Bluebonnet Learning
K–3 Foundational Skills

ENGLISH

GRADE 1 FOUNDATIONAL SKILLS UNIT 4

Activity Book

EDITION 1

Grade 1

Foundational Skills 4

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 4

Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 4. 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.

er

er er

er

her her

her

Bert Bert

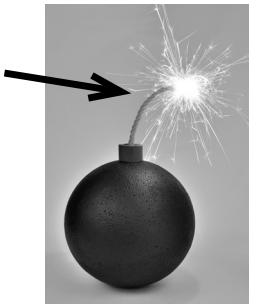
Bert

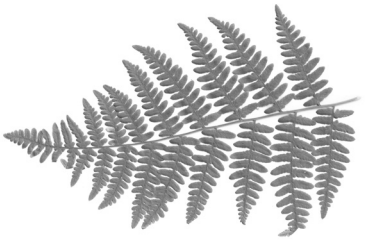
perk perk

perk

Print the words on the lines where they fit best.

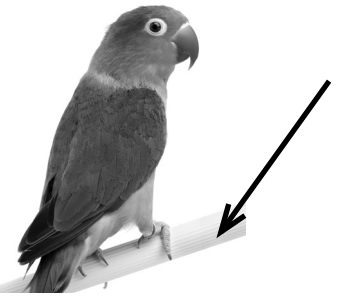
1. fern





2. herd

3. perch



NAME: _____

DATE: _____

1.2

Take-Home

Dear Family Member,

Today our class started Unit 4 of the program. The Reader for this unit is called *The Green Fern Zoo*. Your student will bring home stories you can read together about zoo keeper Vern and the different types of animals he cares for at the Green Fern Zoo. Remember that reading at home with your student is important for their success as a reader.

In addition, your student's spelling words for this week include the days of the week. Students will practice writing the date, including the days of the week. All of the spelling words this week are Tricky Words. Tricky Words do not play by the rules, meaning there are spellings that do not sound the way students would expect them to. These words need to be memorized, so your student will benefit from practice reading and writing them at home.

Spelling Words

1. Monday
2. Tuesday
3. Wednesday
4. Thursday
5. Friday
6. Saturday
7. Sunday
8. Tricky Word: would

NAME: _____

DATE: _____

2.1 Activity Page

Directions: Have students write the words with the /r/ sound under the red header and the words with the /er/ sound under the her header.

~~fern~~	rope	term	~~rat~~	rag
rust	clerk	room	perch	verb

/r/ as in red	/er/ as in her
rat	fern

NAME: _____

DATE: _____

2.2

Take-Home

Dear Family Member,

Your student has been taught to read words with the vowel digraph, or letter team, 'er' as in *her*. To practice this new spelling, ask your student to cut out the word cards below. In addition to the 'er' spelling, some of the words below are Tricky Words and previously taught spellings. Have your student read all of the words aloud, and arrange the cards to make phrases such as *the herd* and *clerk*. You may also ask your student to copy the phrases onto a sheet of paper. Please keep the cards for future practice.

the	all	big
herd	clerk	perch
food	book	one
pound	coin	hawk

NAME: _____

DATE: _____

3.1 Activity Page

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

her	clerk	round	coin
verb	paws	scoops	food

1. The plate is _____.

2. The _____ gave her a dime.

3. Dogs have _____.

4. I would like three _____!

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

her	clerk	round	coin
verb	paws	scoops	food

5. I can cook a lot of _____.

6. _____ dad is at home.

7. I will flip a _____.

8. Is this word a _____?

NAME: _____

DATE: _____

3.2 Activity Page

Meet Vern

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

1. Where will Vern take you?

   ○ the shop

   ○ the Green Fern Zoo

   ○ the bus

Page _____

2. What is Vern's job?

_____

_____

_____

_____

_____

_____

_____

Page _____

3. What could be some things with wings?

4. Name some things that you could see at the zoo.

Page _____

NAME: _____

DATE: _____

4.1 Activity Page

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

ar

ar ar

ar

art art

art

farm farm

farm

yarn yarn

yarn

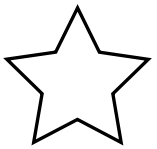
Print the words on the lines where they fit best.

1. **arm**

arm

2. **car**

3. **star**



4. **yarn**

5. **cart**

NAME: _____

DATE: _____

4.2

Take-Home

Dear Family Member,

Your student has been taught to read words with the vowel digraphs 'er' as in *her*, and 'ar' as in *car*. Ask your student to cut out the word cards. Have your student arrange the cards to make phrases or sentences. You may also ask your student to copy the phrases or sentences on the sheet of paper. Please keep the cards for future practice.

verb	herd	perch
the	march	one
yard	a	green
farm	chart	fern
this	big	is
stars	tree	bark

NAME: _____

DATE: _____

5.1 **Assessment**

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

NAME: _____

DATE: _____

5.2 **Activity Page**

Things that Swim

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

1. What is a trout?

   ○ a dog

   ○ a bug

   ○ a fish

Page _____

2. What parts of a trout help it hide?

   ○ spots and marks

   ○ mouth and teeth

   ○ fins and scales

Page _____

3. What big fish makes wee fish run and hide?

- ○ trout
- ○ reef sh**ar**k
- ○ squid

Page _____

4. Why do reef sh**ar**ks make their home close to reefs?

_____

_____

_____

_____

_____

_____

_____

Page _____

NAME: _____

DATE: _____

5.2 CONTINUED

Activity Page

5. What do reef sharks like to feed on?

_____

_____

_____

_____

_____

_____

_____

Page _____

NAME: _____

DATE: _____

5.3

Take-Home

Dear Family Member,

This is a chapter your student has probably read at school. Encourage your student to read the chapter to you and then talk about it together. Note that the tricky parts in Tricky Words are underlined, and the new sound spellings in this unit are bolded.

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

Meet Vern

My name is V**er**n, and I have the best job! My job is to take you kids in to see the Green F**er**n Zoo.

We will see things with wings and things with scales, things that bite and things that sting, things that creep and things that swim.

I have lots of fun facts and tales to share with you. So let's see the zoo and have some fun!

NAME: _____

DATE: _____

6.1 Activity Page

Directions: Have students read the words in the box and write each word in the sentence where the word fits best.

stars	perk	look	fern	shout
oil	claws	moon	shark	herd

1. There is not a _____ in this lake.

2. The car needs _____ in it.

3. That cat has sharp _____!

4. The flag has _____ and stripes.

Directions: Have students read the words in the box and write each word in the sentence where the word fits best.

stars	perk	look	fern	shout
oil	claws	moon	shark	herd

5. My mom had to ask us not to _____ .

6. She must _____ up and not sleep!

7. I saw a _____ of deer in the woods.

8. I would like to see the Green _____ Zoo.

NAME: _____

DATE: _____

6.1 CONTINUED

Activity Page

stars	perk	look	fern	shout
oil	claws	moon	shark	herd

9. _____ at that big wave!

10. We look up at the stars and the _____ when it gets dark.

NAME: _____

DATE: _____

6.2

Activity Page

Directions: Have students match the words to their contracted form.

it is	he's
here is	can't
she is	she's
can not	it's
he is	here's

Directions: Have students fill in the blanks with the correct contraction.

can't	let's	here's
she's	it's	Bert's

1. _____ sad.

2. _____ hot out.

3. _____ run to the park.

4. _____ a good pal.

5. _____ my class.

6. We _____ see the sharks.

NAME: _____

DATE: _____

6.3

Take-Home

Dear Family Member,

Your student's spelling words for this week include the 'er', 'ar', and 'or' spellings that your student has been learning in this unit. Your student should practice reading and writing these words. The last spelling word is a Tricky Word. Tricky Words do not play by the rules, meaning there are spellings that do not sound the way students would expect them to. These words need to be memorized.

Spelling Words

1. sharp
2. fern
3. start
4. spoil
5. verb
6. shark
7. crawl
8. Tricky Word: because

NAME: _____

DATE: _____

7.1 Activity Page

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

or

or or

or

corn corn

corn

fork fork

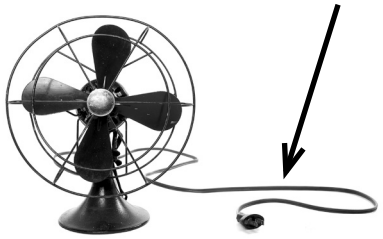
fork

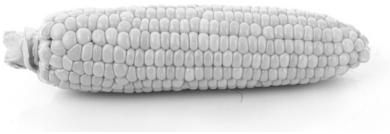
short short

short

In the box are 4 words. Print them on the lines where they fit best.

fork	cord
corn	shorts





NAME: _____

DATE: _____

7.2

Take-Home

Dear Family Member,

Your student has been learning to read and write contractions. Work with your student to write each sentence with the contracted form of the words in parentheses. Extension: Use contractions orally with your student, pausing to discuss the formation of the contracted form.

1. _____ (He is) glad we can have cake.

2. _____ (She is) with her gran.

3. _____ (Let us) run to the park!

4. I _____ (can not) ride a bike.

5. _____ (Here is) the book!

NAME: _____

DATE: _____

8.1 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: _____

8.2

Take-Home

Dear Family Member,

This is a chapter your student has read at school. Encourage your student to read the chapter to you and then talk about it together. The tricky parts in Tricky Words are underlined. Please note that the multisyllable words that students encounter in the Readers and Activity Book will be divided between syllables with a dot. This dot serves as an early cue to assist students in chunking words and will be omitted in later units.

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

Things that Swim

I hope you kids like things that swim, be·cause this is the room where we keep all the fish.

Trout have spots and marks.

Trout

The fish here are trout. A trout is a fish that swims in cool lakes and creeks. You can see that they have lots of spots and marks. The spots and marks help the trout hide. They make the trout look a lot like the sand on the bed of a creek.

The spots help trout hide.

Reef Sharks

Here's a big fish that makes all of the wee fish run and hide. This is a reef shark. It has that name be·cause it likes to make its home close to a reef, where there are lots of fish.

What Reef Sharks Look Like

You can see that the reef shark has fins and a set of gills on its side. You can not see them from here, but this shark has lots of sharp teeth in its mouth.

Food Reef Sharks Like

Would a reef shark bite you? Well, you are not the lunch that this shark would like best. A reef shark likes to feed on squid, crabs, and shrimp. But it would be smart not to get the reef shark mad at you all the same!

Reef sharks have fins and gills and live close to reefs.

NAME: _____

DATE: _____

9.1 Activity Page

Chimps

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

1. Green F**er**n Zoo has _____ chimps.

   ○ one

   ○ five

   ○ ten

Page _____

2. Who is Bess?

   ○ a chimp

   ○ V**er**n's pal

   ○ a sh**ar**k

Page _____

3. What do chimps not like to munch on?

- ○ plants
- ○ seeds
- ○ rocks

Page _____

4. What will Bart have for lunch?

_____

_____

_____

_____

_____

Page _____

NAME: _____

DATE: _____

9.1 CONTINUED

Activity Page

5. What will Max do for fun?

Page _____

6. Why were Carl and Norm not pals last week?

Page _____

NAME: _____

DATE: _____

10.1 **Assessment**

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

NAME: _____

DATE: _____

10.2 **Activity Page**

Mandrills

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

1. Is a male man·drill's nose green?

Page _____

2. What makes man·drills look and feel good?

Page _____

Directions: On a separate sheet of paper, have students illustrate one of the nouns from the story.

3. What is the v**er**b in, "We feed man·drills ants, grass·es, nuts, b**ar**k, plant shoots, and roots."

   ○ man·drills

   ○ feed

   ○ b**ar**k

4. List 4 nouns that you found in "Man·drills."

NAME: _____

DATE: _____

10.3

Take-Home

Dear Family Member,

This is a chapter your student has read at school. Encourage your student to read the chapter to you and then talk about it together. The tricky parts in Tricky Words are underlined in. Please note that the multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

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

Chimps

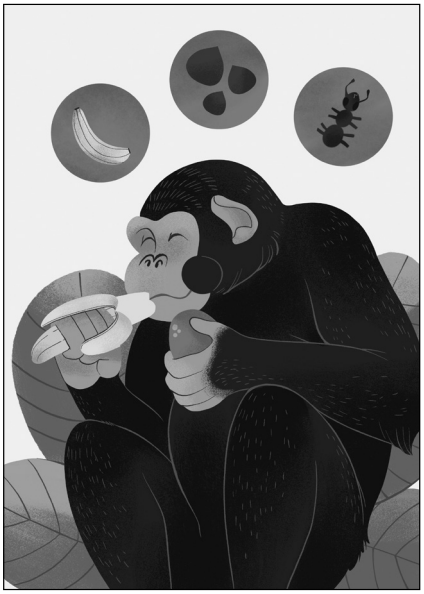
Next, let's see the chimps. We have ten chimps here at the Green F**er**n Zoo. You can see them all out there if you look h**ar**d.

Food Chimps Like

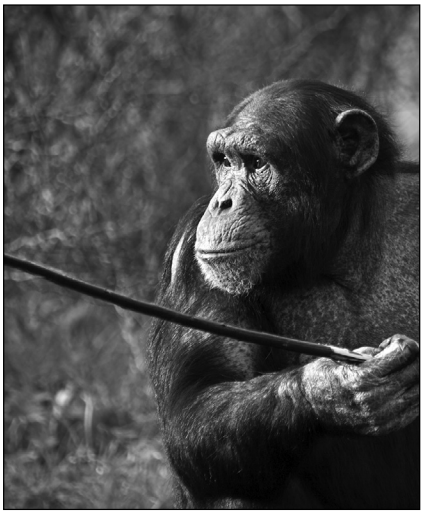
The one you see here is Bess. She has a snack in her mouth. Bess and the rest of the chimps like to munch on plants, nuts, and seeds.

More Food Chimps Like

Do you see that chimp with the stick? That's B**ar**t. B**ar**t likes to have ants f**or** lunch. To get the ants, he takes a stick and sticks it in an ant hill. Then he lifts it up and licks off the ants. Yum, yum!



Chimps like to munch on plants, nuts, and seeds.



Chimps like to munch on ants.

Max the Babe

The chimp with the rope in his hand is Max. He's just a babe. He was b**or**n in M**ar**ch. Bess is his mom.

Max is a lot of fun. He likes to swing on the rope and splash in the pool.

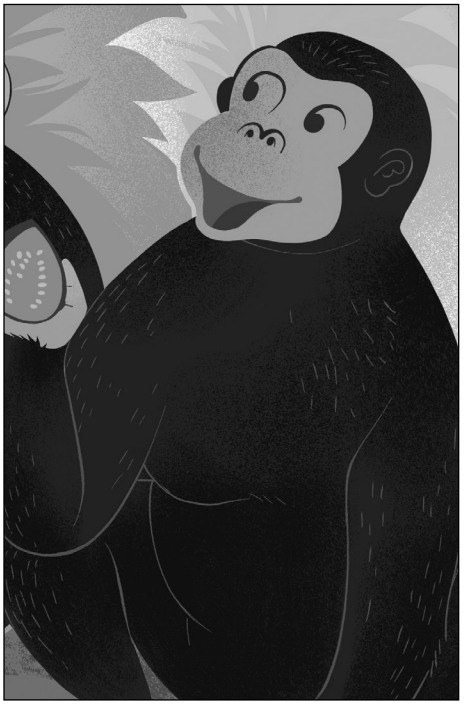
Chimps like to have fun.

Carl and Norm—Pals or Not Pals?

The two chimps up on the rocks are C**ar**l and N**or**m. C**ar**l is the one on the left. C**ar**l and N**or**m are pals. But they were not pals last week.

Last week we gave them a branch from a fig tree f**or** lunch. N**or**m took the branch and ran off with it. He ate all of the figs. C**ar**l was mad at N**or**m all week.

But that was last week. This week the two of them are pals.



Norm

NAME: _____

DATE: _____

11.1

Activity Page

Mark the words that are said and print them on the lines.

1. **ar**m·pit **ar**t·ist _____ _____

2. sneez·ing sniff·ing _____ _____

3. bas·kets bask·ing _____ _____

4. nap·kin napp·ing _____ _____

5. broil·ing boil·ing _____ _____

6. twist·**er** tweez·**er**

7. un·like un·less

8. c**or**·n**er** c**or**·net

9. win·t**er** winn·**er**

10. ant·hill ant·l**er**

NAME: _____

DATE: _____

11.2

Take-Home

Dear Family Member,

Our class has begun reading and writing two-syllable words. The spelling words this week are two-syllable words which may be more challenging than the previous one-syllable words. Your student may find it helpful to practice writing and remembering the spelling words syllable by syllable.

Spelling Words Lesson 11

1. zipper
2. barking
3. perfume
4. morning
5. carpet
6. forest
7. border
8. Tricky Word: today

NAME: _____

DATE: _____

11.3

Take-Home

Dear Family Member,

Your student has been taught to read words with the vowel digraphs 'er' as in *her*, 'ar' as in *car*, and 'or' as in *for*. 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. 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, one sound at a time, paying attention to the vowel digraphs. Please keep the cards for future practice.

herd	storm	farm
start	clerk	born
term	sports	park
short	parts	her

NAME: _____

DATE: _____

12.1 Activity Page

Directions: Have students read the sentences, circle the nouns, and underline the verbs with a squiggly line. Then have students write a few original sentences on the lines.

1. The pig snorts.
2. The dog barks.
3. The car stops.
4. The shark hunt·ed.
5. The man helped.

NAME: _____

DATE: _____

12.2 **Activity Page**

Things with Wings

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

1. The puff·in makes his home _____
   - ○ in hot lands
   - ○ up north
   - ○ in the grass

Page _____

2. The puff·in's feet help him _____
   - ○ swim
   - ○ sleep
   - ○ get a snack

Page _____

3. What can a puff·in use to get fish?

- ○ his feet
- ○ his eggs
- ○ his bill

Page _____

4. Puff·ins are b**or**n from _____. The puff·in mom and _____ sit on their egg. In the end, the _____ pops out of the shell.

Page _____

NAME: _____

DATE: _____

12.2 CONTINUED

Activity Page

5. What can a finch use to get food?

Page _____

NAME: _____

DATE: _____

12.3

Take-Home

Dear Family Member,

This is a chapter your student has read at school. Encourage your student to read the chapter to you and then talk about it together. The tricky parts in Tricky Words are underlined. Please note that the multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

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

Mandrills

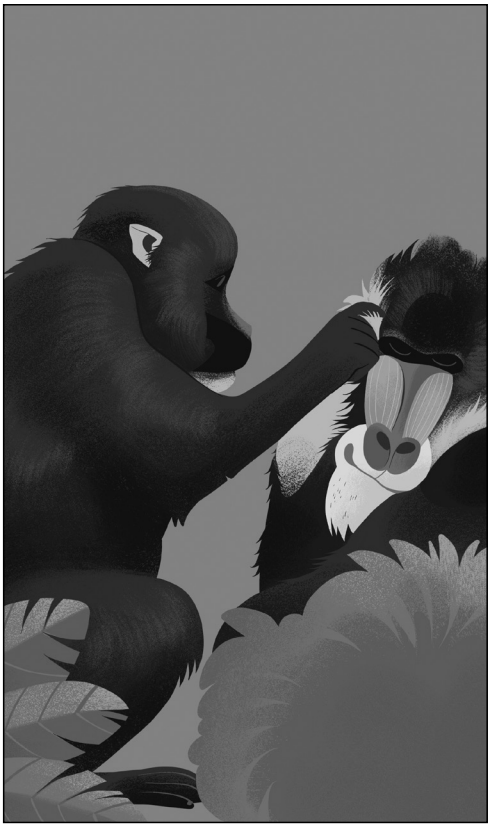
What Mandrills Look Like

Here you can see two man·drills. Man·drills are a lot like chimps.

Do you like the red nose? The man·drill with the red nose is a male.

Grooming

The man·drill on the left is groom·ing the male with the red nose. She is look·ing for ticks and bugs. Man·drills like groom·ing be·cause it makes



The mandrill on the left is grooming the male mandrill with the red nose.

them look good and feel good, too.

Look! One of the man·drills is yawn·ing! You can see that she has long, sh**ar**p teeth. Those sh**ar**p teeth help her chop up her food.

Mandrills have long sharp teeth.

Food Mandrills Like

Man·drills like a lot of foods. We feed our man·drills ants, grass, nuts, b**ar**k, plant shoots, and roots.

Man·drills have sacks in·side their cheeks. They can stuff food in the sacks and keep it there un·til they need a snack. Then they pop the food out and munch on it!

Mandrills can keep food inside their cheeks in sacks.

NAME: _____

DATE: _____

13.1

Activity Page

Directions: Have students underline the past-tense marker ed *in each verb. Then have students write the past-tense verbs that end in /ed/ under the /ed/ header, the verbs that end in /d/ under the /d/ header, and the verbs that end in /t/ under the /t/ header.*

~~start·ed~~	~~grinned~~	~~helped~~	sound·ed	formed	parked
point·ed	smiled	baked	lift·ed	waved	hiked

/ed/	/d/	/t/
started	grinned	helped

NAME: _____

DATE: _____

13.2

Take-Home

Dear Family Member,

Your student has been learning about contractions, nouns, and verbs. For the first part of this activity page, have your student circle the nouns in the sentence and underline the verbs with a squiggly line. Review with your student that a noun is a person, place, or thing, and a verb is a word that shows action. Please note that the number of nouns in each sentence is listed in parentheses. For the part on the back, have your student draw a line to match the words with the contraction.

1. The cat naps in the y**ar**d. (2)
2. The cook made a cake. (2)
3. The kid rides a bike to the p**ar**k. (3)
4. The tree shakes. (1)
5. A big dog b**ar**ks. (1)

Directions: Have students match the words to their contracted forms.

it is	there's
there is	she's
let us	it's
here is	let's
she is	here's

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. For an extra challenge, ask students to write the number of syllables in the circle.

1. ham·ster ☐ _____ ○
2. green ☐ _____ ○
3. win·ter ☐ _____ ○
4. slime ☐ _____ ○
5. good ☐ _____ ○
6. gar·lic ☐ _____ ○
7. shout ☐ _____ ○

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. For an extra challenge, ask students to write the number of syllables in the circle.

8. paws ☐ _____ ○

9. pop·c**or**n ☐ _____ ○

10. camp·**er**s ☐ _____ ○

11. mon·st**er** ☐ _____ ○

12. woods ☐ _____ ○

13. f**or**·get ☐ _____ ○

14. zipp·**er**s ☐ _____ ○

NAME: _____

DATE: _____

14.2 Activity Page

Yes or No?

1. Is green slime a good food?

2. Do gar·lic and a rose smell the same?

3. Do cats have paws?

4. Is a pump·kin black?

5. Can a pig ride a bike?

6. Is pop·corn a good snack?

7. Do camp·**er**s sleep in tents?

8. Is a v**er**b a word?

9. Would you like to win a prize?

10. Can a dog tell time?

11. Is it hot in the win·t**er**?

12. Do coins have zipp·**er**s?

NAME: _____

DATE: _____

14.3 **Activity Page**

Big Cats

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

1. Name three things that a bob·cat hunts.

Page _____

2. Why should you not keep a bob·cat in your home?

Page _____

3. What helps a pan·th**er** hunt?

Page _____

4. A pan·th**er** can be . . .

- ○ green with stripes.
- ○ black **or** tan, **or** can have spots.
- ○ red with tan dots.

Page _____

NAME: _____

DATE: _____

15.1 **Assessment**

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

NAME: _____

DATE: _____

15.2 **Activity Page**

Groundhogs

1. What do ground·hogs use their claws for?

Page _____

2. Why do ground·hogs have to be on the look·out when they are not in their holes?

Page _____

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

3. Where was Pepp·**er** when she got out from h**er** pen?

Page _____

4. What did Pepp·**er** stuff h**er**·self with?

Page _____

NAME: _____

DATE: _____

16.1 Activity Page

The Reptile Room

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

1. What do gar·ter snakes feed on?

Page _____

2. Why are gar·ter snakes harm·less for us?

Page _____

3. Why does a ratt·**ler** have a patt·**er**n on his scales?

Page _____

4. Why is a ratt·**ler** not h**ar**m·less f**or** us?

Page _____

NAME: _____

DATE: _____

16.2

Take-Home

Dear Family Member,

The spelling words for this week are two-syllable words that end in 'ed'. Your student can practice reading and writing these words, as well as clap the syllables for them. The last spelling word is a Tricky Word. Tricky Words do not play by the rules, meaning there are spellings that do not sound the way students would expect them to. These words need to be memorized.

Spelling Words Lesson 16

1. sounded
2. lifted
3. pointed
4. parked
5. waved
6. grinned
7. tripped
8. Tricky Word: have

NAME: _____

DATE: _____

17.1

Activity Page

Directions: For each sentence, have students circle the nouns and underline the verbs with a squiggly line.

1. To·day kids m**ar**ch in line.

2. Yes·t**er**·day kids m**ar**ched in line.

3. To·morr·ow kids will m**ar**ch in line.

4. To·day the cat naps on the c**ar**·pet.

5. Yes·t**er**·day the cat napped on the c**ar**·pet.

6. To·morr·ow the cat will nap on the car·pet.

7. To·day the man bikes at the park.

8. Yes·ter·day the man biked at the park.

9. To·morr·ow the man will bike at the park.

NAME: _____

DATE: _____

17.2

Take-Home

Dear Family Member,

Your student has been practicing reading two-syllable words. Below are two sections from a chapter about reptiles at the Green Fern Zoo. Have your student read the story and fill in the blank with the correct word.

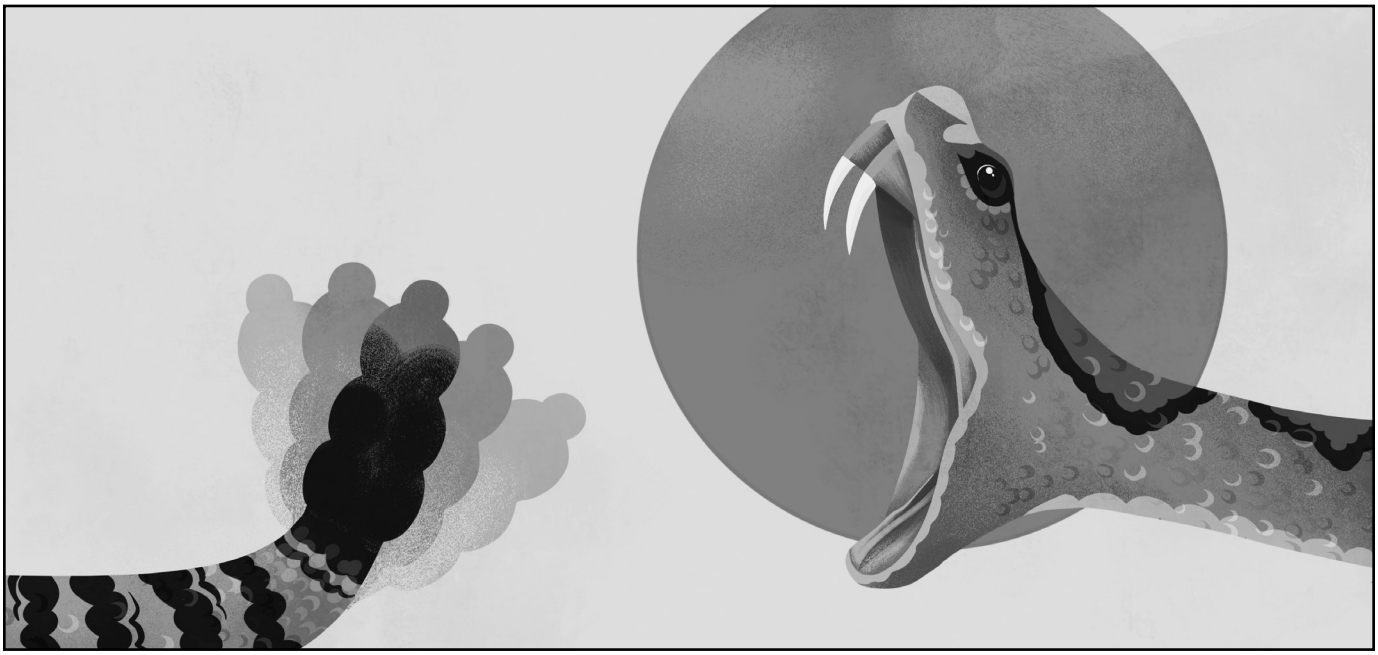
critt·**ers**	**gar·ter**	**harm·less**	**kill·er**

This is a _____ snake.

Gar·ter snakes feed on slugs, in·sects, and frogs. **For** those _____ , the **gar·ter** snake is a _____.

A **gar·ter** snake could bite you, but its bite would not make you sick. **For** us, a **gar·ter** snake is _____

dwell·**er**	patt·**er**n	des·**er**t	ratt·**ler**



This is a _____. A ratt·**ler** is a des·**er**t _____ that hunts **for** rats and rabb·its. He has a _____ on his scales that helps him blend in and hide in the _____ sands. When the ratt·**ler** is hidd·en, it is h**ar**d **for** rats and rabb·its to see him.

NAME: _____

DATE: _____

18.1

Take-Home

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the chapter to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Please note that the multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

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

Things with Wings

Next, let's see some things with wings.

Puffins

This is a puff·in. He makes his home up **north**, not too **far** from the **North** Pole.

Puffins make their home by the North Pole.

What Puffins Look Like

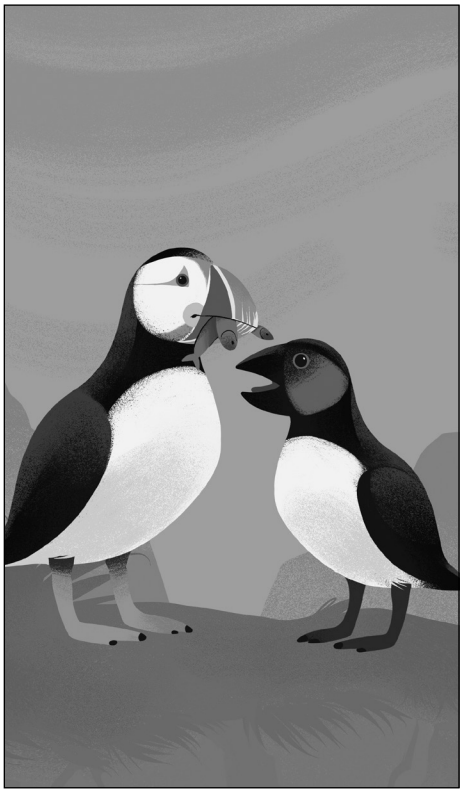
Look at those cute feet! But they are not just cute. The puff·in's feet help him swim.

Note, as well, his big bill. The puff·in can use his bill to get fish.

Puffins make their home by the North Pole.

How Puffins Are Born

Puff·ins are b**or**n from eggs. The puff·in mom and dad sit on their egg. The mom sits. Then the dad sits. In the end, the chick pops out of the shell. The mom and dad take care of the chick un·til it can care f**or** it·self. Look! That puff·in has fish in h**er** bill! She will feed those fish to h**er** chick.



The mom puffin will feed fish to her chick.

The Finch

In this next room, we have a finch. Un·like the puff·in, the finch makes a home in wood·lands. He can use his bill to snap up grass seeds f**or** food.

I'm sad to tell you that the finch is gett·ing to be quite rare. We are proud to have five of them here at the Green F**er**n Zoo.

The finch makes its home in the woods.

NAME: _____

DATE: _____

19.1

Activity Page

Directions: Have students underline the past-tense marker –ed in each verb. Then have students write the final sound(s) in each word in the slashes. Then have students write the past-tense verbs that end in /ed/ under the /ed/ header, the verbs that end in /d/ under the /d/ header, and the verbs that end in /t/ under the /t/ header.

~~start·ed~~ /ed/	~~grinned~~ /d/	~~helped~~ /t/
rubb**ed** / /	m**ar**ch**ed** / /	add·ed / /
seemed / /	sn**or**t·ed / /	wished / /

/ed/	/d/	/t/
started	grinned	helped

NAME: _____

DATE: _____

19.2 **Activity Page**

Termites

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

1. What are **ter**·mites?

Page _____

2. What is in·side a **ter**·mite mound?

Page _____

3. What do **ter**·mites look like?

Page _____

4. Why would a **ter**·mite munch on your home?

Page _____

NAME: _____

DATE: _____

20.1 **Assessment**

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

NAME: _____

DATE: _____

20.2

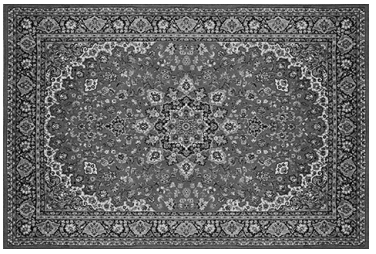
Activity Page

In the box are 4 words. Print them on the lines where they fit best.

gar·lic	cool·er
dinn·er	hor·net

In the box are 4 words. Print them on the lines where they fit best.

blend·**er**	pop·c**or**n
c**ar**·pet	f**or**·est



NAME: _____

DATE: _____

21.1

Activity Page

River Otters

1. What do riv·**er** ott·**er**s like to do?

_____

_____

_____

_____

_____

_____

_____

_____

_____

Page _____

2. Which is NOT the riv·**er** ott·**er**s' home?

○ nests on land

○ the riv·**er**

○ up in trees

Page _____

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

3. What p**ar**t helps riv·**er** ott·**er**s swim fast?

- ○ webbed paws
- ○ point·ed nose
- ○ sh**ar**p claws

Page _____

4. What do riv·**er** ott·**er**s like f**or** food?

Page _____

NAME: _____

DATE: _____

21.2 Take-Home

Check the Draft

Step by Step

1. Check that the name of the thing is there.	
2. Check that you des·cribed what it looks like.	
3. Check that you des·cribed the feel, sound, and taste of the thing.	
4. Check that you end·ed with a fun fact **or** if you like the thing.	
5. Aa, Bb, Cc	
6. ? . !	
7. Check that the words are spelled well.	

NAME: _____

DATE: _____

22.1

Activity Page

Directions: Have students write the verb in its past-tense form.

1. Yes·**ter**·day the dog _____ (lick) the food on the c**ar**·pet.

2. My pal _____ (grin) at us.

3. Fran lost h**er** tem·p**er** and _____ (yell).

4. She _____ (chop) wood in h**er** back·y**ar**d.

5. I _____ (bake) a cake yes·t**er**·day f**or** my class.

NAME: _____

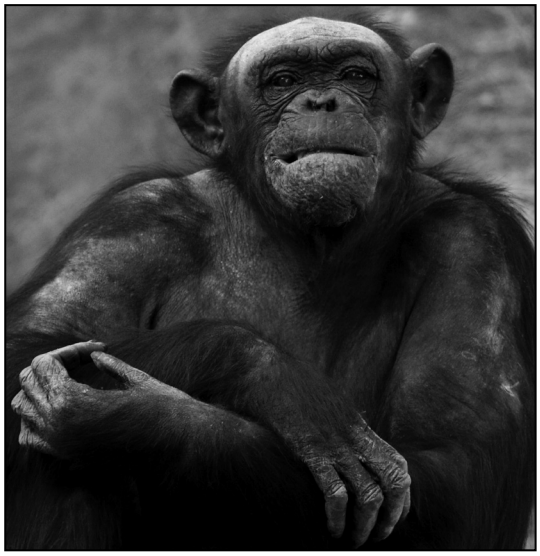
DATE: _____

22.2

Activity Page

Directions: Have students respond to the prompts, using the Reader as a resource.

Name of Critt·er: _____



I will des·cribe: _____

What it looks like: _____

What it sounds like: _____

What it feels like: _____

Where is its home? _____

What food would it like? _____

NAME: _____

DATE: _____

22.3

Activity Page

Directions: Have students respond to the prompts, using the Reader as a resource.

Name of Critt·er: _____

I will des·cribe: _____

What it looks like: _____

What it sounds like: _____

What it feels like: _____

Where is its home? _____

What food would it like? _____

NAME: _____

DATE: _____

22.4 Activity Page

Directions: Have students respond to the prompts, using the Reader as a resource.

Name of Critt·er: _____

I will des·cribe: _____

What it looks like: _____

What it sounds like: _____

What it feels like: _____

Where is its home? _____

What food would it like? _____

NAME: _____

DATE: _____

22.5

Activity Page

Directions: Have students respond to the prompts, using the Reader as a resource.

Name of Critt·er: _____

I will des·cribe: _____

What it looks like: _____

What it sounds like: _____

What it feels like: _____

Where is its home? _____

What food would it like? _____

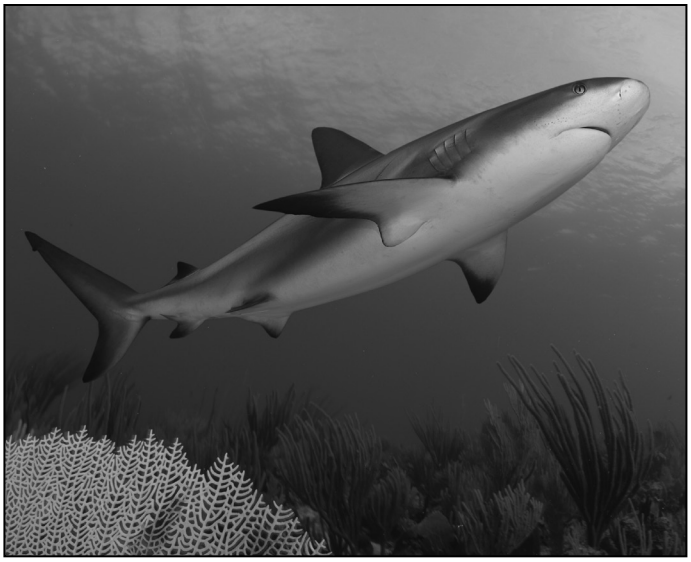
NAME: _____

DATE: _____

22.6 Activity Page

Directions: Have students respond to the prompts, using the Reader as a resource.

Name of Critt·er: _____



I will des·cribe: _____

What it looks like: _____

What it sounds like: _____

What it feels like: _____

Where is its home? _____

What food would it like? _____

NAME: _____

DATE: _____

22.7

Activity Page

Directions: Have students respond to the prompts, using the Reader as a resource.

Name of Critt·er: _____

I will des·cribe: _____

What it looks like: _____

What it sounds like: _____

What it feels like: _____

Where is its home? _____

What food would it like? _____

NAME: _____

DATE: _____

22.8

Take-Home

Dear Family Member,

This is a chapter your student has read at school. Encourage your student to read the chapter to you and then talk about it together. The tricky parts in Tricky Words are underlined. Please note that the multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

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

Big Cats

Do you like cats? If you do, look there in the grass. Do you see the cat?

Bobcats

That is not the s**or**t of cat that you keep in your home and feed cat food. That is a bob·cat. Bob·cats are not tame.

Food Bobcats Like

Bob·cats are good hunt·**er**s. They hunt rabb·its, rats, and some·times deer and sheep.

That bob·cat's name is Rob·**ert**, **or**

Bobcats are not tame.

Bob for short. Get it?

Panthers

If you look up on that rock, you will see a cat that's bigg·er than a bob·cat. It's a pan·ther.

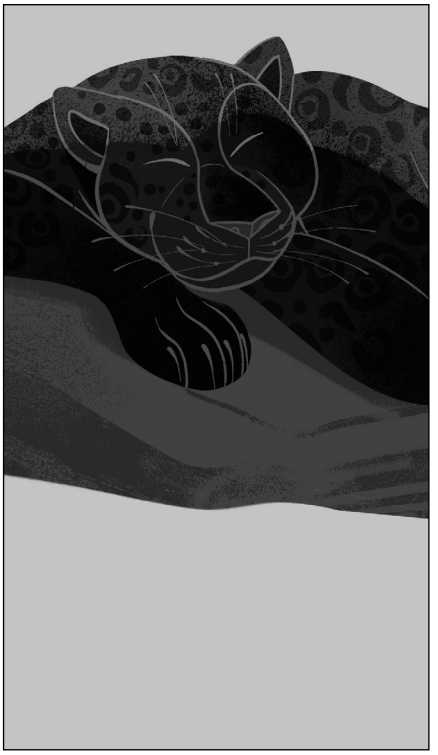
What Panthers Look Like

Pan·thers can have spots. They can be tan, too. Here at the Green Fern Zoo, we have two black pan·thers. The name of this one is Jet.

That's Jet's sis·ter, Flash, up on the tree branch. Flash has strong legs that help her run fast. She has sharp teeth and sharp claws that help her hunt rabb·its and deer. She can use her claws to scam·per up a tree if she needs to.

You can see that she is not all black like Jet. She has some spots.

Panthers are bigger than bobcats.



Panthers use their strong legs and sharp claws to get up trees.

NAME: _____

DATE: _____

23.1

Activity Page

Name of Critt·er: _____

I will des·cribe: _____

Des·cribe what it looks like, sounds like, and feels like:

Home:

Food:

Fun Fact:

End:

NAME: _____

DATE: _____

23.2

Take-Home

Dear Family Member,

Your student has been learning about nouns and verbs. The dot in words shows that this is a multisyllable word. Please have your student read the sentences, then circle the nouns and underline the verbs with a squiggly line. You may ask your student to act out the action.

1. The dog b**ar**ks.

2. To·day my sis·t**er** will take a nap.

3. To·morr·ow the kid will sing a song.

4. Yes·t**er**·day the cat licked h**er** paws.

5. To·morr·ow Gran will bake a cake.

6. To·day the man point·ed to the clouds.

7. Yes·t**er**·day my pal took a trip.

8. To·day the sh**ar**k swims.

9. The kid grinned at us.

10. Yes·t**er**·day the ground·hog was stuffed with food.

NAME: _____

DATE: _____

24.1 Activity Page

Check the Draft Step by Step

Name of P**art**·n**er**: _____

Ed·it·ed by: _____

Step	Check?
Check that the name of the critt·**er** is there.	
Check that you des·cribed what it looks like.	
Check that you des·cribed its home.	
Check that you des·cribed its food.	
Check that you list·ed a fun fact.	
Aa, Bb, Cc, I and ? . !	
Check that the words are spelled well.	

NAME: _____

DATE: _____

24.2

Take-Home

Dear Family Member,

Your student has been learning about compound words. Please have your student read the compound words in the box and place them in the correct sentence. Your student will practice making up their own silly compound words on the back of the activity page.

bath·tub	pop·corn	gum·drop
back·pack	lunch·box	

1. My snack is in my _____ _____.

2. I like _____ for a snack.

3. This _____ is sweet!

4. I take a bath in the _____ _____.

Directions: Have students make up their own silly compound words. In the first box, they will draw a picture of the first part of the compound word, and in the second box, the picture of the second part of the compound word.

5. The book is in my _____

_____.

+

= dogcake

1. ☐ + ☐ = _____

2. ☐ + ☐ = _____

NAME: _____

DATE: _____

25.1

Assessment

Directions: In Part 1, have students circle the noun and underline the verb with a squiggly line. In Part 2, have students match the words with its contraction. In Part 3, have students write the past-tense form of the verbs.

Part 1

1. The car parks.
2. To·day the shark swims.
3. To·morr·ow the kid will march.
4. Yes·ter·day the cat walked.
5. To·morr·ow we will bake.

Part 2

let us	there's
she is	she's
it is	it's
here is	let's
there is	here's

Part 3

To·day I bake.

Yes·t**er**·day I _____.

To·morr·ow I will _____.

To·day you smile.

Yes·t**er**·day you _____.

To·morr·ow you will _____.

To·day I hike.

Yes·t**er**·day I _____.

To·morr·ow I will _____.

To·day she points.

Yes·t**er**·day she _____.

To·morr·ow she will _____.

NAME: _____

DATE: _____

26.1 **Assessment**

Directions: Have students read the story and answer the questions on the following pages.

Amber the Bat

What Bats Look Like

This is Am·b**er**. Am·b**er** looks a bit like a fox. But she has wings and swings from trees. In fact, Am·b**er** is a bat.

Am·b**er** needs a lot of room to glide back and f**or**th be·cause she has a wing·span of five feet. In fact, bats like Am·b**er** are the bigg·est bats there are!

Bat Homes

Am·b**er** makes h**er** home here at Green F**er**n Zoo. She has all the room she needs at the zoo. Some bats like Am·b**er** make their homes in the trop·ics, where the sun shines and it is hot.

Food Bats Like

Bats like Am·b**er** feed on plant p**ar**ts and poll·en. They can smell lots of things, so they use their nose to look f**or** food. They use their wings to glide from plant to plant to gath·**er** their food. In fact, they can trav·el up to 40 miles to gath·**er** food!

Hanging Upside Down

Look at Am·b**er** here in the tree. Am·b**er** likes to do things up·side down. She hangs out up·side down. She sleeps up·side down. When she has food, she clings to the branch with h**er** feet and will munch on h**er** food up·side down! What can you do up·side down?

NAME: _____

DATE: _____

26.1 CONTINUED

Assessment

Directions: Have students use the story on the previous pages to answer the questions.

1. What is Am·b**er**?

   ○ a fox

   ○ a bat

   ○ a dog

   ○ a cat

2. Am·b**er**'s wings are _____ long.

   ○ three feet

   ○ three wing·spans

   ○ two feet

   ○ five feet

3. Where do bats like Am·b**er** make their homes?

   ○ up in the n**or**th

   ○ in the trop·ics

   ○ in the des·**er**t

   ○ in cool lakes

4. What do bats like Am·b**er** feed on?

- ○ fish
- ○ grubs and slugs
- ○ milk
- ○ plant p**ar**ts and poll·en

5. What p**ar**t do bats like Am·b**er** use to look f**or** food?

- ○ nose
- ○ legs
- ○ teeth
- ○ fins

6. Bats like Am·b**er** can trav·el

   ○ up to 10 miles to gath·**er** food

   ○ up to 40 miles to gath·**er** food

   ○ as far as three miles to gath·**er** food

   ○ as far as five feet to gath·**er** food

7. What things can Am·b**er** do up·side down?

   ○ sing a sweet song, sleep, and munch on food

   ○ hang out, trav·el, and sleep

   ○ hang out, sleep, and munch on food

   ○ just munch on food

8. It says, "Am·b**er** needs a lot of room to glide back and f**or**th"

   Glide is a word f**or**:

   - ○ swim
   - ○ trav·el
   - ○ hop
   - ○ sleep

9. Why would Am·b**er** need a lot of room to glide back and f**or**th?

   - ○ be·cause there are lots of bats at the zoo
   - ○ be·cause she is one of the bigg·est bats there are
   - ○ be·cause there are lots of in·sects at the zoo
   - ○ be·cause there are trees at the zoo

NAME: _____

DATE: _____

PP.1

Activity Page

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

er	er	
er	er	
herd	herd	
ar	ar	
ar	ar	
barn	barn	
or	or	
or	or	
corn	corn	

er

er

herd

ar

ar

barn

or

or

corn

NAME: _____

DATE: _____

PP.2

Activity Page

Count the sounds in the words. Print the num·b**er** of sounds in the box·es and print the words on the lines.

1. hamm·**er** | 4 | hammer
2. b**or**n | | _____
3. b**ar**ns | | _____
4. d**ar**k·**er** | | _____
5. cool·**er** | | _____
6. pepp·**er** | | _____
7. riv·**er** | | _____
8. sh**ar**ks | | _____

9. h**or**ns

10. blis·t**er**

11. cook**ed**

12. c**ar**·pet

13. chill**ed**

14. lett·**er**

15. sn**or**·ing

16. g**ar**·lic

NAME: _____

DATE: _____

PP.3

Activity Page

Directions: Have students write the r-controlled vowel sound in each word in the slashes. Then have students write the words with the /er/ sound under the /er/ header and the words with the /ar/ sound under the /ar/ header.

~~**her**~~ /er/	~~**barn**~~ /ar/
h**ar**d / /	bett·**er** / /
c**ar**·pet / /	lan·t**er**n / /
h**er**d / /	**ar**m / /
d**ar**k·ness / /	p**er**·fect / /

/er/	/ar/
her	barn

Directions: Have students write the r-controlled vowel sound in each word in the slashes. Then have students write the words with the /ar/ sound under the /ar/ header and the words with the /or/ sound under the /or/ header.

~~b~~**ar**~~n~~ /ar/	~~h~~**or**~~n~~ /or/
p**ar**ke**d** / /	f**or**ks / /
y**ar**d / /	pop·c**or**n / /
f**or**me**d** / /	g**ar**·den / /
h**ar**·vest / /	t**or**ch / /

/ar/	/or/
barn	horn

NAME: _____

DATE: _____

PP.4

Activity Page

Directions: Have students cut out the word cards and place them on the matching words on Activity Page PP.5.

could	asked	num·ber
hard	start·ed	seemed
short	horn	two
liked	spelled	runn·ers
porch	cars	helped

NAME: _____

DATE: _____

PP.5

Activity Page

Directions: Have students read the word cards from Activity Page PP.4 and place them on top of the matching words on this activity page.

two	horn	short
could	num·ber	asked
start·ed	hard	liked
porch	spelled	runn·ers
cars	helped	seemed

NAME: _____

DATE: _____

PP.6

Activity Page

Mark the words that are said and print them on the lines.

1.	short·en	short·er	
2.	gar·den	gar·lic	
3.	snor·ing	snarl·ing	
4.	hor·net	hors·es	
5.	mar·ket	mark·er	
6.	bett·er	bitt·er	
7.	for·tress	for·est	
8.	har·vest	harm·less	
9.	bor·der	bar·ter	
10.	sharp·er	smart·er	

NAME: _____

DATE: _____

PP.7

Activity Page

Print the words.

barn	barn	
barn		
yard	yard	
yard		
sharp	sharp	
sharp		
dark	dark	
dark		
arm	arm	
arm		

Print the words.

barn

yard

sharp

dark

arm

NAME: _____

DATE: _____

PP.8

Activity Page

Print the words.

horn	horn	
horn		
sport	sport	
sport		
north	north	
north		
short	short	
short		
thorn	thorn	
thorn		

Print the words.

horn

sport

north

short

thorn

NAME: _____

DATE: _____

PP.9

Activity Page

Print the words.

herd herd herd

perk perk perk

fern fern fern

verb verb verb

perch perch perch

Print the words.

herd

perk

fern

verb

perch

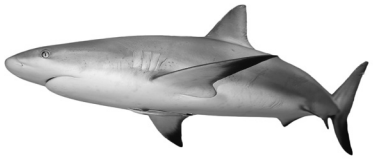
NAME: _____

DATE: _____

PP.10

Activity Page

Print the words on the lines where they fit best.



1. sh**ar**k

2. hamm·**er**

3. h**or**·net

4. zipp·**er**

5. st**or**k

NAME: _____

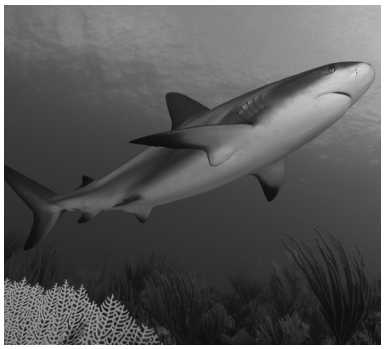
DATE: _____

PP.11

Activity Page

In the box are 4 words. Print them on the lines where they fit best.

sh**ar**k	f**or**k
sc**ar**f	h**or**n



In the box are 4 words. Print them on the lines where they fit best.

hor·net	hawk
gar·lic	pop·corn

NAME: _____

DATE: _____

PP.12

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: _____

PP.13

Activity Page

Print the words.

today today

yesterday yesterday

tomorrow tomorrow

to to

too too

two two

here here

there there

said said

says says

Print the words.

today

yesterday

tomorrow

to

too

two

here

there

said

says

NAME: _____

DATE: _____

PP.14

Activity Page

Mark the words that are said.

1.	big st**or**m	big step
2.	af·t**er** class	af·t**er** d**ar**k
3.	strong legs	strong **ar**ms
4.	could not run	should not run
5.	boil**ed** eggs	soft eggs
6.	a red c**ar**·pet	a red c**ar**
7.	coil**ed** up snake	coil**ed** up rope
8.	plant a g**ar**·den	keep a g**ar**·den
9.	use a f**or**k	use a broom
10.	f**ar**·th**er** n**or**th	f**ar**·th**er** south

NAME: _____

DATE: _____

PP.15

Activity Page

Fill in the _____ with the words in the box.

~~out·side~~	sing·ing
b**ar**k·ing	c**ar**·pet
f**or**·est	

1. Jen went _____ to the y**ar**d.

2. Brent was _____ a song.

3. There are lots of trees in a _____ _____.

4. The dog was _____ all m**or**n·ing.

5. There is a red _____ in this room.

Fill in the _____ with the words in the box.

ant·**ler**s	jump·ing
tem·p**er**	tool·box
lunch·time	

1. Ben likes _____ on the bed.

2. Dad got his _____ so he could fix the pipe.

3. Mom lost her _____ and yelled at the dog.

4. The deer has sharp _____.

5. Is it _____ yet?

NAME: _____

DATE: _____

PP.16

Activity Page

Fill in the _____ with the words in the box.

blis·**ters**	p**ar**k·ing
matt·ress	lick**ed**
sand·wich	

1. Af·**ter** the hike I had _____ on my feet.
2. Fran ate h**er** _____ .
3. Dad found a _____ spot f**or** the c**ar**.
4. I have a soft _____ on my bed.
5. The man was _____ by a dog.

Fill in the _____ with the words in the box.

melt·ed	**ar**t·ist
pop·c**or**n	sev·en
nos·trils	

1. The flame _____ the wax.

2. An _____ makes **ar**t.

3. Af·t**er** six we count to _____.

4. Is it fun to pop _____?

5. Your nose has two _____.

NAME: _____

DATE: _____

PP.17

Activity Page

Yes or no? Print *yes* **or** *no* on the lines.

1. Do kids have a bed·time? _____
2. Are your bones soft? _____
3. Do **ar**t·ists use brush·es? _____
4. Can a back·y**ar**d have grass? _____
5. Should you make a camp·fire in·side? _____
6. Can chil·dren drive c**ar**s? _____
7. Do kitt·ens have teeth? _____
8. Could a plant sip a milk·shake? _____

Yes or no? Print *yes* **or** *no* on the lines.

1. Should you drop trash on the ground? _____
2. Do some p**ar**ks have slides? _____
3. Can you bake a cake in a round pan? _____
4. Is a trip to the den·tist fun? _____
5. Can you hike out·side in the summ·**er**? _____
6. Would a pet fish like to sleep in a bed? _____
7. Are pig·lets cute? _____
8. Is sev·en a num·b**er**? _____

NAME: _____

DATE: _____

PP.18

Take-Home

Dear Family Member,

This is a chapter your student has read at school. Encourage your student to read the chapter to you and then talk about it together. The tricky parts in Tricky Words are underlined. Please note that the multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

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

Groundhogs

What Groundhogs Look Like

Here you can see a ground·hog.

Ground·hogs have sh**ar**p claws that help them dig holes in the ground. They spend a lot of time down in those d**ar**k holes.

Food Groundhogs Like

Ground·hogs like to feed on grass and plants. But when they run out of their holes to get food, they have to be on the look·out. Some critt·**er**s, like bob·cats and snakes, like to dine on ground·hogs. This ground·hog here is sitt·ing up to see if there is a snake **or** a bob·cat close by.

More Food Groundhogs Like

This ground·hog is named Pepp·er. We feed her grass, tree bark, and in·sects, but the food that she likes best is corn. We found that out yes·ter·day morn·ing when she got out from her pen.

We found her in the pett·ing zoo. She ate a lot of the corn that was there for the ducks and hens.

NAME: _____

DATE: _____

PP.19

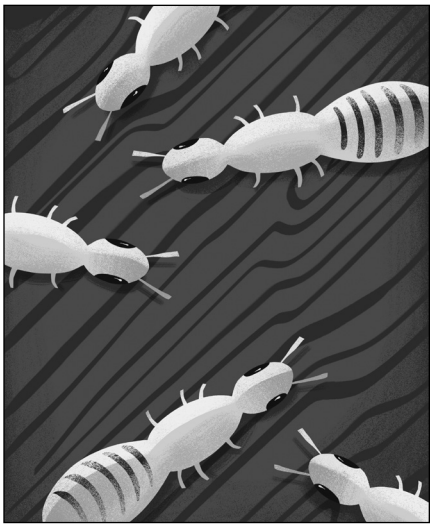
Take-Home

Dear Family Member,

This is a chapter your student has read at school. Encourage your student to read the chapter to you and then talk about it together. The tricky parts in Tricky Words are underlined. Please note that the multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units.

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

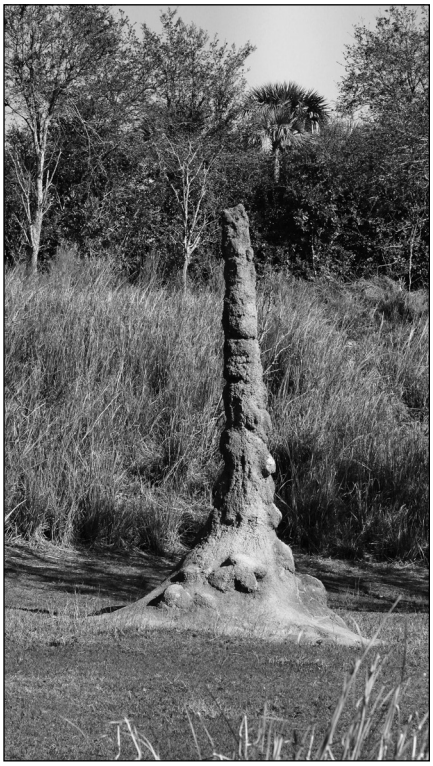
Termites



Food Termites Like

What do you kids like to have f**or** lunch? Hot dogs? Chick·en nugg·ets?

What if I gave you a lump of wood **or** a big tree stump f**or** lunch? Would you like that?

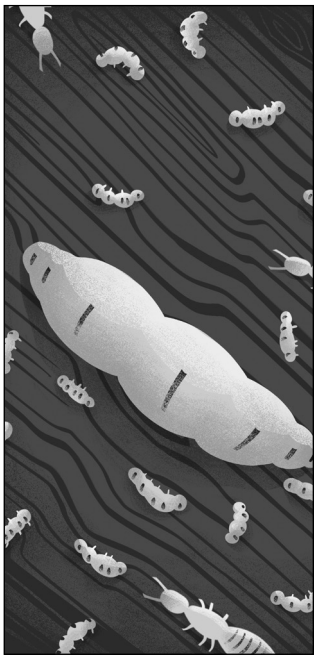


Well, if you were a t**er**·mite, you would like it. T**er**·mites are in·sects that like to munch on wood.

A Termite Home

See this big spike stick·ing up from the ground? It looks s**or**t of like a

rock, but it is a t**er**·mite mound. If you could look in·side, you would see lots of t**er**·mites.



What Termites Look Like

If you would like to see what t**er**·mites look like, take a peek in this box.

As you can see, **ter**·mites look a lot like ants. They have six legs like ants. A **ter**·mite mound has a queen who makes eggs, just like in an ant·hill. Here you can see that the **ter**·mite queen is much bigg·**er** than the rest of the **ter**·mites.

Would a t**er**·mite munch on your home? It would if your home is made of wood. The t**er**·mites from a big mound could have your liv·ing room f**or** lunch and your bed·room f**or** dinn·**er**!

NAME: _____

DATE: _____

PP.20

Activity Page

The Ostrich

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

1. The os·trich at the Green Fern Zoo tips the scales at . . .
   - ○ three hun·dred pounds.
   - ○ two pounds.
   - ○ two hun·dred pounds.

2. Can an os·trich run fast?

_____

_____

_____

_____

_____

_____

Directions: Have students write about the animal in the picture or copy their favorite sentences from the story that tell something about the animal.

NAME: _____

DATE: _____

PP.21 **Activity Page**

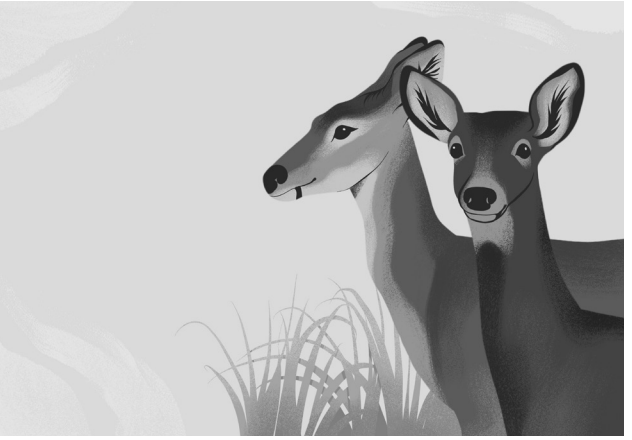
Deer

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

1. Was Hope b**or**n in the zoo?

2. What happ·en**ed** to Hope's leg?

Direcctions: Have students write about the animal in the picture or copy their favorite sentences from the story that tell something about the animal.



NAME: _____

DATE: _____

PP.22 Activity Page

The Petting Zoo

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

1. What is the rabb·it's name?

2. What scares the chick·ens?

3. Which critt·**er** from the pett·ing zoo do you like best? Why?

NAME: _____

DATE: _____

PP.23

Activity Page

Cut out the c**ar**ds.

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Bluebonnet Learning
K–3 Foundational Skills

EDITION 1

GRADE 1 FOUNDATIONAL SKILLS UNIT 4
Activity Book

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