane to have:

   ○ lunch with him

   ○ fun with him

   ○ a snack with him

2. The fox was up to a trick. He gave the crane some food:

   ○ in a flat stone dish

   ○ on big plate

   ○ in a bag

3. The crane could not get the food because:

   ○ he did not like it

   ○ of the shape of his bill

   ○ the dish was hot

4. The crane gave the milk to the fox:

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

5. The fox could not get the milk because:

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

6. The tale tells us what?

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

NAME: _____

DATE: _____

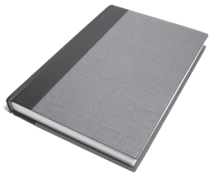
PP.1

Activity Page

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

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





/oo/ as in boo

pool

/oo/ as in book

shook

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

~~cute~~	r**oo**m	~~h**oo**p~~	s**oo**n
cube	mute	use	l**oo**p

/ue/ as in c**ute**

cute

/oo/ as in c**oo**l

hoop

NAME: _____

DATE: _____

PP.2 **Activity Page**

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

~~b**oi**l~~	s**ou**nd	~~l**ou**d~~	h**oi**st
j**oi**n	m**oi**st	r**ou**nd	f**ou**l

/oi/ as in **oi**l

bail

/ou/ as in sh**ou**t

baud

NAME: _____

DATE: _____

PP.3 **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. claws 

claws

2. h**oi**st ☐

3. h**oo**p ☐

4. l**ou**d ☐

5. sh**oo**k ☐

6. dr**aw** ☐

7. **oi**l ☐

8. sh**ou**t ☐

9. g**oo**d 

10. m**ou**th 

11. h**oo**d 

12. y**aw**n 

13. p**oi**nt 

14. pr**ou**d 

15. p**aw** 

16. l**oo**k 

NAME: _____

DATE: _____

PP.4 **Activity Page**

Print the words.

cool cool

moon moon

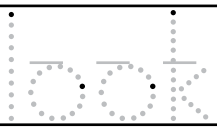
root root

hoop hoop

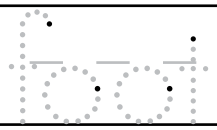
scoop scoop

Print the words.

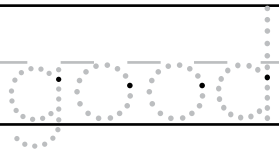
look



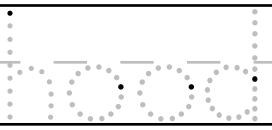
foot



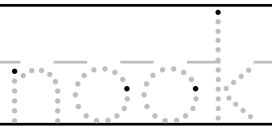
good



hood



nook



NAME: _____

DATE: _____

PP.5 **Activity Page**

Print the words.

loud loud

shout shout

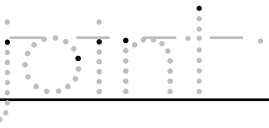
couch couch

mouth mouth

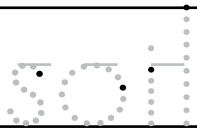
round round

Print the words.

joint



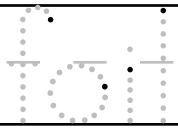
soil



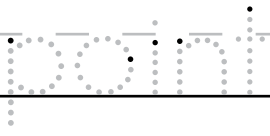
coin



foil



point



NAME: _____

DATE: _____

PP.6 **Activity Page**

Print the words.

law

straw

paw

yawn

shawl

NAME: _____

DATE: _____

PP.7 **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. _____

NAME: _____

DATE: _____

PP.8 **Activity Page**

Print the words.

because because

would would

could could

should should

down down

Print the words.

because

would

could

should

down

NAME: _____

DATE: _____

PP.9 **Activity Page**

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

1. Is the m**oo**n made **ou**t of cake?



2. Can a duck squ**aw**k?

3. Can a h**aw**k sw**oo**p down?

4. Is str**aw** a f**oo**d?

5. Are your pants made **ou**t of tin f**oi**l?

6. Is a dime a c**oi**n?

7. Is there f**oo**d on the gr**ou**nd?

8. Do you like to l**oo**k at b**oo**ks?

9. Is two plus two six?

10. Can a h**aw**k c**oi**l up like a snake?

11. Do we use **oi**l to c**oo**k?

12. Can you cr**aw**l as fast as you can run?

13. Can you dr**aw** the sun?

14. Can you jump on one f**oo**t?

15. Can a br**oo**m sing a song?

16. Do you have a green c**ou**ch in your home?

NAME: _____

DATE: _____

PP.10

Activity Page

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

y**aw**n	c**oi**n	cr**aw**l
f**oo**t	c**ou**ch	br**oo**m













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

hook	soil	tooth
mouth	hawk	paw













NAME: _____

DATE: _____

PP.11 **Activity Page**

Print the words on the lines where they fit best.





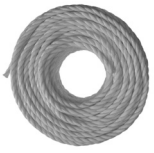
1. food





2. cloud





3. joint





4. moon





5. straw

Print the words on the lines where they fit best.





6. c**ou**ch





7. f**aw**n





8. p**oo**l





9. t**oo**th





10. s**oi**l

NAME: _____

DATE: _____

PP.12

Activity Page

Print the names of the things on the lines.

hook	hat



hawk	hound



lap	loop



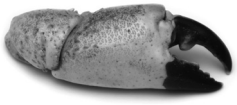
coins	canes



book	broom



claw	cloud



Print the names of the things on the lines.

oil	toil



paw	pan



shout	shack



mane	moon



roots	round



tool	tooth



NAME: _____

DATE: _____

PP.13

Activity Page

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

1.	big r**oo**m	big r**oo**t
2.	Toss a can.	Toss a c**oi**n.
3.	lost and f**ou**nd	lost the fan
4.	Dr**aw** a man.	Dr**aw** a kid.
5.	red b**oo**ts	red b**oo**ks
6.	l**ou**d m**ou**th	l**ou**d moth
7.	a big y**aw**n	a big l**aw**n
8.	B**oi**l fish in a pot.	B**oi**l crabs in a pot.
9.	up and d<u>ow</u>n	d<u>ow</u>n and **ou**t
10.	J**oi**n us at t<u>wo</u>.	Meet us at t<u>wo</u>.

NAME: _____

DATE: _____

PP.14

Activity Page

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

1. a big _____
2. the _____ m**oo**n
3. L**oo**k at the _____.
4. bills and _____
5. t<u>wo</u> _____ c**oo**ks
6. _____ the f**oo**d.
7. lunch at _____
8. a cat's _____

NAME: _____

DATE: _____

PP.15

Take-Home

Dear Family Member,

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

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

The Fox and the Grapes

A fox s**aw** a bunch of ripe grapes that hung fr<u>o</u>m the branch of a tree.

The fox said, "Those grapes look good. I will get them and make them m<u>y</u> lunch."

The fox st**oo**d up on his back legs, but he c<u>ou</u>ld not grab the grapes.

The fox made a hop, but he c<u>ou</u>ld not grab the grapes.

The fox ran and made a big jump, but he still c<u>ou</u>ld not get the grapes.



At last, the fox sat down on the gr**ou**nd.

"What a fool I am!" said the fox. "I can tell that those grapes are s**ou**r. They would not have made a good lunch."



NAME: _____

DATE: _____

PP.16

Take-Home

Dear Family Member,

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

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

The Fox and the Hen

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

"Did they tell you?" said the fox.

"Tell me what?" said the hen.



"They have made a l**aw**," said the fox. The l**aw** says that we must all be pals. Dogs are not to chase cats. They must be pals. Cats are not to chase rats. They must be pals. Dog and cat, fox and hen, snake and rat must all be pals! So jump down here and let me hug you!"

"Well, that s**ou**nds swell!" said the hen. "But, all the same, I will sit up here a bit."

Then the hen said, "What's that I see?"

"Where?" said the fox. "What is it?"

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

"Dogs!" said the fox. "Then I must get **ou**t of here!"

"Stop!" said the hen. "The l**aw** says that dog and fox must be pals. So you are safe!"

But the fox did not stop. He ran off.

The hen just smiled.



NAME: _____

DATE: _____

PP.17

Take-Home

Dear Family Member,

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

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

The Fox and the Crane

The fox s**aw** the crane and said, "Crane, will you have lunch with me?"



The crane said, "I will."

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

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

The next week the crane s**aw** the fox and said, "Fox, will you have lunch with me?"

The fox said, "That would be g**oo**d. I will."

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



NAME: _____

DATE: _____

The Tree and the Reeds

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

1. What stood next to a grove of reeds?

Page_____

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

Page_____

3. What did the tree d<u>o</u> in the strong wind?

Page_____

4. Name the n**ou**n in: "The reeds bent."

- ○ The
- ○ reeds
- ○ bent

5. Name the n**ou**n in: "The tree fell."

- ○ The
- ○ tree
- ○ fell

NAME: _____

DATE: _____

PP.19

Activity Page

The Moon

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

1. Will the m**oo**n's mom make a dress?

Page_____

2. Why can she not make a dress?

Page_____

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

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



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EDITION 1

GRADE 1 FOUNDATIONAL SKILLS UNIT 3
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