Bluebonnet Learning
K–3 Foundational Skills

ENGLISH

GRADE 1 FOUNDATIONAL SKILLS UNIT 6

Activity Book

EDITION 1

Grade 1

Foundational Skills 6

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 6

Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 6. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The activity pages in this book do not include written instructions for students because the instructions would have words that are not always 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: _____

In the Cave

When I went to visit with Doba, I was sad. I missed Mom and Dad. But Doba cheered me up and made things fun.

Doba took me on hikes. The land I saw in the Southwest was not at all like the land I am used to. Where I am from, things are green in the summer, and there are lots of trees. In the Southwest, there are hills and red rocks, but not a lot of trees. In some spots, you can hike for a mile and not see one tree!

Once, Doba and I were on a hike when it started to storm. Doba and I went into a cave so that we would not get wet.

As we were standing there, I saw something shimmer in the dark.

"Doba," I said, pointing at the spot, "what's that?"

"Well," said Doba, "let's have a look."

We looked and saw something stuck in a crack in the rock. I grabbed it.

"It's a coin!" I said.

"Well, I'll be!" said Doba.

I said, "What sort of coin is it?"

Doba said, "I can't tell. It looks like it could be made of silver."

Then she said, "I have a pal, Sani, who is an expert on coins. We can bring it to him tomorrow, and he will tell us what sort of coin it is."

I dropped the coin in my pocket, and we went on with our hike.

NAME: _____

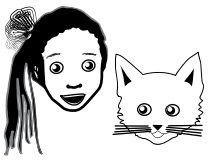
DATE: _____

1.2 **Activity Page**

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

The Name of the Tale:

Who?



Where? When?

What?

The tale starts with . . .

Next in the tale . . .

At the end of the tale . . .

NAME: _____

DATE: _____

1.3 **Take-Home**

Dear Family Member,

Today our class started Unit 6. The Reader for this unit is called *Grace.* Your student will bring home stories you can read together about Grace and her life on a farm. 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 a review of previously taught sound/spellings. As usual, there is one 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. Tricky Words need to be memorized, so your student will benefit from practice reading and writing them.

Spelling Words

1. swimming
2. rotten
3. hidden
4. batter
5. shredded
6. popping
7. nodded
8. Tricky Word: their

NAME: _____

DATE: _____

2.1 **Activity Page**

Sound out the words with the lines under them. Is the 'c' sounded /k/ as in *cat* or /s/ as in *cent*? Write the words where they fit best.

1		2
cat		cent
cop	c	pencil
cup		cell

	/k/ as in *cat*	/s/ as in *cent*
1. She is a good dan<u>c</u>er.		dancer
2. It's time to get in the <u>c</u>ar.		
3. That kite you have is so <u>c</u>ool!		
4. Set it down in the <u>c</u>enter of the room		
5. We had <u>c</u>rabs for lunch.		
6. He gave me a lot of choi<u>c</u>es.		
7. Look up there! See that big <u>c</u>loud?		

NAME: _____

DATE: _____

2.2 **Take-Home**

Dear Family Member,

We have been working on writing personal narratives at school. Your student has read personal narratives and we have drafted a personal narrative as a class. Now, each student will have an opportunity to write their own personal narrative describing something that has happened to them. As homework, please work with your student to brainstorm ideas that they might write about in a personal narrative. Remind your student that the personal narrative should tell about something that has really happened to them. Here are some ideas for topics your student might be interested in writing about:

- a special holiday or birthday
- a special present they received
- something a friend or sibling did for them
- a special visit or a trip to an interesting place
- a "first" or significant personal achievement
- a weather-related event

Have your student jot down ideas on the back of this page to bring back to school tomorrow.

NAME: _____

DATE: _____

4.1 **Activity Page**

Plan a Tale that Happened to You

Who?	Who was in the tale? Describe them.
Where? When?	Where and when did the tale take place? Describe the setting.
What?	What happened at the start? What happened next? What happened after that? What happened last? Describe all parts of the tale.
Why?	Why did this happen? Why was this important?

NAME: _____

DATE: _____

4.2 **Activity Page**

Draft a Tale that Happened to You

Who is in the tale?

Where did the tale take place?

When did the tale take place?

What happened at the start?

What happened next?

What happened after that?

What happened last?

Why did this happen?

NAME: _____

DATE: _____

4.3 Take-Home

Sort the words by their spellings for /s/.

prin**ce**	hor**se**	sin**ce**	rin**se**	choi**ce**
fen**ce**	dan**ce**	hou**se**	mou**se**	goo**se**

/s/ → 'ce'	/s/ → 'se'

NAME: _____

DATE: _____

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

NAME: _____

DATE: _____

5.2 **Activity Page**

Check the Draft

Step by Step

1. Check that you described who was in the tale.	
2. Check that you described where the tale took place.	
3. Check that you described when the tale took place.	
4. Check that you described what happened in the tale in order from start to finish.	
5. Check that you described why the tale happened or why it was important.	
6. Aa, Bb, Cc, I	
7. ? . !	
8. Check that the words are spelled well.	

NAME: _____

DATE: _____

'c': /s/ or /k/ ?

Directions: Have students color the boxes that contain words that have 'c' > /k/ as in cat in one color and the boxes that contain words that have 'c' > /s/ as in cent in another color.

clip	pen**c**il	carve
cells	cage	boun**c**ing
cent	**c**enter	bobcat
catch	dan**c**er	magic

NAME: _____

DATE: _____

6.2 **Activity Page**

Cut out the word cards and stick them on the next sheet.

cell	**c**enter
voi**ce**	prin**ce**
twi**c**e	el**se**
den**se**	chan**ce**
hou**se**	hor**se**
per**c**ent	dan**c**ing

NAME: _____

DATE: _____

Sort the word cards by their spellings for /s/ and stick them in the boxes.

/s/ → 'se'						
/s/ → 'ce'						
/s/ → 'c'						

NAME: _____

DATE: _____

Mister Spencer and the Rabbits

1. What is the land like out in the Midwest?

   ○ The land has red rocks.

   ○ The land has no plants.

   ○ The land has rich soil.

Page _____

2. What things are in Mister Spencer's garden?

_____

_____

_____

_____

_____

_____

Page _____

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

3. What is the problem with Mister Spen**c**er's garden?

- ○ He has rabbits in his garden.
- ○ He has a dog in his garden.
- ○ He has sprouts in his garden.

Page _____

4. Pepper helps Mister Spen**c**er when he . . .

- ○ has a snack from the garden.
- ○ barks at the rabbits so they run off.
- ○ sleeps out in the barn.

Page _____

NAME: _____

DATE: _____

6.4 **Take-Home**

Dear Family Member,

Our class has been learning spelling alternatives for the /s/ sound. The /s/ sound can be written with the spellings 's', 'ss', 'c', 'ce', and 'se'. The spelling words this week contain these spellings for /s/, as well as spellings for its buzzy sister sound, /z/. The /z/ sound can be written with the spellings 'z', 'zz', and 's'.

As usual, there is one 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. Tricky Words need to be memorized, so your student will benefit from practice reading and writing them.

Spelling Words

1. sun
2. kiss
3. cent
4. prince
5. jazz
6. pigs
7. zip
8. Tricky Word: here

NAME: _____

DATE: _____

7.1 **Activity Page**

Directions: Have students underline the pronouns and draw a connecting line from each pronoun to the noun it replaces. Then have students write the pronoun on the line below.

1. Kate is nine. She wrote a book.

_____

2. Sa·ni has a shop. He sells coins.

_____

3. Kate went on a trip. It was fun.

_____

4. Kate found a coin. It is Spanish.

_____

Directions: Have students replace the underlined nouns with the correct pronouns, using he, she, *or* it.

1. Kate went on a trip. _____ had fun.

2. Sa·ni likes the coin. Sa·ni likes _____.

3. Was Sa·ni Do·ba's pal? Yes, _____ was Do·ba's pal.

4. Kate made a book. _____ wrote the words.

5. Do·ba has a cabin. _____ is in the Southwest.

6. Gad is a kid. _____ is nine.

NAME: _____

DATE: _____

7.2 **Take-Home**

Dear Family Member,

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

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.

Mister Spencer and the Rabbits

Gra**c**e Spen**c**er's dad has a farm. Her dad is a farmer out in the Midwest, where the land is flat and the soil is rich.

In the spring Mister Spen**c**er plants corn next to the farmhou**se**. All summer long, he takes care of the corn. By the end of the summer, the corn is ripe. Then Mister Spen**c**er harvests it and sells it. That is how he makes a living.

Mister Spen**c**er has a garden, too. In his garden he plants eggplants, beets, sprouts, and peppers.

Mister Spen**c**er has had some problems with rabbits. They crawl under the fen**ce**, hop into his garden, and munch on his plants. When Mister Spen**c**er sees the rabbits in his garden, he gets mad as a hornet. He shakes his fist and shouts at the rabbits.

Gra**c**e and her sister Jill like the rabbits. Gra**c**e says they are cute. She tells her dad to be ni**c**e and let the rabbits be. But Mister Spen**c**er can't stand those rabbits, and the Spen**c**ers need the plants in the garden to feed them in the winter.

Last summer, Mister Spen**c**er got a dog to for**ce** the rabbits out of his garden. The dog's name is Pepper. He is a black dog. He sleeps out in the barn.

When Pepper came to the farm, he gave the rabbits quite a scare. They were in the garden, munching on sprouts. Then Pepper came charging out into the yard, barking. The rabbits took off! They ra**c**ed back into their hole as fast as they could.

Pepper ran to the rabbit hole and went in as far as he could. He started digging with his paws. But it was no use. It was a deep hole and he could not get down to where the rabbits were.

Mister Spen**c**er was sitting in the living room at the time. He could tell what Pepper was up to. He smiled. "Good dog!" he said. "Good dog! I bet those rabbits will munch on sprouts somewhere el**se** next time!"

NAME: _____

DATE: _____

8.1 **Activity Page**

The Picnic by the River

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

1. What was in the picnic basket?

Page _____

2. Where had the Spencers set down their picnic basket?

Page _____

3. Why was the food in the picnic basket safe from the ants?

Page _____

4. What did Grace do for the ants at the end?

Page _____

NAME: _____

DATE: _____

9.1 **Activity Page**

Directions: Have students underline the pronoun in each sentence pair and draw a connecting line from the pronoun to the noun it replaces. Then have students write the pronoun on the line. Have students generate their own noun—pronoun pairs of sentences on the next page.

he	**she**	**it**	**I**	**you**

1. The hou**se** is big. It has lots of rooms.

_____

2. Mitch has a black goo**se**. He likes the goo**se**.

_____

3. Ben said, "I have lots of red pen**c**ils."

_____

4. Mom asked Ree**se**, "Can you feed the hor**se**?"

_____

5. The prin**c**ess broke her leg. She has to use crutches.

6. The mou**se** is soft. It is a ni**c**e mou**se**.

NAME: _____

DATE: _____

9.2 **Activity Page**

Ants

1. What is an ant farm?

Page _____

2. Who is the queen?

Page _____

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

3. H<u>ow</u> do the rest of the ants take care of the queen?

Page _____

4. Why could the queen's life be a hard life?

Page _____

NAME: _____

DATE: _____

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

NAME: _____

DATE: _____

10.2 **Activity Page**

The Band

1. What did Grace and Jill sound like at the start?

_____

_____

_____

_____

_____

Page _____

2. How did Mister Spencer act when the children started out?

_____

_____

_____

_____

_____

Page _____

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

3. Who is Mister Van**ce**?

Page _____

4. Describe the band con**c**ert.

Page _____

NAME: _____

DATE: _____

10.3

Take-Home

Sort the words by their spellings for /s/.

sit	grass	dress	snake	hips
cell	sun	**c**enter	**c**ent	kiss

/s/ → 's'	/s/ → 'ss'	/s/ → 'c'

NAME: _____

DATE: _____

11.1 Activity Page

Sort the words by their spellings for /n/.

sen**se**	**kn**it	dinner	**kn**ee	nerve
running	winner	**c**ent	**kn**ot	fen**ce**

/n/ → 'n'	/n/ → 'nn'	/n/ → 'kn'

Can you see the spelling pattern? Fill in the chart.

Root Word	***–ed* Word**	***–ing* Word**
tan	tanned	tanning
grin		
plan		
scan		

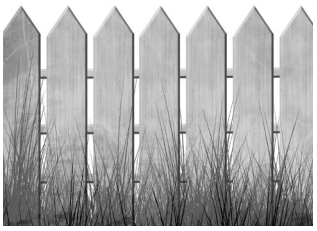
NAME: _____

DATE: _____

11.2 **Activity Page**

Write the words on the correct lines.

cent	goo**se**	fen**ce**
knot	mou**se**	prin**ce**
dan**ce**	**kn**ee	moo**se**



NAME: _____

DATE: _____

The Yard Sale

1. What is for sale at the yard sale?

Page _____

2. What is Grace's problem?

Page _____

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

3. How was Grace's problem solved?

Page _____

4. Why did the man let Grace get two books for the price of one?

Page _____

NAME: _____

DATE: _____

11.4 **Take-Home**

Dear Family Member,

Your student's spelling words for this week include a review of previously taught sound/ spellings. As usual, there is one 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, so your student will benefit from practice reading and writing them.

Spelling Words

1. maps
2. mice
3. hammer
4. trimmed
5. skipped
6. scrub
7. space
8. Tricky Word: could

NAME: _____

DATE: _____

12.1 **Activity Page**

The Storm

1. Describe the storm on the farm.

Page _____

2. Did Grace like the storm?

Page _____

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

3. Did Jill like the storm?

Page _____

4. What did Grace tell Jill to make her feel better?

Page _____

NAME: _____

DATE: _____

13.1 **Activity Page**

Directions: Have students write the pronouns that would replace the underlined nouns on the lines.

He	She	It

1. Vin**ce** is a good catcher. _____
2. The mou**se** is on the fen**ce**. _____
3. The prin**ce** had goo**se** for dinner. _____
4. The hor**se** ran in a ra**c**e. _____
5. Mom has a red blou**se**. _____
6. Gran **kn**its socks for her grandkids. _____

NAME: _____

DATE: _____

Dark Clouds and Wind

1. What did Mister Spen**c**er see as they finished up lunch?

Page _____

2. What do the Spen**c**ers do when the clouds get darker and the wind picks up?

Page _____

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

3. What is a storm shelter?

Page _____

4. What did Gra**c**e shout as Mister Spen**c**er started to lock up the shutters?

Page _____

NAME: _____

DATE: _____

13.3 **Take-Home**

Dear Family Member,

This is a story your student has read at school. Encourage your student to read the story to you and then talk about it together.

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.

The Band

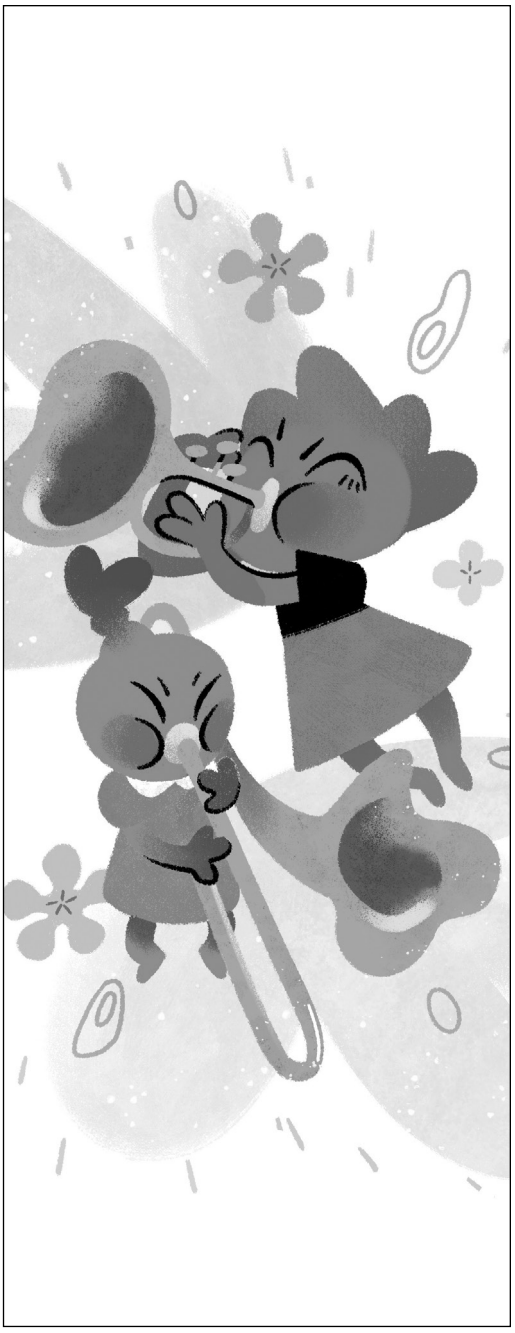
Gra**c**e and Jill are in a band. Gra**c**e toots on her trumpet. Jill toots on her slide trombone.

When the children started out, they did not sound too good. Jill and her trombone sounded like a sick moo**se**. Grace and her trumpet sounded like a flock of gee**se**.

The two of them made quite a racket.

It was so bad that Mister Spen**c**er would yell, "I can't take it!" Then he would run out of the hou**se** and hide in the barn.

But, sin**ce** then, the children have gotten a lot better, just as Mister Van**ce** said they would. Mister Van**ce** is the band master. He spends a lot of time with the children, helping them get better.



In the spring there is a band con**c**ert in the park.

Mister Van**ce** gets up on the bandstand and waves his hands. The band starts belting out a jazz song. They sound good. Gra**c**e hits the notes on her trumpet. Jill's trombone sounds good, too. The drummer is drumming up a storm. The band is **kn**ocking it out of the park.

Mister Van**ce** has a big smile on his face. He is proud of Gra**c**e and Jill.

Mister Spen**c**er smiles, too. He has gotten tired of spending so much time in the barn.

NAME: _____

DATE: _____

14.1 **Activity Page**

In the Storm Shelter

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

1. Why are the Spencers down in the storm shelter?

_____

_____

_____

_____

_____

_____

Page _____

2. What did Mister Spencer see when he peeked out from the storm shelter?

_____

_____

_____

_____

_____

_____

Page _____

3. Describe what you do when it storms.

NAME: _____

DATE: _____

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

NAME: _____

DATE: _____

15.2 Activity Page

Directions: Have students underline the plural marker in each word. Then have students write the plural words that end in /s/ under the /s/ header, the plural words that end in /z/ under the /z/ header, and the plural words that end in /ez/ under the /ez/ header.

~~cats~~	~~dogs~~	~~foxes~~	sharks	forks
kids	dishes	porches	hands	crabs

/s/	/z/	/ez/
cats	dogs	foxes

NAME: _____

DATE: _____

15.3 **Activity Page**

The Visit

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

1. How do Grace and Jill feel in the car ride to visit their Gran?

_____

_____

_____

_____

_____

Page _____

2. What do Grace and Jill do to get set to swim?

_____

_____

_____

_____

_____

Page _____

3. Name three things Gra**c**e and Jill do with Gran.

Page _____

NAME: _____

DATE: _____

16.1 **Activity Page**

The Soccer Game

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

1. **Wh**y is Gra**c**e's soccer game this weekend such a big game?

_____

_____

_____

_____

_____

Page _____

2. **Wh**y did Gra**c**e sit on the grass and pout?

_____

_____

_____

_____

_____

Page _____

3. **Wh**at advi**c**e did Gra**c**e's dad tell Gra**c**e **wh**en she got upset?

Page _____

4. **Wh**at happens at the end of the game?

Page _____

NAME: _____

DATE: _____

16.2 **Take-Home**

Dear Family Member,

Our class has been learning spelling alternatives for the /n/ sound. The /n/ sound can be written with the spellings 'n', 'nn', and 'kn'. The spelling words this week contain these spellings for /n/. As usual, there is one 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, so your student will benefit from practice reading and writing them.

Spelling Words

1. knit
2. kneel
3. nose
4. center
5. nugget
6. running
7. winner
8. Tricky Word: why

NAME: _____

DATE: _____

17.1 **Activity Page**

Supper

1. **Wh**y are Kim and Jane **Kn**ox at Gra**c**e's hou**se**?

Page _____

2. List the steps Gra**c**e takes to make the cake with her mom.

Page _____

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

3. If you had a supper at your hou**se**, **wh**at would you serve?

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 story to you and then talk about it together. The tricky parts in Tricky Words are underlined.

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.

The Visit

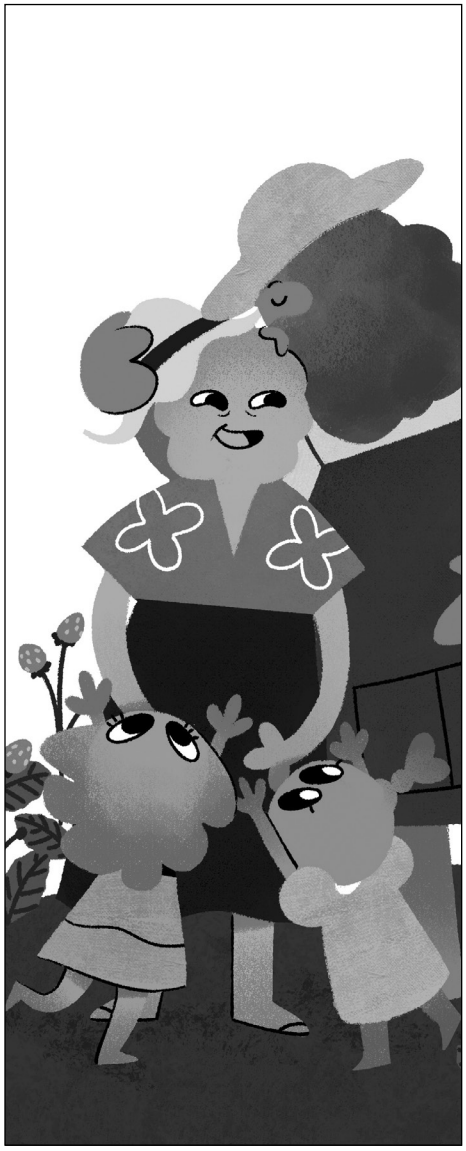
The Spen**c**ers are on a trip to visit their Gran. It's a long car ride from the farm. Their dad drives in the morning. Then their mom drives after lunch. Gra**c**e and Jill feel like the trip will never end.

At last, they get to Gran's pla**c**e. Gra**c**e and Jill run up to their Gran and hug her.

"It's so ni**c**e to see you!" says Gran.

"Gran," Jill says, "can we run down and swim?" After the long car ride, the children need some exer**c**ise.

Gran smiles. She grabs her **kn**apsack and points to the flip-flops on her feet and says, "I'm all set!"



Gra**c**e and Jill get dressed for swimming. They rub sunscreen on their arms and legs. Mister Spen**c**er helps them rub the sunscreen on their backs.

On**ce** the sunscreen is on, Gra**c**e and Jill run down the path to the cove. When they get there, they wade in, yelping as the cool waves crash past them.

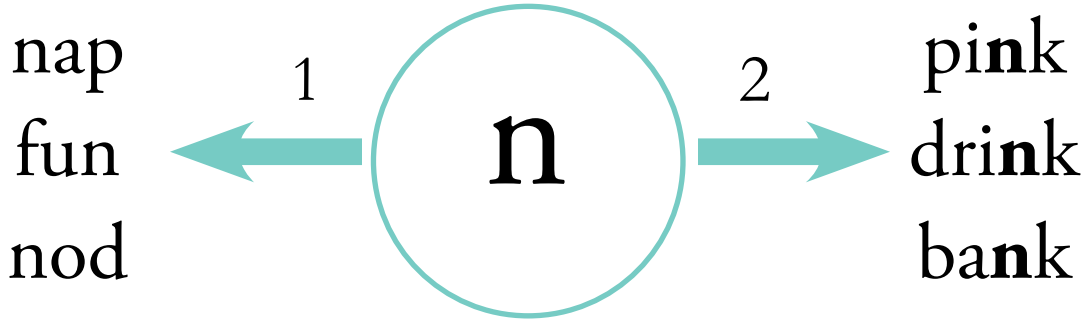
Gra**c**e and Jill splash and ride the waves. They dig for crabs and pick up shells. They toss a frisbee back and forth. They munch on snacks and sit in the sun. It's fun to visit with Gran.

NAME: _____

DATE: _____

19.1 **Activity Page**

Sound out the words with the lines under them. Is the 'n' sounded /n/ as in *nap* or /ng/ as in *pi**n**k*?



	/n/ as in *nap*	/ng/ as in *pi**n**k*
1. I'm hot. Can I have something to drink?		drink
2. I can count to ten.		
3. I will not sell it to you, but I will lend it to you.		
4. When will this end?		
5. I need some cash. Let's drive to the bank.		
6. At the park we can have lots of fun.		
7. It is a nice gift. Thanks!		

NAME: _____

DATE: _____

19.2 **Activity Page**

Grace the Performer

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

1. **Wh**at is the job of a mime?

_____

_____

_____

_____

_____

_____

Page _____

2. **Wh**at tricks did Gra**c**e do to make the children smile?

_____

_____

_____

_____

_____

_____

Page _____

3. **Wh**ich trick did you like best? **Wh**y?

NAME: _____

DATE: _____

19.3 **Take-Home**

Sort the words by their spellings for /ng/.

pi**n**k	long	dri**n**k	wing
sang	ju**n**k	jumping	ba**n**k
thing	fi**n**ger	sting	singer

/ng/ → 'ng'	/ng/ → 'n'

NAME: _____

DATE: _____

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

NAME: _____

DATE: _____

20.2 **Activity Page**

The Frog Jumping Contest

1. **Wh**at are the names of Gra**c**e and Ken's frogs?

Page _____

2. **Wh**at happened to Hopper at the start of the ra**c**e?

Page _____

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

3. **Wh**ich frog wins the ra**c**e?

Page _____

NAME: _____

DATE: _____

21.1 **Activity Page**

Can you see the spelling pattern? Fill in the chart.

Root Word	***–ed* Word**	***–ing* Word**
stop	stopped	stopping
munch		
sip		
kick		
fish		
slip		
dash		
wrap		

Can you see the spelling pattern? Fill in the chart.

Root Word	***–ed* Word**	***–ing* Word**
beg	begged	begging
tug		
flash		
park		
pat		
pin		

NAME: _____

DATE: _____

21.2 **Activity Page**

The Spinning Wheel

1. Describe the Spinning **Wh**eel.

Page _____

2. **Wh**at did Gra**c**e dare Jill to do **wh**ile they rode the Spinning **Wh**eel?

Page _____

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

3. **Wh**at el**se** do Grace and Jill do at the park?

Page _____

4. **Wh**y do Grace and Jill not ride the Spinning **Wh**eel two times?

Page _____

NAME: _____

DATE: _____

21.3 **Take-Home**

Dear Family Member,

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

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.

The Frog Jumping Contest

There is a frog jumping contest at the park this week, too.

"Did you get a frog for the contest?" Ken asks. Gra**c**e nods. She sticks her hand in her bag and grabs her frog. The frog sits on her fi**n**gers.

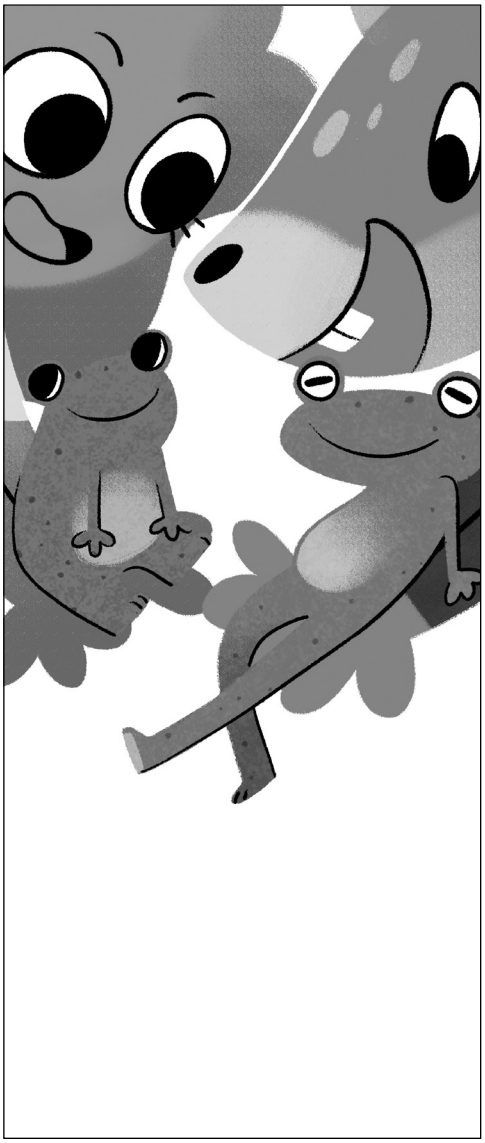
"Cool!" Ken says. "What's his name?"

"It's a she!" says Gra**c**e. "Her name is Hopper."

"I got one, too," says Ken. "His name is Legs." Legs has lo**n**ger legs than Hopper.

Gra**c**e and Ken take their frogs to the starting line. They set the frogs down. The starter shouts, "On your mark! Get set! Hop!"

"Jump!" Ken yells. "Jump!" Legs hops off.



Hopper jumps, too, but she jumps off to the side.

"No, Hopper!" Gra**c**e yells. She runs and grabs her frog. Then she sets her down with her fa**c**e pointing at the finish line.

Hopper hops off. This time she is lined up and on target.

Ken and Gra**c**e chase their frogs down the track. The frogs are fast. It is a close ra**c**e.

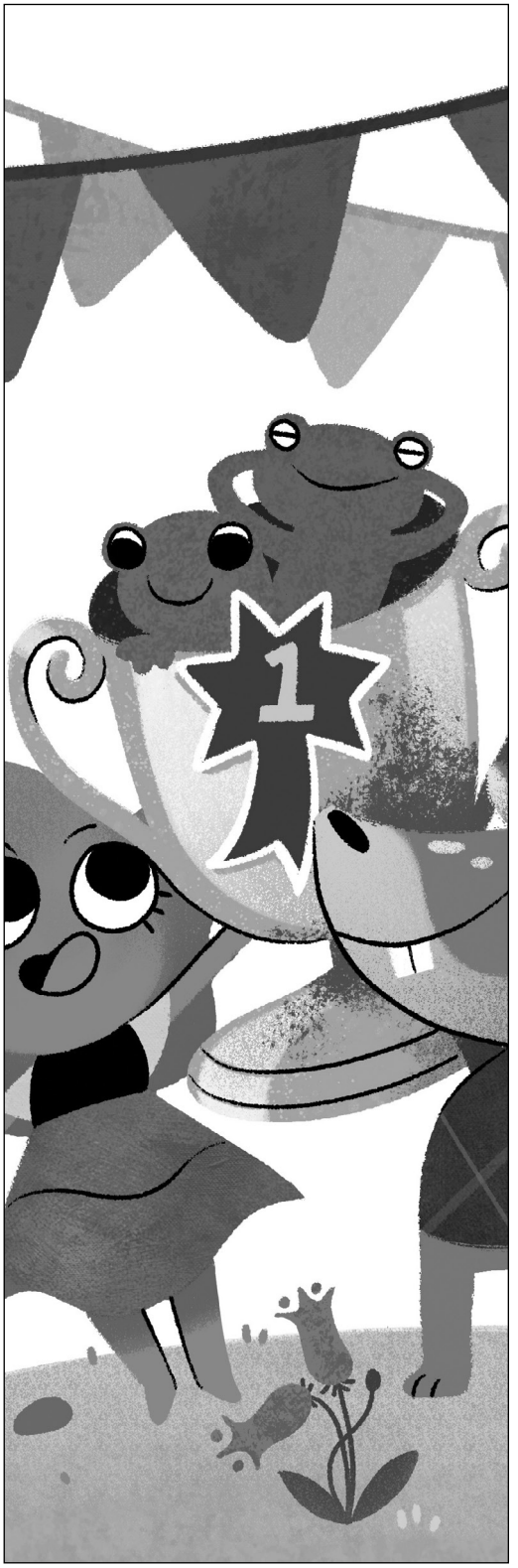
The two frogs cross the finish line at the same time.

"Did Legs win?" Ken asks.

"Did Hopper win?" Gra**c**e asks.

"We have two winners!" says the man at the finish line. "Hopper and Legs crossed the line at the same time. They will share the prize!"

The man hands Gra**c**e and Ken a cup for their prize. Gra**c**e plops Hopper in the cup. Ken adds Legs. Then they hoist the cup up and shout, "Here's to the champs!"



NAME: _____

DATE: _____

22.1 **Activity Page**

Buster the Pig

1. **Wh**at is a livestock contest?

Page _____

2. **Wh**y is Rod brushing Buster?

Page _____

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

3. **Wh**o inspects the pigs? **Wh**at is his job?

Page _____

4. **Wh**ich pig wins the prize?

Page _____

NAME: _____

DATE: _____

23.1 **Activity Page**

Write the word under the correct picture.

1. prin**ce**

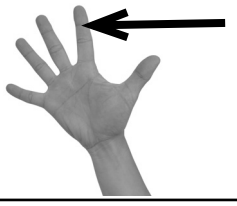
2. mou**se**

3. dan**c**er

4. rin**se**

5. **kn**ot

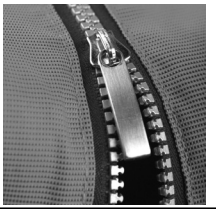
6. fi**n**ger



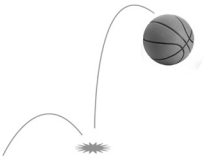
7. **kn**it

8. **wh**ale

9. **c**ent



10. boun**ce**



NAME: _____

DATE: _____

23.2 **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. **kn**ob
2. **wh**iskers
3. choi**ce**
4. bli**n**k
5. **c**ent
6. glan**ce**
7. grou**se**
8. hitch

9. hu**n**ger

10. thi**n**k

11. hou**se**

12. **wh**ale

13. **wh**isper

14. **kn**ocking

15. **c**ells

16. magic

NAME: _____

DATE: _____

23.3 **Activity Page**

Whisper

1. **Wh**at can wool be used for?

Page _____

2. **Wh**y did Gra**c**e ask to bring a chick home?

Page _____

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

3. **Wh**at are some of the name choi**c**es Gra**c**e gets from her mom, dad, and Jill?

Page _____

4. **Wh**at did Grace name her chick? Why do you think she picks that name?

Page _____

NAME: _____

DATE: _____

23.4 **Take-Home**

Dear Family Member,

Please have your student read the sentence and circle the correct pronoun for the underlined noun or noun phrase.

1. Sam and Pat ran a ra**c**e.

   a. We **b. She** **c. They**

2. Jim is **kn**itting a scarf for me.

   a. We **b. He** **c. It**

3. Mom and Dad went dan**c**ing.

   a. She **b. They** **c. We**

4. The mou**se** ran and hid.

   a. It **b. He** **c. We**

5. Kate dressed up like a prin**c**ess.

   a. They **b. She** **c. We**

6. Jake and I solved the math problem.

   a. We **b. He** **c. They**

NAME: _____

DATE: _____

24.1 **Assessment**

Mark the words that are said.

1.	blouse	bound	bounce	pounce
2.	moose	mouse	nice	mice
3.	long	link	like	lick
4.	wipe	wilt	wind	whip
5.	tense	fence	ten	twice
6.	plaster	perch	percent	partner
7.	note	knot	cot	knock
8.	wage	wake	waste	whack
9.	nine	wife	knave	knife
10.	sing	sink	simmer	since

NAME: _____

DATE: _____

24.2 **Activity Page**

The Harvest

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

1. **Wh**o helps Mister Spen**c**er bring in the harvest?

Page _____

2. **Wh**at do combines do?

Page _____

3. **Wh**at did Ha**n**k spot on the ground?

Page _____

4. **Wh**ere do you thi**n**k the relic is from? Draw a pictu<u>re</u> to help you describe the tale of the relic.

NAME: _____

DATE: _____

The Prince Gets a Pet

On**ce** there was a prin**ce** named Fran**c**is. Prin**ce** Fran**c**is was ni**c**e, but he sometimes did things without thi**n**king.

One morning Prin**ce** Fran**c**is felt sad. He went to see his sister, Prin**c**ess Rose.

"I'm sad," he said. "**Wh**at can I do to make myself feel better?"

"You sh**ou**ld get a pet," said his sister. "**Wh**en I feel sad, I visit with my cat. Then I feel better."

"A pet!" said Prin**ce** Fran**c**is. "I like the sound of that." He shouted to his men, "Bring me my hor**se**! I will ride out and look for a pet!"

So Prin**ce** Fran**c**is rode out to look for a pet. After a bit, he saw a sku**n**k. He had never seen a sku**n**k.

"Look at that cat!" he said. "I have never seen a cat like that! He's black with a ni**c**e **wh**ite stripe on his back. He will be the perfect pet for me!"

The prin**ce** jumped off his hor**se** and ran up to grab the sku**n**k. His men shouted at him to stop, but it was too late.

The sku**n**k made a big sti**n**k.

The prin**ce** ran back to his hor**se.** "Yuck!" he shouted, "I sti**n**k!" His men nodded. He did sti**n**k.

The prin**ce** rode home. **Wh**en he got back, the prin**c**ess helped him rin**se** off the sti**n**k. She said, "Fran**c**is, that was not a cat. That was a sku**n**k. Sku**n**ks do not make good pets. Let me pick a pet for you. I have one that will be perfect."

The princess went and got a goo**se**. "This is a ni**c**e goo**se**," she said. "She is soft, she will not bite, and she smells much better than a sku**n**k."

The prin**ce** liked the goo**se,** and the goo**se** liked him. It was the perfect pet.

NAME: _____

DATE: _____

The Prince Gets a Pet

1. Fran**c**is is _____.

   ○ a prin**c**ess

   ○ a prin**ce**

   ○ a cat

   ○ a hor**se**

2. Rose is _____.

   ○ a prin**c**ess

   ○ a prin**ce**

   ○ a sku**n**k

   ○ a hor**se**

3. **Wh**at did Rose tell Fran**c**is he sh<u>oul</u>d get?

   ○ She said he sh<u>oul</u>d get a pig.

   ○ She said he sh<u>oul</u>d get a sku**n**k.

   ○ She said he sh<u>oul</u>d get a hor**se**.

   ○ She said he sh<u>oul</u>d get a pet.

4. Fran**c**is saw something that was black with a **wh**ite stripe. **Wh**at was it?

   - ○ It was a cat.
   - ○ It was a hor**se**.
   - ○ It was a sku**n**k.
   - ○ It was a chipmu**n**k.

5. **Wh**y did Fran**c**is need to be rin**se**d off **wh**en he got back?

   - ○ He was hot.
   - ○ A sku**n**k made him sti**n**k.
   - ○ He fell off his hor**se** and skinned his **kn**ee.
   - ○ He fell in the mud.

6. **Wh**at pet did Rose pick for Fran**c**is in the end?

   - ○ She picked a cat.
   - ○ She picked a sku**n**k.
   - ○ She picked a goo**se**.
   - ○ She picked a dog.

7. It says, "Prin**ce** Fran**c**is was ni**c**e, but he sometimes did things without thi**n**king . . ."

   What was the *biggest* thing Prince Fran**c**is did without thi**n**king in this tale?

   - ○ He asked his sister for advi**c**e.
   - ○ He grabbed a skunk and got covered in sti**n**k.
   - ○ He and his men rode out to look for a pet.
   - ○ He let his sister help him get a pet.

8. **Wh**y did Princess Rose think the goo**se** was a perfect pet?

   - ○ He can pet the soft goo**se** and it does not smell bad.
   - ○ He could tell the goo**se wh**y he feels sad.
   - ○ The goo**se** can make eggs.
   - ○ The goo**se** looks better than a sku**n**k.

NAME: _____

DATE: _____

25.3 **Activity Page**

The Harvest Marvel

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

1. **Wh**en do the Spen**c**ers have a Harvest Fest?

_____

_____

_____

_____

_____

_____

Page _____

2. **Wh**o did Mister Spen**c**er tell the kids to look out for?

_____

_____

_____

_____

_____

_____

Page _____

3. **Wh**at did the Harvest Marvel look like?

Page _____

4. **Wh**y did Gra**c**e thi**n**k the Harvest Marvel was Ha**n**k?

Page _____

NAME: _____

DATE: _____

PP.1 **Activity Page**

Cut out the word cards and stick them on PP.2.

cell	**c**enter
voi**ce**	prin**ce**
twi**c**e	el**se**
den**se**	chan**ce**
hou**se**	hor**se**
per**c**ent	dan**c**ing

NAME: _____

DATE: _____

PP.2 **Activity Page**

Sort the word cards from PP.1 by their spellings for /s/ and stick them in the boxes.

/s/ → 'se'						
/s/ → 'ce'						
/s/ → 'c'						

NAME: _____

DATE: _____

PP.3 **Activity Page**

Cut out the word cards and stick them on PP.4.

knife	napkin
number	**kn**obs
knees	ni**c**e
notch	**kn**ocked
muffin	**kn**eeling
knitting	nest

NAME: _____

DATE: _____

PP.4 **Activity Page**

Sort the word cards from PP.3 by their spellings for /n/ and stick them in the boxes.

/n/ → 'kn'	/n/ → 'n'

NAME: _____

DATE: _____

PP.5 **Activity Page**

Cut out the word cards and stick them on PP.6.

thi**n**k	feeling
string	dri**n**k
hopping	wrong
fi**n**ger	fling
sti**n**k	pi**n**k
singer	hu**n**ger

NAME: _____

DATE: _____

PP.6 **Activity Page**

Sort the word cards from PP.5 by their spellings for /ng/ and stick them in the boxes.

/ng/ → ‘ng’	/ng/ → ‘n’

NAME: _____

DATE: _____

PP.7 **Activity Page**

Cut out the word cards and stick them on PP.8.

why	were
waves	**wh**imper
whisk	**wh**ere
winter	twelve
wake	**wh**ale
white	weeks

NAME: _____

DATE: _____

PP.8 **Activity Page**

Sort the word cards from PP.7 by their spellings for /w/ and stick them in the boxes.

/w/ → 'wh'	/w/ → 'w'

NAME: _____

DATE: _____

PP.9 **Activity Page**

Cut out the word cards and stick them on PP.10.

buzz	fuzz
zoom	buzzing
farmers	prize
jazz	cars
things	freezer
homes	zipper

NAME: _____

DATE: _____

PP.10 **Activity Page**

Sort the word cards from PP.9 by their spellings for /z/ and stick them in the boxes.

/z/ → 's'						
/z/ → 'zz'						
/z/ → 'z'						

NAME: _____

DATE: _____

PP.11 **Activity Page**

Sort the words by their spellings for /s/.

dan**ce**	boun**ce**	blou**se**	prin**ce**	fen**ce**
rin**se**	voi**ce**	gee**se**	den**se**	for**ce**

/s/ → 'ce'	/s/ → 'se'

NAME: _____

DATE: _____

PP.12 **Activity Page**

Directions: Have students color the boxes that contain words that have 'n' > /n/ as in nap *in one color and the boxes that contain words that have 'n' > /ng/ as in* pink *in another color.*

sti**n**k	tru**n**k	wren
nest	pla**n**k	fence
pen	dri**n**k	green
chu**n**ks	snatch	notch

NAME: _____

DATE: _____

PP.13 **Activity Page**

Mark the words that are said. Then write them on the lines.

1.	fen**ce**	fetch	
2.	moo**se**	mou**se**	
3.	dri**n**k	dra**n**k	
4.	**wh**isker	wither	
5.	**c**ent	**c**enter	
6.	dan**c**er	dander	
7.	**kn**ock	not	
8.	**kn**ee	need	
9.	ba**n**k	bla**n**k	
10.	ten**se**	den**se**	

NAME: _____

DATE: _____

PP.14 **Activity Page**

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

1. Is a **kn**ife sharp? _____
2. Is ten **c**ents less than a dime? _____
3. Can a mou**se** write with a pen? _____
4. Can you feel your pul**se**? _____
5. Is an i**c**eberg made of i**c**e? _____
6. Is pepper a spi**c**e? _____
7. Do you have a loud voi**ce**? _____
8. Do you like to dan**ce**? _____

9. Do you have a bu**n**k bed?

10. Do snakes have **wh**iskers?

11. Is a quilt like a bla**n**ket?

12. Is ri**c**e a food?

13. Do sku**n**ks smell good?

14. Can a hor**se** run fast?

15. Do cars have six **wh**eels?

16. Can a **wh**ale jump rope?

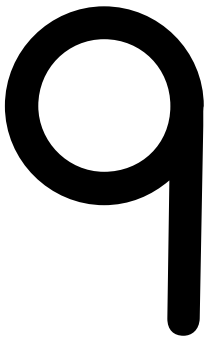
NAME: _____

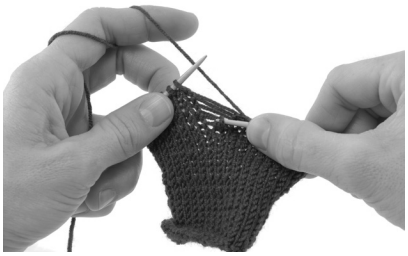
DATE: _____

PP.15 **Activity Page**

In the box are six words. Write them on the correct lines.

knitting	**kn**ot	nap
dinner	**kn**ee	nine





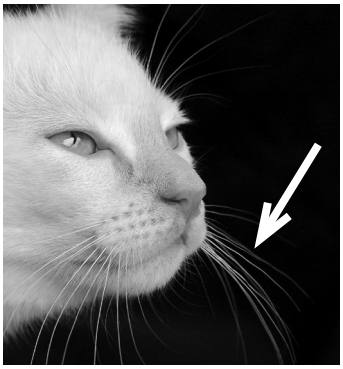
NAME: _____

DATE: _____

PP.16 **Activity Page**

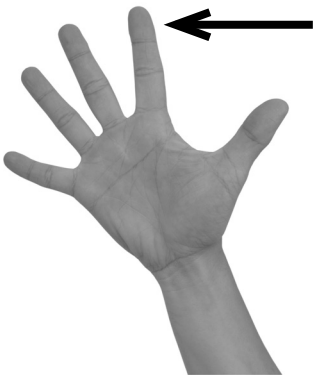
In the box are six words. Write them on the correct lines.

whiskers	wave	web
whale	**wh**eel	weep



In the box are six words. Write them on the correct lines.

fi**n**ger	sing	si**n**k
dri**n**k	ring	sku**n**k



NAME: _____

DATE: _____

PP.17 **Activity Page**

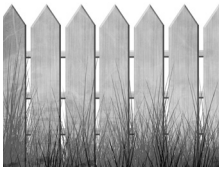
Write the words on the correct lines.

1. **kn**ife

2. bla**n**ket

3. hou**se**

4. **c**ent



5. fen**ce**

6. goo**se**

7. **kn**eel

8. li**n**ks

9. **wh**isper

10. **wh**eel

NAME: _____

DATE: _____

PP.18 **Activity Page**

Directions: Have students write the missing word from the sentence that is said.

_____

1. I baked muffins _____ you were sleeping.

_____

2. _____ your mouth well after brushing your teeth.

_____

3. Who is _____ their horn like that?

_____

4. I made that mistake _____ !

_____

5. This is a short _____.

_____

6. Do you like to _____?

_____

7. I have a soft _____ on my bed.

_____

8. This tree has a thick _____.

NAME: _____

DATE: _____

PP.19 **Activity Page**

Plan

Directions: Have students pick an object to describe. Then have students think about how they would describe the object, using as many senses as possible. Then have students write down words and/or phrases for each applicable sense.

NAME: _____

DATE: _____

Draft

Directions: Have students complete the individual parts of the draft based on Activity Page PP.19. Have students write complete sentences.

I will describe

Ending Sentence

NAME: _____

DATE: _____

PP.21 **Activity Page**

Directions: Have students write the nouns that the underlined pronouns replace on the lines.

1. Jim went to Fran**ce**. He has a pal there. _____ Jim

2. Fran**c**is said, "I saw a goo**se** outside." _____

3. Jen has a **kn**it hat. It itches. _____

4. Gran said, "Kate, can you hand me the coin?" _____

5. Deb has a dress. She likes it. _____

6. Dan and Sam said, "We plunged into the pool." _____

7. Marge and Jim got a dog. They are glad. _____

NAME: _____

DATE: _____

PP.22 **Activity Page**

Add ‘s’ or ‘es’ to the gaps based on the word.

1. Ants make anthill _____.
2. My pal Tom has three bike _____.
3. I have fifteen classmate _____.
4. Our cat had two litter _____.
5. A tree has lots of branch _____.
6. I do not like to take pill _____.
7. In the park are a lot of bench _____ to sit on.
8. My mom has five summer dress _____.

NAME: _____

DATE: _____

PP.23 **Take-Home**

Dear Family Member,

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

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.

The Spinning Wheel

There are lots of fun rides and games at the park this week. Gra**c**e and Jill like to ride the Spinning **Wh**eel. The Spinning **Wh**eel is a ride with six arms. The arms spin round and round and lift up. It is fun to ride.

"Jill!" Gra**c**e yells as the **wh**eel starts to spin, "I dare you to keep your hands up **wh**ile you ride, like this!"

Soon they are **wh**izzing and **wh**ooshing and shouting and yelling. Gra**c**e keeps her hands up till the ride ends. Jill keeps her hands up for a **wh**ile, but not all the time.

"**Wh**oo-hoo!" shouts Gra**c**e.

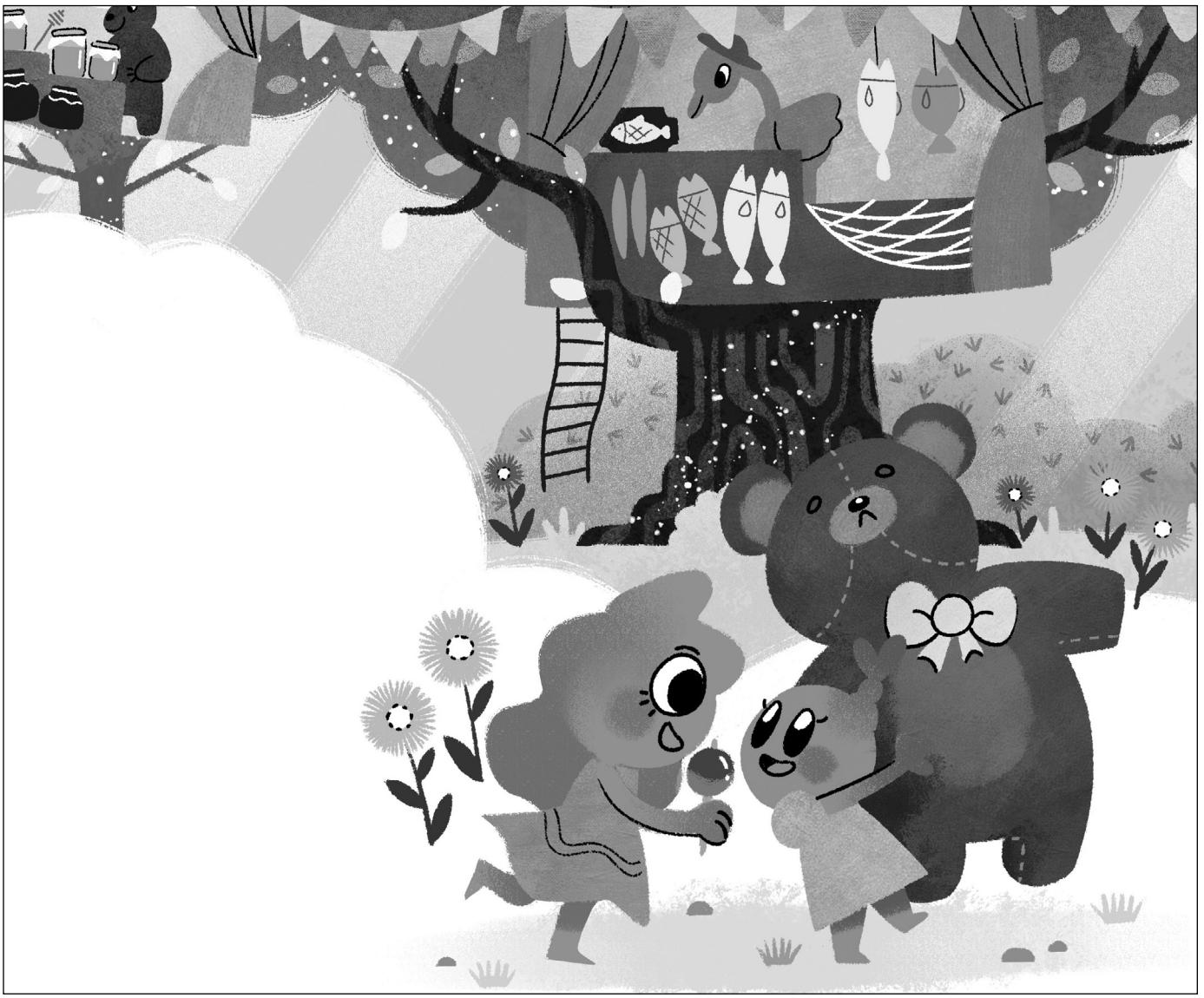
"Look at me!" shouts Jill. Her cheeks are pi**n**k with ex**c**itement.

When they get off the Spinning **Wh**eel, they run and check out the games. Gra**c**e shoots hoops **wh**ile Jill tosses darts at a target. Jill wins a prize!

"Let's have a snack!" says Gra**c**e. The sisters get a big tub of buttered popcorn. They share a corn dog and a dri**n**k, too. The food is good.

When they are finished, Jill asks, "Should we ride the Spinning **Wh**eel one last time?"

"No," Gra**c**e says. "After all that food, it would not be safe. I thi**n**k I would get sick!"



NAME: _____

DATE: _____

PP.24 **Take-Home**

Dear Family Member,

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

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.

Buster the Pig

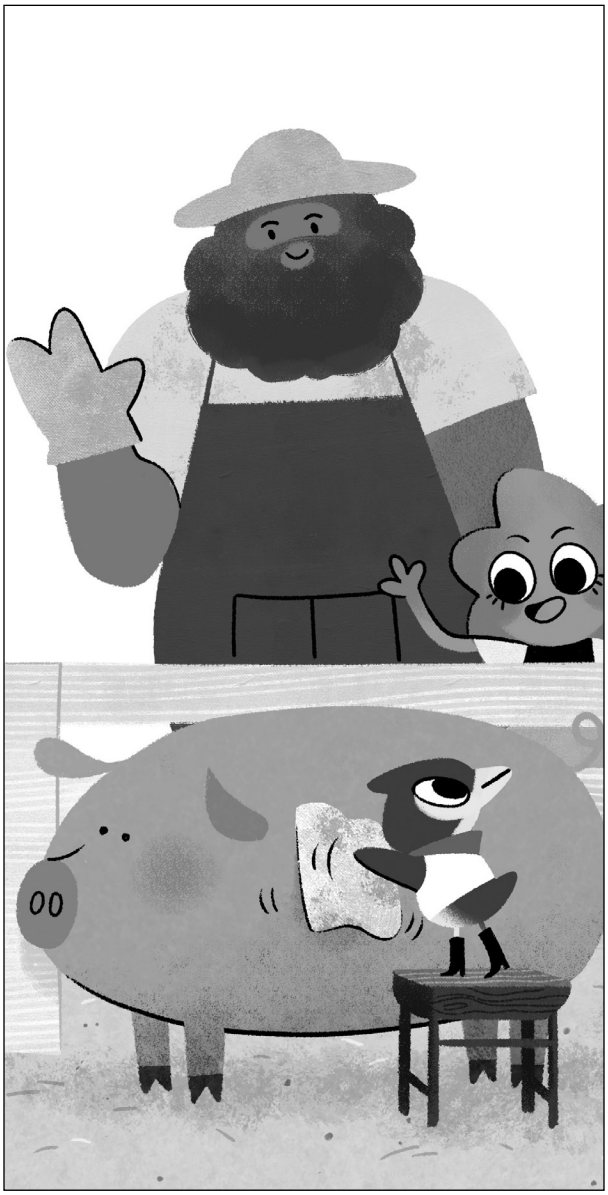
There are also contests at the park besides games and rides. Gra**c**e is at a livestock contest with her dad. **Wh**en a livestock contest is held, farmers bring their best sheep and pigs and hope to win a prize.

"Look at the size of that pi**n**k pig!" Gra**c**e says.

"His name is Buster," says a teen in a **wh**ite ta**n**k standing next to the pig. He is rubbing the pig's fla**n**k with a rag. "And my name is Rod."

"**Wh**at are you doing to him?" Gra**c**e asks.

"I'm brushing him," says Rod. "Buster needs to look his best so he can win the top prize. Would you like to help?"



When it's time to take Buster out into the ring, Gra**c**e rubs him under his chin. Buster likes this so much he oi**n**ks and **wh**impers.

There are lots of pigs in the ring, and they all look good. A man in a black hat inspects the pigs. His job is to pick **wh**ich pig he thi**n**ks is best. That pig will be the winner.

"I hope Buster wins!" Gra**c**e says.

The man looks at the pigs one last time. Then he points a fi**n**ger at Buster and hands the top prize to Rod.

"Yippee!" says Gra**c**e. "Buster is number one!"

NAME: _____

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Whisper

Gra**c**e and Jill like to visit the livestock contest. There are lots of fun things to do there.

In one barn, they see a man cutting wool off a sheep. They feel the wool the man has cut from the sheep. It is soft. The man tells them that the wool can be used to **kn**it hats and scarves and mittens.

Jill gets to milk a c<u>ow</u>. She likes to see the milk shoot out of the udder and splash in the bucket.

Gra**c**e picks up a rabbit. The rabbit is cute with lots of fuzz.

Then Gra**c**e sees chicks that have just hatched out of their eggs! She picks one up and pets it. She thi**n**ks the chick is the softest thing she has ever petted.

"Are the chicks for sale?" she asks.

"Yep," says the man.

"Can I bring this one home?" Gra**c**e asks. She looks at her mom and dad.

"It's fine with me," says her dad. "But you have to take good care of her."

"I will, I will!" says Gra**c**e.

Mister Spencer hands the man some cash. The man plops the chick in a box and hands Gra**c**e the box.

In the car, Gra**c**e asks, "**Wh**at sh<u>oul</u>d I name her?"

"Snickers!" says Jill.

"**Wh**izbang!" says Mom.

"Gem!" says Dad.

"No," says Grace. "I will name her **Wh**isper!"

NAME: _____

DATE: _____

PP.26 **Take-Home**

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The Harvest

Mister Spen**c**er must harvest his corn **wh**en it is ripe. He can't let it spoil. It's a big job. Sometimes he has to hire helpers to help him bring in the harvest.

Gra**c**e likes two of the helpers her dad hires. Their names are Ha**n**k and **C**edric. **Wh**en they finish twelfth grade, they plan to be farmers like Mister Spen**c**er.

Mister Spen**c**er gets out his big combine and fills the tank with gas. Then he starts it up. It sends up a puff of black smoke. The combine is loud. But it is good at cutting down corn.

Mister Spencer drives the combine in the morning. After lunch, he lets Ha**n**k and **C**edric drive. They drive the combine back and forth until all of the corn is cut down. Gra**c**e rides with them part of the time.

When they are finished with the harvest, Ha**n**k spots **wh**at looks like a rock sticking up out of the ground. He bends down and grabs it.

"**Wh**at is it?" **C**edric asks.

"I thi**n**k it's a chu**n**k of a pot," says Ha**n**k. He dusts it off with his fi**n**gers and says, "It could be a relic from a long time back in the past!"

Back at the hou**se**, Ha**n**k hands the pot shard to Gra**c**e. "Here," he says. "This is for you. We can't tell, but we thi**n**k it could be a relic."

"Tha**n**ks!" says Gra**c**e, with a smile. Then she runs to get Ha**n**k and **C**edric some corn muffins. They sit on the steps and munch on the muffins.

NAME: _____

DATE: _____

PP.27 **Take-Home**

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The Harvest Marvel

After the harvest, the Spen**c**ers had a Harvest Fest on their farm. A bunch of children came.

"Have fun!" Mister Spen**c**er said to the children. "And look out for the Harvest Marvel!"

"What's the Harvest Marvel?" one of the children asked.

"There is a legend that farmers have passed down for a long time. At the Harvest Fest, someone dresses as the Harvest Marvel to celebrate all of the crops and good food we harvest in the fall. It's a tribute to tha**n**k the Harvest Marvel for the harvest. But who or what the Harvest Marvel is can be the best game at the Harvest Fest!" said Mister Spen**c**er.

The children pondered this for a bit and then skipped off to get snacks and dri**n**ks. Time passed, and they had forgotten to look out for the Harvest Marvel—until something

or someone stepped out of the darkness next to the barn. It was hard to tell what it was. Its arms and legs were wrapped in corn husks. It had a pumpkin on its fa**c**e as a mask.

"Greetings!" shouted the Harvest Marvel, jumping up and down. The children did not recognize the voi**ce** of the Harvest Marvel, and could not tell who or what the Harvest Marvel was.

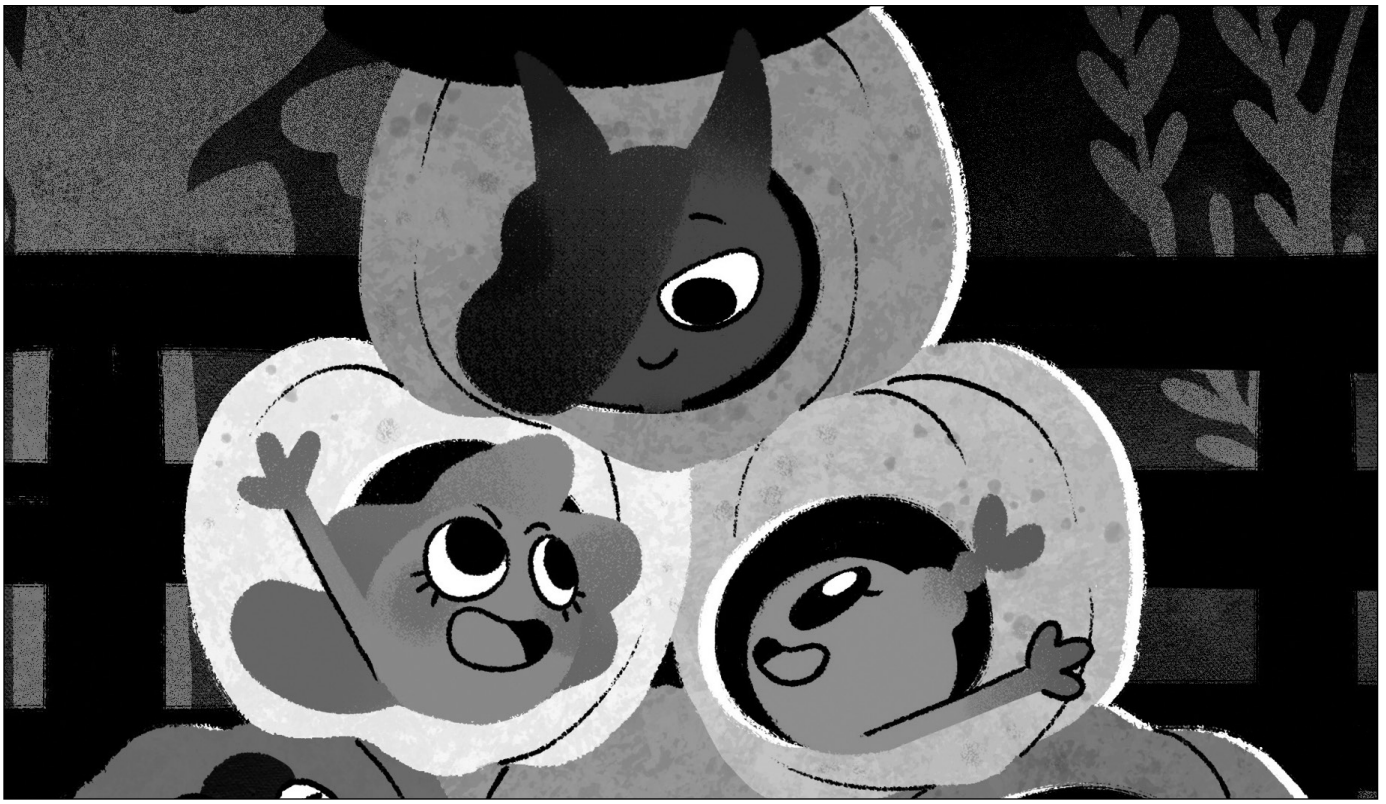
They were spooked and started to run.

Gra**c**e started to run from the Harvest Marvel, too. But then she spotted a jacket on the Harvest Marvel, under the corn husks. She recognized that jacket.

Gra**c**e ran up to the Harvest Marvel and tagged it. By ac**c**ident, she **kn**ocked the pumpkin mask off of the Harvest Marvel.

"See!" Gra**c**e yelled. "It's just Ha**n**k!"

When the children saw that the Harvest Marvel was just Ha**n**k, they ran up and jumped on top of him. Ha**n**k and the children were all smiles.



NAME: _____

DATE: _____

PP.28 **Activity Page**

The Jumping Fish

1. **Wh**ere are Gra**c**e and Jill?

_____

_____

_____

_____

_____

Page _____

2. Describe **wh**at the big green fish did.

_____

_____

_____

_____

_____

Page _____

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

3. **Wh**y did Gra**c**e's mom thi**n**k the fish was jumping next to them?

Page _____

4. **Wh**y did Jill thi**n**k the fish was jumping next to them?

Page _____

NAME: _____

DATE: _____

PP.29 **Activity Page**

Snakes

1. How did Grace start her speech?

Page _____

2. **Wh**at happens **wh**en snakes get too big for their outside skin?

Page _____

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

3. **Wh**at happens **wh**en a snake catches a mou**se**?

Page _____

4. **Wh**y is it not safe to grab a snake?

Page _____

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K–3 Foundational Skills

EDITION 1

GRADE 1 FOUNDATIONAL SKILLS UNIT 6
Activity Book

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