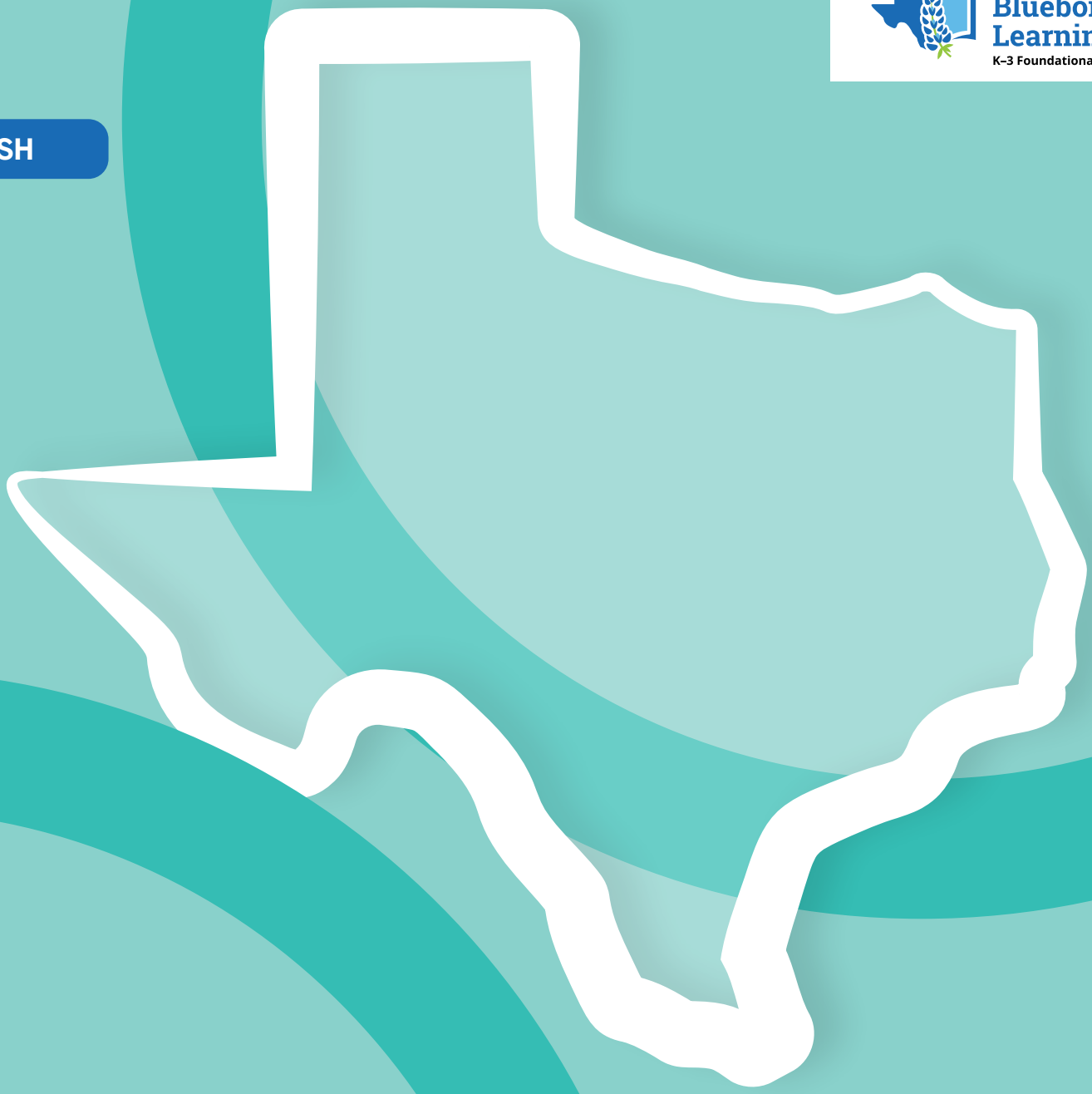
Bluebonnet Learning
K–3 Foundational Skills

ENGLISH



GRADE 1 FOUNDATIONAL SKILLS UNIT 7

Activity Book

EDITION 1

Grade 1

Foundational Skills 7

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 7

Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 7. 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 read the words and use some of them in sentences.

Words with the /ae/ sound spelled 'ai':

m**ai**n	r**ai**n	tr**ai**n
br**ai**n	br**ai**d	**ai**d
t**ai**l	m**ai**l	n**ai**l
expl**ai**n	excl**ai**m	**ai**rplane

Words with the /ae/ sound spelled 'ay':

h**ay**	w**ay**	d**ay**
s**ay**	st**ay**	spr**ay**
pl**ay**	pl**ay**ing	pl**ay**er
Sund**ay**	weekd**ay**	somed**ay**

Match the words to the sentences and write them on the lines.

r**ai**nstorm	d**ay**s
t**ai**ls	pl**ay**

1. Dogs and cats have _____.

2. We need three more children to _____ the game.

3. Yesterd**ay** we had a bad _____.

4. There are seven _____ in a week.

NAME: _____

DATE: _____

Spelling Words

1. fade

2. knocked

3. knitting

4. drinking

5. pitch

6. wrapper

7. hands

8. Tricky Word: by

NAME: _____

DATE: _____

2.1 **Activity Page**

Sort the words by their spellings for /ae/.

w**ai**t	h**ay**stack	expl**ai**n	pl**ay**
s**ay**	**ai**m	p**ai**nt	h**air**
br**ai**n	d**ay**		

/ae/ → ‘ai’

/ae/ → ‘ay’

NAME: _____

DATE: _____

2.2

Take-Home

Match the words to the pictures and write them on the lines.

airplane	p**ay**
m**ai**lbox	drivew**ay**





_____ _____

_____ _____





_____ _____

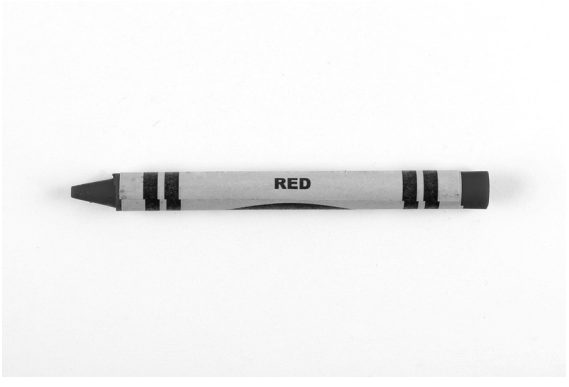
_____ _____

Match the words to the pictures and write them on the lines.

cr**ay**on	tr**ay**
p**ai**nt	r**ai**ling









NAME: _____

DATE: _____

3.1 Activity Page

Martez, Martez, Martez

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

1. What is something that J**ay**'s dad says a lot? Why?

Page _____

2. Who is Martez?

Page _____

3. Write about what Martez likes to pl**ay**.

Page _____

4. Do you think J**ay** and Martez are friends? How do you know?

Page _____

NAME: _____

DATE: _____

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

Dinner with Jay

1. J**ay**'s mom serves . . .

   ○ corn on the cob.

   ○ cake.

   ○ chips.

Page _____

2. Where do J**ay** and Martez pl**ay**?

   ○ J**ay** and Martez pl**ay** in the pool.

   ○ J**ay** and Martez pl**ay** in the basement.

   ○ J**ay** and Martez pl**ay** in the attic.

Page _____

3. Mark the sentence that tells why J**ay**'s mom likes Martez.

   ○ Martez is smart.

   ○ Martez is a good swimmer.

   ○ Martez is nice.

Page _____

4. Write one thing that Martez s**ay**s because he is nice.

Page _____

NAME: _____

DATE: _____

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

NAME: _____

DATE: _____

5.2 Activity Page

Mark the sentences that match the pictures.

1. 

○ She is on ice skates.

○ She is sledding.

2. 

○ The dog is in the yard.

○ The dog is in the pool.

3. 

○ This is an **ai**rplane.

○ This is an **ai**rport.

4. 

○ This is a barge.

○ This is a car.

5. 

○ This is a r**ai**n jacket.

○ This is for swimming.

6. 

○ This is a thunderstorm.

○ This is a stork.

7. 

○ She is brushing her h**ai**r.

○ She is standing on a ch**ai**r.

8. 

○ Jim made a cl**ay** pot.

○ Jim made a silver ch**ai**n.

9. 

○ Dave pl**ay**s in the r**ai**n.

○ Dave pl**ay**s with a tr**ai**n.

10. 

○ This is a handshake.

○ This is called clapping hands.

NAME: _____

DATE: _____

5.3 **Activity Page**

Match the words to the pictures and write them on the lines.

1. r**ai**n





2. h**ai**r





3. fern





4. m**ai**lbox





5. cr**ay**on





6. jar





7. forest





8. **ai**rplane



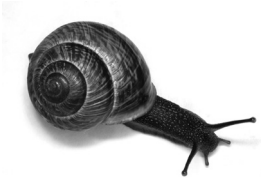


9. barn





10. sn**ail**





NAME: _____

DATE: _____

5.4

Take-Home

Dear Family Member,

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

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.

Martez, Martez, Martez

J**ay**'s dad checks J**ay**'s plate.

"J**ay**," he says, "have some of your coleslaw! Food is not free!"

J**ay** smiles. "Food is not free" is something his dad says a lot. He is a man who likes to save as much cash as he can. He hates p**ay**ing for food that ends up in the trash.

J**ay** cuts his pork chop and lifts a bite of it into the **ai**r.

"Martez likes pork chops," J**ay** says. "But he hates coleslaw."

J**ay** pops the bite of pork chop in his mouth. Then he says, "Martez likes to pl**ay** hopscotch and draw pictures with cr**ay**ons."



After a bit, he adds, “Martez can run the fastest on the pl**ay**ground.”

“Martez, Martez, Martez!” says J**ay**’s dad. “Who is this Martez?”

“He’s my pal.”

“Is Martez in your class?” asks J**ay**’s mom.

J**ay** nods.

“Is he nice?”

“He is the best!”

“So should we invite Martez to visit us for dinner?”

“Yes!” says J**ay** with a shout. “Can we invite him tomorrow?”



NAME: _____

DATE: _____

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

The Red Dish

1. Which dish has the hot peppers?

   ○ The red dish has the hot peppers.

   ○ The green dish has the hot peppers.

   ○ The gr**ay** dish has the hot peppers.

Page _____

2. What has J**ay** never had?

   ○ He has never had hot peppers.

   ○ He has never had sweet corn.

   ○ He has never had cooked rice.

Page _____

3. What happens after J**ay** takes a bite of the food in the red dish?

Page _____

4. Would you take a bite of the food in the red dish? Why or why not?

Page _____

NAME: _____

DATE: _____

6.2

Take-Home

Spelling Words

1. escape

2. rain

3. hair

4. explain

5. stay

6. stray

7. display

8. Tricky Word: your

NAME: _____

DATE: _____

7.1 **Activity Page**

Directions: Have students read the sentences and add the missing commas, where needed.

1. The nose lips and cheeks are parts of the face.

2. My best pal is smart and fun.

3. It r**ai**ned h**ai**led and stormed yesterd**ay**!

4. We can sit on a bench a ch**ai**r or a stool.

5. Eggs grits and milk are good in the morning.

6. Dave Jim and Martez are in my class.

7. It's fun to skate glide and pl**ay** on ice in winter.

8. Ben and Bob are w**ai**ting for me.

NAME: _____

DATE: _____

In the Mail

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

1. What is in the m**ai**l for J**ay**?

Page _____

2. Do you think Martez misses J**ay**? How can you tell?

Page _____

3. Is J**ay** happy when he gets the card in the m**ai**l? How can you tell?

Page _____

NAME: _____

DATE: _____

8.1 Activity Page

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

	Root Word	***–ed***	***–ing***
1.	step	stepped	stepping
2.	fish		
3.	dip		
4.	hatch		
5.	flip		
6.	hunt		

Choose two *–ed* words from the chart and write a sentence.

1. _____

2. _____

Choose two *–ing* words from the chart and write a sentence.

1.

2.

NAME: _____

DATE: _____

The Holiday

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

1. The Mexican flag is . . .

   ○ black and white.

   ○ white and pink.

   ○ green, red, and white.

Page _____

2. Which d**ay** is a big holid**ay** for Mexicans?

   ○ September 16 is a big holid**ay** for Mexicans.

   ○ December 16 is a big holid**ay** for Mexicans.

   ○ March 16 is a big holid**ay** for Mexicans.

Page _____

3. Who broke free from the Spanish?

   ○ Sp**ai**n broke free from the Spanish.

   ○ Mexico broke free from the Spanish.

   ○ The U.S. broke free from the Spanish.

Page _____

4. Who was Hidalgo?

Page _____

NAME: _____

DATE: _____

8.3

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 in gray.

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 Red Dish

The next d**ay**, J**ay** has dinner with Martez and his mom and dad. Martez's mom and dad were born in Mexico, but they are proud to be Americans now.

They have a Mexican dish with peppers, corn, and rice all mixed up. There are two dishes of it sitting side by side. One dish is red. One is green.

"Are the two dishes the same?" J**ay** asks.

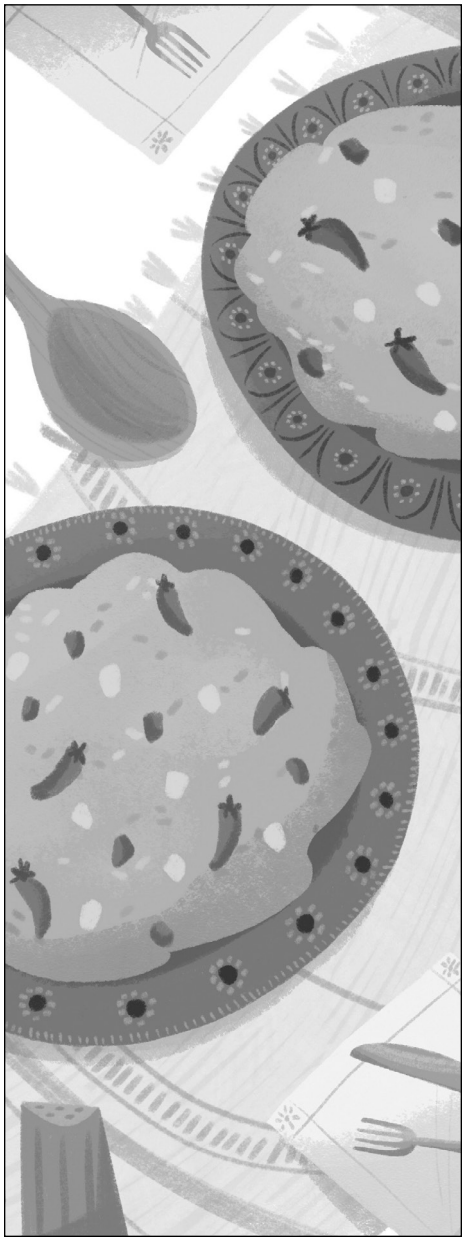
"Nope," says Martez with a smile. "The stuff in the red dish has lots of hot peppers. The stuff in the green dish has just green peppers, which are not as hot."

Martez points at his dad and says, "My dad likes hot peppers."

His dad smiles and nods.

Martez asks J**ay**, "Do you like hot peppers?"

J**ay** shrugs. He has never had hot peppers.



J**ay** has some food from the green dish. He likes it a lot. He says, "Could I have some from the red dish?"

"You can, but it's hot, hot, hot!" says Martez. "We have a s**ay**ing in our house: *He is a brave man who has food from Dad's red dish!"*

"Brave or perhaps foolish!" says his mom.

J**ay** is brave—or perhaps foolish. He takes a bite of the peppers from the red dish. Martez looks at him. His mom and dad look, too.

"Do you like it?" asks Martez.



J**ay**'s face starts to get red. He yells, "Hot!"

His face gets redder and redder.

Martez sees that J**ay** is in p**ai**n. He brings his ice cubes. J**ay** stuffs some in his mouth and lets them melt. The ice cubes help cool down his mouth.

"Ug!" J**ay** says, sitting back from his plate. "Those peppers in the red dish are too hot for me! I need to stick to the green dish."

"Still," Martez says, "tod**ay** you joined the club."

"What club?"

"The I-ate-from-Dad's-red-dish-and-am-still-living-to-tell-the-tale club!" says Martez.

Martez and his mom and dad all smile. They like J**ay**.

NAME: _____

DATE: _____

9.1 Activity Page

Better than the Best

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

1. What Spanish word can J**ay** s**ay**?

Page _____

2. Where will J**ay** take a trip with his mom and dad?

Page _____

3. Who will J**ay** invite to go with his on the trip?

Page _____

NAME: _____

DATE: _____

9.2

Take-Home

Fix the sentences by adding ? . ! ,

1. The flag's stripes are green white and red

2. J**ay** has coleslaw pork chops corn and greens on his plate

3. Do you like to pl**ay** draw or run

4. The Mexican dish has peppers corn and rice all mixed up

5. Are the red and green dishes the same

6. The food in the red dish is hot hot hot

NAME: _____

DATE: _____

10.1 Assessment

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

NAME: _____

DATE: _____

10.2

Activity Page

Fix the sentences by adding ? . ! ,

1. Martez likes to run pl**ay** hopscotch swim and draw pictures

2. J**ay** had coleslaw pork chops and corn for dinner

3. Would you like one or two scoops

4. I like winter spring and summer best

5. It's hot hot hot

6. Could you expl**ai**n how to get to the pl**ay**ground

7. Mark Ben and Jim saw a black and white skunk

NAME: _____

DATE: _____

The Long Cab Ride

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

1. What are J**ay**, Martez, and J**ay**'s mom and dad looking for at the **ai**rport?

Page _____

2. What is the name of the man who drives the cab?

Page _____

3. Why does it take so long to get to the inn where they are st**ay**ing?

Page _____

4. Why is J**ay**'s dad upset at the end of the cab ride?

Page _____

NAME: _____

DATE: _____

11.2

Take-Home

Spelling Words

1. classmate

2. airplane

3. gain

4. brainstorm

5. railway

6. layer

7. playground

8. Tricky Word: who

NAME: _____

DATE: _____

12.1

Activity Page

Match the words to the sentences and write them on the lines.

g**oa**l	m**ai**l	st**ai**rs
c**oa**t	n**ai**ls	t**oa**st

1. I sent my pal a letter in the _____.

2. To make a ch**ai**r, we need wood, a hammer, and _____.

3. We went up the _____ as fast as we could.

4. Pam wore a _____ outside.

5. I ate _____ this morning.

6. Dave pl**ay**ed well and made a _____!

Match the words to the sentences and write them on the lines.

cr**ay**on	b**ai**t	b**oa**t
oak	ch**ai**r	gr**ay**

1. You can use a _____ to draw the sun.

2. When you mix black and white p**ai**nt, you get _____.

3. You need _____ to catch fish.

4. We took a _____ out on the lake.

5. There are _____ trees outside.

6. We need to fix the _____ because one of its legs broke.

NAME: _____

DATE: _____

12.2

Activity Page

Match the words to the pictures and write them on the lines.

ch**ai**r	moon	h**ay**
n**ai**l	g**oa**l	g**oa**t

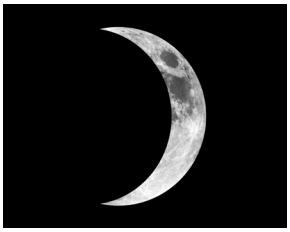












Match the words to the pictures and write them on the lines.

c**oa**t	hook	tr**ai**n
pl**ay**ground	s**oa**p	spoon













NAME: _____

DATE: _____

12.3 Activity Page

The Vote

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

1. Why is J**ay**'s dad upset the next morning?

Page _____

2. How do J**ay**'s mom, J**ay**, and Martez like the cab ride from the **ai**rport?

Page _____

3. What do they vote on?

Page _____

4. Which would you like better, the book or Mister Gomez? Why?

Page _____

NAME: _____

DATE: _____

13.1 Activity Page

Mister Gomez

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

1. What did the Aztecs do with the stones?

Page _____

2. What did the Aztec king give Cortez and his men?

Page _____

3. What does Jay think of the stones?

Page _____

4. Draw a picture of the story and write about it.

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

NAME: _____

DATE: _____

14.1 Activity Page

Cut out the boxes on Page 14.2 and paste them on this page in the proper order.

Planting Seeds

The steps tell you how to plant seeds.

1.	picture	sentence
2.	picture	sentence
3.	picture	sentence
4.	picture	sentence
5.	picture	sentence

Result: If you do all of the steps, you will soon have seedlings and then plants.

NAME: _____

DATE: _____

14.2

Activity Page

Cut out the boxes from this page and paste them on Page 14.1 in the proper order.



Keep the soil moist.



Place soil in a pot.



Make holes in the soil.



Close holes and wet the soil.



Place the seeds in the holes, one seed per hole.

NAME: _____

DATE: _____

14.3

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 in gray.

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.

Better than the Best



J**ay** has started to spend a lot of time with Martez.

He has started to use some Spanish words, too.

When his dad spoons rice onto his plate one d**ay**, J**ay** says "Gr<u>a</u>c<u>ia</u>s." Then he expl**ai**ns that *gr<u>a</u>c<u>ia</u>s* is Spanish for *thank you*.

J**ay**'s mom says, "J**ay**, would you like to have a chance to use those Spanish words of yours in Mexic<u>o</u>?"

"Are you kidding?" J**ay** excl**ai**ms. "That would be the best!"

"Well, your dad and I have planned a trip to Mexic<u>o</u>."

J**ay** shouts, "Yippee!"

J**ay**'s mom has a big smile on her face. She says, "How would you like to bring Martez with you on the trip?"

J**ay**'s jaw drops. "If Martez is on the trip, that would be better than the best!" he says.

His mom adds, "Martez just needs to ask his mom and dad."

J**ay** jumps up and shouts, "I can't w**ai**t to tell Martez!"



NAME: _____

DATE: _____

15.1 Assessment

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

NAME: _____

DATE: _____

15.2 Activity Page

A House in the Clouds

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

1. What does Mister Gomez give Jay and Martez?

   ○ He gives them a paleta.

   ○ He gives them a stone.

   ○ He gives them a pyramid.

Page _____

2. The pyramids were an important place for . . .

   ○ Jay and Martez

   ○ The Aztecs

   ○ Mister Gomez

Page _____

3. What does Jay say the top of the pyramid could touch?

   ○ The clouds

   ○ The moon

   ○ The sun

Page _____

4. Why can't people go to the top of the pyramids anymore?

Page _____

5. Would you like to go up to the top of a pyramid? Why or why not?

NAME: _____

DATE: _____

16.1 Activity Page

The Market

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

1. What are some things that are on sale at the market?

Page _____

2. J**ay**'s mom spots something that she likes at the market. What is it?

   ○ J**ay**'s mom spots a basket.

   ○ J**ay**'s mom spots a green hat.

   ○ J**ay**'s mom spots a red mask with glitter.

Page _____

3. Why does J**ay**'s mom p**ay** the full price for the mask?

Page _____

4. Why does J**ay**'s dad feel sad when J**ay**'s mom pays the man?

Page _____

NAME: _____

DATE: _____

16.2 Activity Page

Planning Template

The steps tell you how to:
1.
2.
3.
4.
5.
Result:

NAME: _____

DATE: _____

16.3

Activity Page

Directions: Have students draft instructions on how to draw the sun or how to feed a pet. Have students write complete sentences.

The steps tell you how to

1.

2.

3.

4.

5.

If you do all of the steps, then

NAME: _____

DATE: _____

17.1 Activity Page

Check the Draft

1. Check that you named your steps with a title.	
2. Check that you wrote a starting sentence.	
3. Check that you wrote what to do for step one.	
4. Check that you wrote what to do next.	
5. Check that you wrote what to do last.	
6. Check that you finished with the result.	
7. Check for Aa, Bb, Cc and ? . !	
8. Check that the words are spelled well.	

NAME: _____

DATE: _____

18.1 Activity Page

Fix the sentences by adding ? . ! ,

1. The rainforest is hot wet and has a thick l**ay**er of trees

2. Martez yells makes noises and slides down the zip line

3. Can J**ay**'s dad rent the masks fins and tanks

4. J**ay** sees fish crabs and a starfish on his dive

5. Are there trinkets knickknacks and baskets at the market

NAME: _____

DATE: _____

18.2 Activity Page

A Rainforest Ride

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

1. What is the r**ai**nforest like?

Page _____

2. Where is the zip line?

Page _____

3. What things make J**ay**'s mom think the zip line looks safe?

Page _____

4. Do J**ay** and Martez like the zip line? How can you tell?

Page _____

NAME: _____

DATE: _____

18.3

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 in gray.

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.

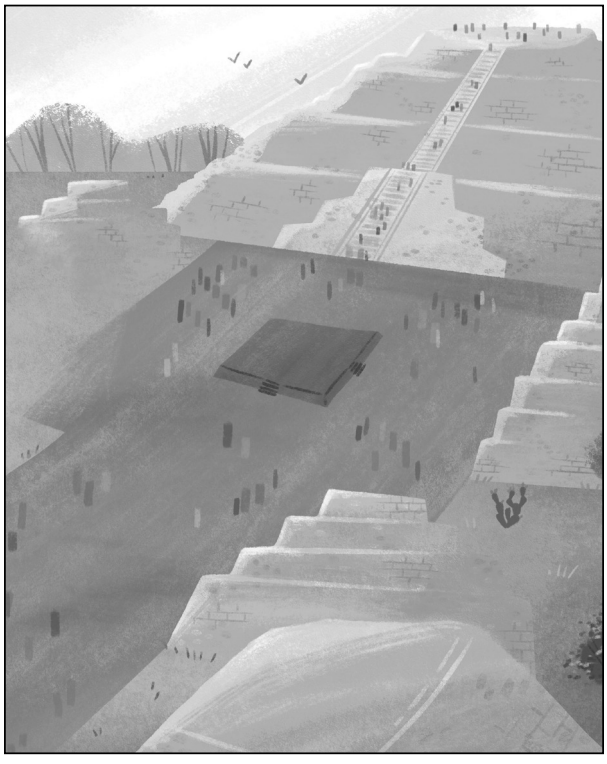
A House in the Clouds

Mister Gomez drives all of them to the next place. In the car, Mister Gomez s**ay**s, "Can I offer you a snack? This is a paleta."

J**ay** and Martez like the paletas. J**ay** s**ay**s, "This is good! I love the taste!"

Martez s**ay**s, "This tastes like an ice pop."

Mister Gomez explains that a paleta is a Mexican snack that can be made fresh with different foods like mango and banana. It can also have sweet milk in it. He tells them that paleta means "little stick." Mister Gomez s**ay**s that kids in Mexico have liked the snack for a long time.



In the car, they pass trees, hills, and streets on their trip. Mister Gomez s**ay**s, "You will like this next place. The stones there have stood for much, much longer than the last stones."

When they get to the site, they see three vast piles of stone, all of which rise to a point and seem to scrape the clouds. One of them is so big that J**ay** and Martez have to tilt their necks all the w**ay** back to see the top of it. "Goodness!" J**ay**'s mom s**ay**s.

"Cool!" s**ay**s Martez.

"Was this an important place for the Aztecs?" J**ay**'s mom asks.

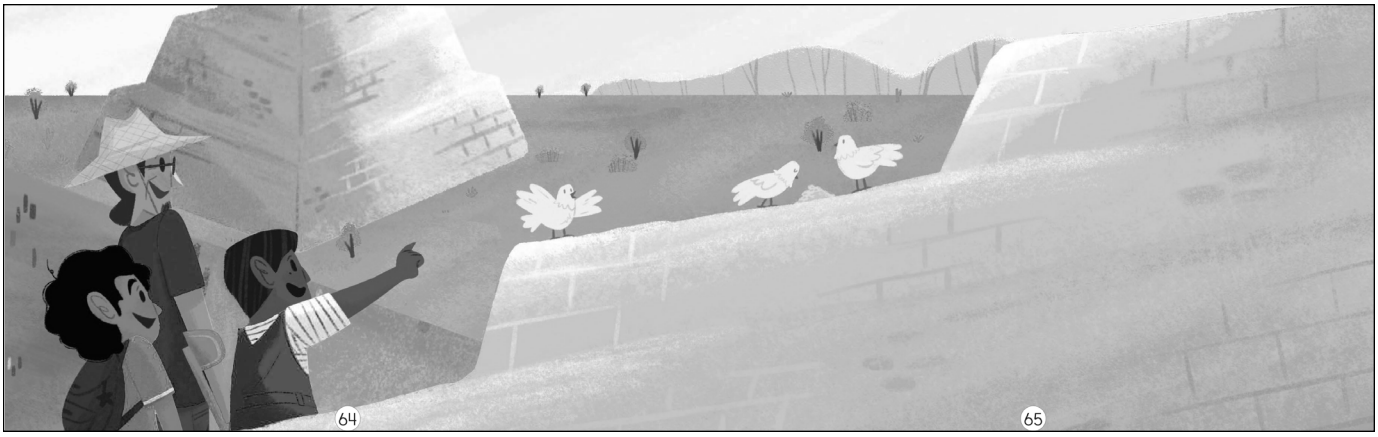
"Yes," s**ay**s Mister Gomez. "The pyramids were made w**ay** back in the past. They were important to the Aztecs. They used the pyramids for different things."

"Can we go to the top of one of them?" J**ay** asks.

"No, you can't go up there anymore," Mister Gomez s**ay**s. "They want to keep this place safe so that it can last for a long time."

J**ay** and Martez look all the way up to the top. J**ay** s**ay**s, "The pyramid is so tall it could touch the clouds."

Martez says, "Maybe a long time ago they called it a house in the clouds!"



NAME: _____

DATE: _____

19.1 Assessment

Shark and Wee Fish

Shark swam by the reef. Sharp teeth glittered in his mouth. He shouted to the fish, "I will have a hundred of you for my lunch!" 4 13 24 30

The fish were scared. They went and hid in a cave. 41

"Shark will not get us in here!" one of the fish said. "He is too big to swim in." 53 60

After a while, one of the fish went out to check and see if Shark had left. His name was Wee Fish. 71 82

Wee Fish swam out of the cave. He soon found himself face to face with Shark. 92 98

Shark snarled, "Here's a nice fish for my lunch!" 107

Wee Fish had to think fast. 113

"Stop!" he shouted in his loudest voice. "I am the king of this reef! All of the fish here are scared of me, and you should be, too!" 123 136 141

Shark smiled. Wee Fish was just three inches long. Shark was ten feet long. He had teeth in his mouth that were bigger than Wee Fish. 150 161 167

"Is this some sort of joke?" Shark said. "Why would fish be scared of you?" 176 182

"Swim next to me and you will see," Wee Fish said. 193

Shark swam with Wee Fish. They came upon some spotted fish. When the spotted fish saw Shark, they got scared and swam off. 202 211 216

Shark and Wee Fish swam up to some striped fish. When the striped fish saw Shark, they got scared and swam off. 226 236 238

"Well, well," said Shark to himself. "It's odd, but it looks like the fish are scared of Wee Fish, just as he said." (Shark did not see that the fish were scared of him.) 248 260 271 272

Shark and Wee Fish swam up to some silver fish. When the silver fish saw Shark, they got scared and swam off. 282 292 294

Then Shark started to think. "All of the fish are scared of Wee Fish," he said to himself. "Perhaps I should be scared of him, too." 304 314 320

All of a sudden, Shark felt scared. He swam off. And from then on, he never went back to that reef. 330 341

NAME: _____

DATE: _____

19.2 Assessment

1. Why did the fish hide in a cave?

   A. They were scared of Wee Fish.

   B. They were scared of Shark.

   C. There was fish food in the cave.

2. What did Wee Fish tell Shark?

   A. He said that it was not nice for Shark to munch on fish.

   B. He said that all of the fish were scared of him and Shark should be, too.

   C. He said that Shark was nice.

3. Who is bigger, Wee Fish or Shark?

   A. Wee Fish is bigger.

   B. Shark is bigger.

   C. They are the same size.

4. What did the spotted fish do when they saw Wee Fish and Shark?

   A. They smiled at them.

   B. They got scared and swam off.

   C. They shouted at Wee Fish.

5. What were the striped fish scared of?

   A. They were scared of Wee Fish.

   B. They were scared of Shark.

   C. They were scared of the spotted fish.

6. Why did Shark swim off at the end?

   A. He was scared of Wee Fish.

   B. He was tired of hunting for fish.

   C. There were no fish left for him to catch.

7. Which statement best tells what happened?

   A. Shark tricked Wee Fish.

   B. Shark ate Wee Fish.

   C. Wee Fish tricked Shark.

NAME: _____

DATE: _____

19.3

Assessment

Grade 1 End-of-Year Summary

Teacher Name_____ Student Name_____

Benchmarks

Silent Reading Comprehension Assessment:

Students who answer **4 or fewer out of 7** correctly appear to have **poor preparation** for Grade 2.
Students who answer **5 out of 7** questions correctly appear to have **adequate preparation** for Grade 2.
Students who answer **6 or 7 out of 7** questions correctly have **good-outstanding preparation** for Grade 2.

Oral Reading Comprehension Assessment (during Fluency Assessment)

Students who answer **3 or fewer out of 6** correctly appear to have **poor preparation** for Grade 2.
Students who answer **4 out of 6** questions correctly appear to have **adequate preparation** for Grade 2.
Students who answer **5 or 6 out of 6** questions correctly have **good-outstanding preparation** for Grade 2.

Fluency Assessment:

Students who score in the **25th or lower percentile** are **below grade level**.
Students who score in the **50th percentile** are **on grade level**.
Students who score in the **75th–90th** or above percentile are **above grade level**.

Word Reading in Isolation Assessment:

Students who read **40 or fewer words out of 60** correctly have **poor preparation** for Grade 2.
Students who read **41–49 out of 60** correctly have **adequate preparation** for Grade 2.
Students who read **50 or more out of 60** correctly have **good-outstanding preparation** for Grade 2.

Test Scores	
Silent Reading Comprehension Score	_____ /7 and _____ % Accuracy
Oral Comprehension Score (on Repeated Reading) W.C.P.M. Fluency	_____ /6 and _____ Percentile
Word Reading in Isolation	_____ /60 and _____ % Accuracy

Recommended Placement for Next Year

Needs intensive remediation

Below level

On level

Above level

Missed Letter-Sound Correspondences

List missed letter-sound correspondences (from Activity Page 21.2):

Other Notes (missing literal, inferential, or evaluative questions, confidence level, etc.):

NAME: _____

DATE: _____

19.4 Activity Page

The Dive

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

1. Where do J**ay**, Martez, and J**ay**'s mom and dad drive?

Page _____

2. Name some things that J**ay** and Martez do at the Gulf of Mexico.

Page _____

3. What do they see when they dive and look at the reef?

Page _____

4. Would you like to swim in the Gulf of Mexico? Why or why not?

Page _____

Shark and Wee Fish

Shark swam by the reef. Sharp teeth glittered in his mouth. He shouted to the fish, "I will have a hundred of you for my lunch!" 4 13 24 30

The fish were scared. They went and hid in a cave. 41

"Shark will not get us in here!" one of the fish said. "He is too big to swim in." 53 60

After a while, one of the fish went out to check and see if Shark had left. His name was Wee Fish. 71 82

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Shark snarled, "Here's a nice fish for my lunch!" 107

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Shark smiled. Wee Fish was just three inches long. Shark was ten feet long. He had teeth in his mouth that were bigger than Wee Fish. 150 161 167

"Is this some sort of joke?" Shark said. "Why would fish be scared of you?" 176 182

"Swim next to me and you will see," Wee Fish said. 193

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All of a sudden, Shark felt scared. He swam off. And from then on, he never went back to that reef. 330 341

NAME: _____

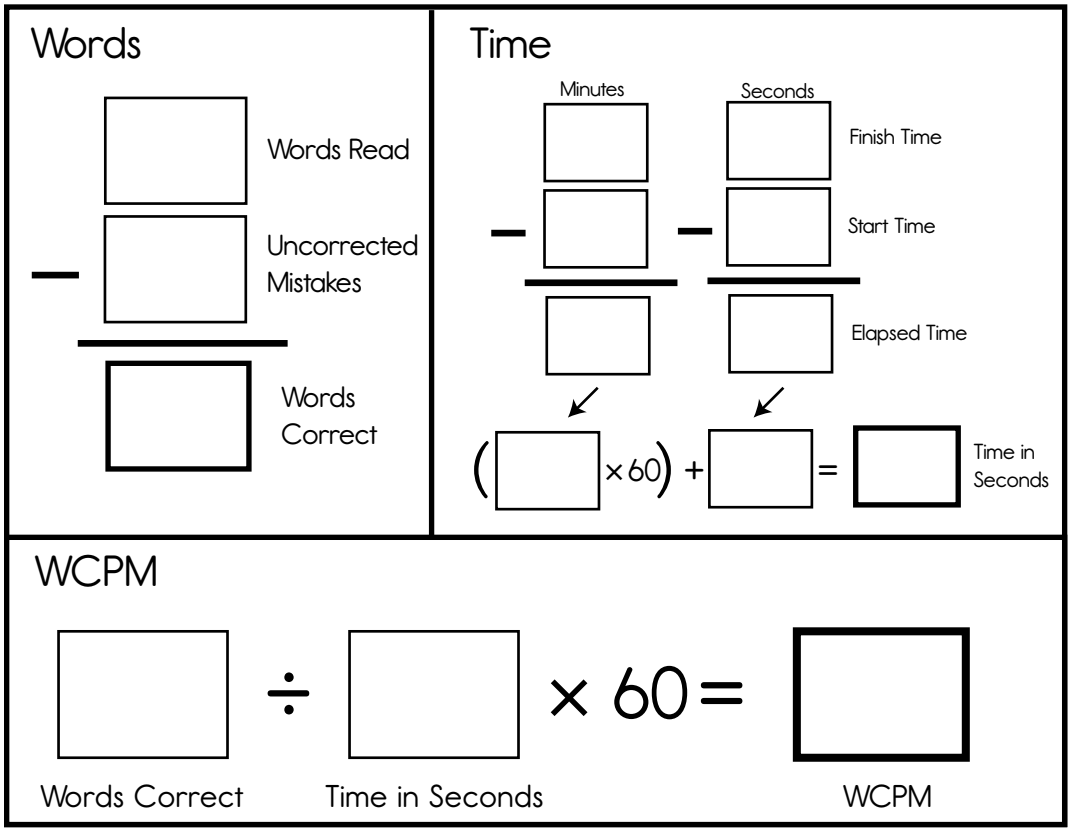
DATE: _____

20.2 **Assessment**

W.C.P.M. Calculation Activity Page

Story: *Shark and Wee Fish*

Total words in story (including title): 341



Compare the student's W.C.P.M. score to national norms for Spring of Grade 1 (Hasbrouck and Tindal, 2006):

Reading Time for this story	**W.C.P.M**	**National Percentiles for Spring, Grade 1**
3:05	111	90th
4:10	82	75th
6:45 (or 265 words at 5:00)	53	50th
8:30 (or 200 words at 5:00)	40	
12:10 (or 140 words at 5:00)	28	25th
22:30 (or 75 words at 5:00)	15	10th

Oral Reading Comprehension Score _____ **/6**

NAME: _____

DATE: _____

20.3

Activity Page

At the Airport

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

1. Do you think J**ay**'s dad has much cash left at the end of the trip? How can you tell?

Page _____

2. Name one w**ay** J**ay**'s dad takes charge at the **ai**rport.

Page _____

3. J**ay**'s dad finds his passport in . . .

○ his pants pocket.

○ a bag.

○ his jacket pocket.

Page _____

4. Write about what J**ay** tells his dad at the end.

Page _____

NAME: _____

DATE: _____

21.1 Assessment

Word Reading in Isolation Assessment					
	a	b	c	d	e
1	throne	weekday	large	rinse	blanket
2	mermaid	brushed	etch	frigid	spark
3	fanned	bouncing	ginger	sleeve	write
4	oak	topsoil	absence	coached	fence
5	choice	knotted	wheel	smooth	tribute
6	landscape	whisper	squawk	cancel	arch
7	honk	object	involve	trace	ordered
8	excuse	zone	bedside	woolen	pitchfork
9	saying	gather	knock	shimmer	waist
10	wrist	horse	gained	loaded	iceberg
11	suspense	air	concept	yawn	shrank
12	short	outlook	sprout	transform	challenge

NAME:

DATE:

21.2 Assessment

Word Reading in Isolation Scoring Sheet

	a	b	c	d	e
1	throne	weekday	large	rinse	blanket
	/th/ /r/ /oe/ /n/	/w/ /ee/ k/ • /d/ /ae/	/l/ /ar/ /j/	/r/ /i/ /n/ /s/	/b/ /l/ /a/ /ng/ • /k/ /e/ /t/
2	mermaid	brushed	etch	frigid	spark
	/m/ /er/ • /m/ /ae/ /d/	/b/ /r/ /u/ /sh/ /t/	/e/ /ch/	/f/ /r/ /i/ /j/ • /i/ /d/	/s/ /p/ /ar/ /k/
3	fanned	bouncing	ginger	sleeve	write
	/f/ /a/ /n/ /d/	/b/ /ou/ /n/ /s/ • /i/ /ng/	/j/ /i/ /n/ • /j/ /er/	/s/ /l/ /ee/ /v/	/r/ /ie/ /t/
4	oak	topsoil	absence	coached	fence
	/oe/ /k/	/t/ /o/ /p/ • /s/ /oi/ /l/	/a/ /b/ • /s/ /e/ /n/ /s/	/k/ /oe/ /ch/ /t/	/f/ /e/ /n/ /s/
5	choice	knotted	wheel	smooth	tribute
	/ch/ /oi/ /s/	/n/ /o/ /t/ • /e/ /d/	/w/ /ee/ /l/	/s/ /m/ /oo/ /th/	/t/ /r/ /i/ /b/ • /ue/ /t/
6	landscape	whisper	squawk	cancel	arch
	/l/ /a/ /n/ /d/ • /s/ /k/ /ae/ /p/	/w/ /i/ /s/ • /p/ /er/	/s/ /qu/ /aw/ /k/	/k/ /a/ /n/ • /s/ /e/ /l/	/ar/ /ch/
7	honk	object	involve	trace	ordered
	/h/ /o/ /ng/ /k/	/o/ /b/ • /j/ /e/ /k/ /t/	/i/ /n/ • /v/ /o/ /l/ /v/	/t/ /r/ /ae/ /s/	/or/ • /d/ /er/ /d/
8	excuse	zone	bedside	woolen	pitchfork
	/e/ /x/ • /k/ /ue/ /s/	/z/ /oe/ /n/	/b/ /e/ /d/ • /s/ /ie/ /d/	/w/ /oo/ /l/ • /e/ /n/	/p/ /i/ /ch/ • /f/ /or/ /k/
9	saying	gather	knock	shimmer	waist
	/s/ /ae/ • /i/ /ng/	/g/ /a/ /th/ • /er/	/n/ /o/ /k/	/sh/ /i/ /m/ • /er/	/w/ /ae/ /s/ /t/
10	wrist	horse	gained	loaded	iceberg
	/r/ /i/ /s/ /t/	/h/ /or/ /s/	/g/ /ae/ /n/ /d/	/l/ /oe/ /d/ • /e/ /d/	/ie/ /s/ • /b/ /er/ /g/
11	suspense	air	concept	yawn	shrank
	/s/ /u/ /s/ • /p/ /e/ /n/ /s/	/ae/ /r/	/k/ /o/ /n/ • /s/ /e/ /p/ /t/	/y/ /aw/ /n/	/sh/ /r/ /a/ /ng/ /k/
12	short	outlook	sprout	transform	challenge
	/sh/ /or/ /t/	/ou/ /t/ • /l/ /oo/ /k/	/s/ /p/ /r/ /ou/ /t/	/t/ /r/ /a/ /n/ /s/ • /f/ /or/ /m/	/ch/ /a/ /l/ • /e/ /n/ /j/

NAME:

DATE:

PP.1

Activity Page

Directions: Have students sort the words according to the spellings that stand for the /ae/ sound.

Dave	G**ai**l	planes	pl**ai**n	s**ay**ing
w**ai**t	same	game	pl**ay**	gr**ay**
	p**ai**n	d**ay**s	tr**ai**n	

/ae/ → ‘a_e’	/ae/ → ‘ai’	/ae/ → ‘ay’

NAME: _____

DATE: _____

PP.2

Activity Page

Directions: Have students sort the words according to the spellings for the /oe/ sound.

r**oa**d	t**oa**d	home
stone	bone	c**oa**t
b**oa**t	tone	

/oe/ → ‘o_e’

/oe/ → ‘oa’

NAME: _____

DATE: _____

Cut out the word cards and paste them on Page PP.4.

Mond**ay**	weekd**ay**
p**ai**ls	r**ai**sins
w**ai**t	r**ai**ning
h**ay**stack	n**ai**ls
tr**ai**ns	d**ay**time

NAME: _____

DATE: _____

PP.4

Activity Page

Sort the word cards from Page PP.3 by their spellings for /ae/ and paste them in the boxes.

/ae/ → ‘ai’	/ae/ → ‘ay’

NAME: _____

DATE: _____

Cut out the word cards and paste them on Page PP.6.

r**oa**d	explode
smoke	rode
t**oa**d	stove
bathrobe	jokes
oak	wrote
fl**oa**t	

NAME: _____

DATE: _____

PP.6

Activity Page

Sort the word cards from Page PP.5 by their spellings for /oe/ and paste them in the boxes.

/oe/ → ‘o_e’	/oe/ → ‘oa’

NAME: _____

DATE: _____

PP.7

Activity Page

Sort the words by their spellings for /ae/.

airplane	tr**ay**	dr**ai**ned	p**ay**ing	spr**ay**
drivew**ay**	pl**ay**ground	armch**ai**r	m**ai**lbox	gr**ai**ns

/ae/ → ‘ai’	/ae/ → ‘ay’

NAME: _____

DATE: _____

PP.8

Activity Page

Sort the words by their spellings for /oe/.

r**oa**ds	charc**oa**l	poke
s**oa**ked	joke	fl**oa**t

/oe/ → ‘o_e’	/oe/ → ‘oa’

Sort the words by their spellings for /oe/.

thr**oa**t	home	t**oa**st
gr**oa**ning	dome	throne

/oe/ → ‘o_e’	/oe/ → ‘oa’

NAME: _____

DATE: _____

PP.9 **Activity Page**

Directions: Have students color the boxes that contain words with the /a/ sound as in hat *in one color and the boxes that contain words with the /ae/ sound as in* cake *in another color.*

rate	match	dancer
glance	late	backpack
pace	Shane	lame
make	camped	fame

NAME: _____

DATE: _____

PP.10

Activity Page

Directions: Have students color the boxes that contain words with the /o/ sound as in hot *in one color and the boxes that contain words with the /oe/ sound as in* home *in another color.*

throne	comic	frosting
knock	poked	doghouse
holes	close	spoke
wrote	pocket	contest

NAME: _____

DATE: _____

PP.11

Activity Page

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

1. got g**oa**t _____

2. change ch**ai**n _____

3. pl**ai**n path _____

4. tone toned _____

5. bare p**ai**r _____

6. pl**ay** pl**ai**n

7. c**oa**t b**oa**t

8. r**ai**n r**oa**d

9. s**ay** st**ay**

NAME: _____

DATE: _____

PP.12 Activity Page

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

1. Do plants have br**ai**ns? _____

2. Can you doze in a ch**ai**r? _____

3. Can you think with your nose? _____

4. Can a stone fl**oa**t? _____

5. Is the word *Jane* a name? _____

6. Can you st**ay** at a home? _____

7. Can t**oa**ds pl**ay** soccer? _____

8. Is t**oa**st green?

9. Can you s**ai**l in a b**oa**t?

10. Do whales have n**ai**ls?

11. Is summer hotter than winter?

12. Is the word *cat* a noun?

13. Are c**oa**ls hot?

14. Can you make an **ai**rplane?

NAME: _____

DATE: _____

PP.13

Activity Page

Match the words to the pictures and write them on the lines.

ch**air**	g**oa**t	st**ai**rs
c**oa**t	g**oa**l	h**ay**













Match the words to the pictures and write them on the lines.

r**ai**n	rope	**ai**rplane
pl**ay**ground	s**oa**p	t**oa**d













NAME: _____

DATE: _____

PP.14 Activity Page

Match the words to the pictures and write them on the lines.

1. g**oa**t





_____ _____

_____ _____

2. m**ai**lbox





_____ _____

_____ _____

3. t**oa**ster

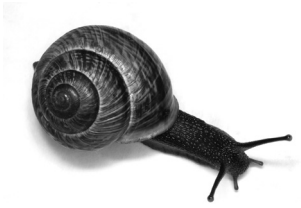




_____ _____

_____ _____

4. sn**ai**l





5. c**oa**t





6. tr**ai**n





NAME: _____

DATE: _____

PP.15

Activity Page

Directions: Have the student read the sentences and insert the missing commas.

1. Dave J**ay** and G**ai**l are my pals.

2. In the winter you need a hat mittens and a thick c**oa**t.

3. Panthers snakes and moles can be all black.

4. I'd like to have a cat a g**oa**t or a t**oa**d for a pet.

5. I had to write stamp and m**ai**l a letter yesterd**ay**.

6. Shirts can be green red or pink.

7. I like t**oa**st with jam cheese and chips for a snack.

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Printed in the USA

Bluebonnet Learning
K–3 Foundational Skills

EDITION 1

GRADE 1 FOUNDATIONAL SKILLS UNIT 7
Activity Book

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