Amplify Core Knowledge Language Arts®

Skills 5

Activity Book | Grade 1

Grade 1

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Activity Book

Amplify Core Knowledge Language Arts

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Skills 5

Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 5. 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 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

Can you see the spell·ing patt·ern? Fill in the chart.

Root Word	*–ed* Word	*–ing* Word
sip	sipped	sipp·ing
slip		
drop		
clap		
stamp		
hop		
step		
jump		
lap		

NAME: _____

DATE: _____

1.2 Activity Page

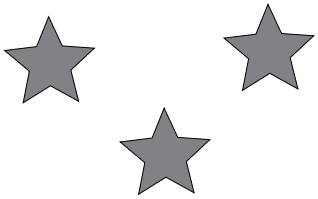
Directions: Have students write each word from the box next to its matching picture. Students should write the words as plural nouns if the picture shows more than one thing.

fan	shark	chick	star	car
dog	horn	ship	spoon	hand

1. _____

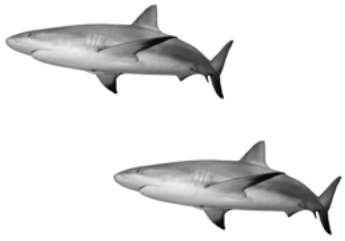
2. _____

3. _____



4. _____

5. _____



Directions: Have students write each word from the box next to its matching picture. Students should write the words as plural nouns if the picture shows more than one thing.

fan	shark	chick	star	car
dog	horn	ship	spoon	hand

6. _____

7. _____

8. _____

9. _____

10. _____

NAME: _____

DATE: _____

1.3 Take-Home

Dear Family Member,

Today our class started Unit 5 of the Core Knowledge Language Arts program. The Reader for this unit is called *Kate's Book*. Your child will bring home stories you can read together about a young girl named Kate who spends a summer out west with her Nan. Remember that reading at home with your child is important for their success as a reader.

In addition, your child'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 child will benefit from practice reading and writing them.

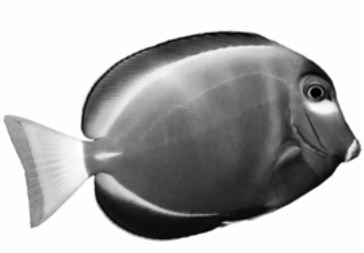
1. horn
2. porch
3. short
4. park
5. barns
6. herd
7. verb
8. Tricky Word: said

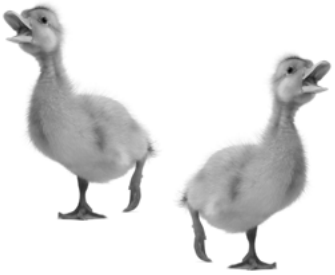
NAME: _____

DATE: _____

2.1 Activity Page

Directions: Have students look at each picture and label it using the plural or singular form.





Directions: Have students look at each picture and label it using the plural or singular form.

NAME: _____

DATE: _____

2.2 **Activity Page**

A Letter from Kate

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

1. Who is Nan?

Page _____

2. Where did Kate spend her summ·er?

Page _____

3. How old was Kate last summ·er?

- ○ Kate was five.
- ○ Kate was nine.
- ○ Kate was ten.

Page _____

4. Kate said that . . .

- ○ Nan made the art.
- ○ Kate made the art.
- ○ Kate's mom made the art.

Page _____

NAME: _____

DATE: _____

3.1 Activity Page

Can you see the spell·ing patt·ern? Fill in the chart.

Root Word	*–ed* Word	*–ing* Word
nap	napped	napp·ing
scrub		
stub		
chip		
rob		
grab		
sob		
stop		
pump		
camp		

NAME: _____

DATE: _____

3.2 Activity Page

Directions: Have students trace and copy the punctuation marks. Then have students copy the sentences on the lines, adding the correct ending punctuation.

1. The rabb·it ran in·to its hole

2. Where did your dad park his car

Directions: Have students copy the first two sentences on the lines, adding correct ending punctuation. For the sentences below, have students fill in the correct punctuation mark.

3. I add·ed pepp·er to the dish

4. Who add·ed pepp·er to the dish

5. Jen scrubbed the tub [•] ? or .

6. What happ·ened [ ] ? or .

7. Who has a cab·in out west [ ] ? or .

8. Kate went to vis·it her Nan [ ] ? or .

9. Kate made a book [ ] ? or .

10. Who made the art in Kate's book [ ] ? or .

NAME: _____

DATE: _____

3.3

Take-Home

Dear Family Member,

Below is the first story your child has read from a new Reader, *Kate's Book*. Please note that the tricky parts in Tricky Words are underlined, and 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. Some of the words have been omitted in the version below. Please have your child fill in the blanks using the words from the word box.

After filling in the blanks, ask if your child has any ideas about what fun things Kate may have done with Nan over the summer.

like	art·ist	sad	Skipp·er
summ·er	bor·ing	book	art

A Letter from Kate

I'm Kate _____, and this is my book!

This book tells what I did last _____ when I was nine. My mom and dad took me to vis·it with my Nan. Nan is my mom's mom. She is an _____, and she has a cab·in out in the West.

At the start of my time with Nan, I was sad. It seemed like it would be a _____ summ·er. But in the end I had a lot of fun.

like	art·ist	sad	Skipp·er
summ·er	bor·ing	book	art

I made this _____ to tell you all the fun stuff I did last summ·er. When I fin·ished it, Nan made the ____. You have the book we made in your hands.
I hope you ____ it!

Kate Skipp·er

NAME: _____

DATE: _____

4.1 **Activity Page**

In the Cave

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

1. What is the land Kate sees out in the West like?
   - ○ It is green.
   - ○ It has lots of trees.
   - ○ It has hills and red rocks.

Page _____

2. What was it that Kate and Nan found in the cave?
   - ○ Nan and Kate found a coin.
   - ○ Nan and Kate found a critt·er.
   - ○ Nan and Kate found a rock.

Page _____

3. What could the coin be made of?

Page _____

4. What did Nan tell Kate they should do with the coin?

Page _____

NAME:

DATE:

4.2

Take-Home

Sort the words by their spell·ings for /k/.

cat	king	black	car	skin	book
class	truck	att·ic	fact	like	quack

/k/ → 'c'	/k/ → 'k'	/k/ → 'ck'
cat	king	black

NAME: _____

DATE: _____

5.1 **Assessment**

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

NAME: _____

DATE: _____

5.2 Activity Page

Can you see the spell·ing patt·ern? Fill in the chart.

Root Word	*–ed* Word	*–ing* Word
dab	dabbed	dabb·ing
sip		
ram		
bust		
pound		
look		
duck		
dash		
pop		
mash		
trip		
lick		

NAME: _____

DATE: _____

5.3 Activity Page

Directions: Have students copy the sentences on the lines, adding capital letters at the beginning and the correct punctuation marks at the end.

1. jim likes to splash in the pool in the summ·er

2. which book do you like best

3. would you like one scoop or two scoops

Add . or ? on the lines.

1. The jogg·er ran up the hill ___

2. How late did he get home ___

3. My sis·ter hugged me for a long time ___

4. Where are my slipp·ers ___

5. When did you take a hike in the for·est ___

NAME: _____

DATE: _____

6.1 Activity Page

kitch·en	chips	scratch
chin	which	catch

1. _____ book is it?

2. Dan cooks food in the _____.

3. Do not _____ the bug bite!

4. I bumped my _____.

5. She likes _____ for a snack.

6. Can you _____ this?

Directions: Have students complete the sentences with the words from the box.

NAME: _____

DATE: _____

6.2 Take-Home

Spelling Words Lesson 6

1. chips
2. much
3. catch
4. fetch
5. marsh
6. shine
7. flash
8. Tricky Word: how

NAME: _____

DATE: _____

7.1 Activity Page

Directions: Have students copy the sentences on the lines using correct punctuation.

1. nan drove us to the coin shop

2. are there a lot of coins in that cave

3. jack said that he could sell the coin

Directions: Have students write a question and a statement about the picture on the lines below.

NAME: _____

DATE: _____

7.2 **Activity Page**

The Coin Shop

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

1. What is the coin that Kate found made of?
   - ○ The coin is made of copp·er.
   - ○ The coin is made of sil·ver.
   - ○ The coin is made of steel.

Page _____

2. What sort of coin is it?
   - ○ It is a Du**tch** coin.
   - ○ It is a Brit·ish coin.
   - ○ It is a Span·ish coin.

Page _____

3. Jack said the coin was mint·ed . . .
   - ○ in the six·teen hun·dreds.
   - ○ in the nine·teen hun·dreds.
   - ○ last summ·er.

Page _____

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

4. Should Kate keep or sell the coin? Why?

NAME: _____

DATE: _____

7.3

Take-Home

Dear Family Member,

Your child has been learning to read words with the spellings 'ch' (*chin*) and 'tch' (*itch*) for the sound /ch/. The words below contain these spellings. Ask your child to cut apart the word cards. Show the cards to your child to read aloud and use in a sentence. Your child can sort the words into piles according to which spelling is used for /ch/. There are also Tricky Words which are marked with an *.

kitch·en	catch·er	chips	should*
stretch	chin	batch	stitch·es
hatch	march	how*	fetched
much	be·cause*	scratch·ing	chant

NAME: _____

DATE: _____

8.1 **Activity Page**

You Never Can Tell

Directions: Have students reread the story and choose the correct answer.

1. Nan said Kate had to sell the coin.
   - ○ yes
   - ○ no

2. Kate did sell the coin.
   - ○ yes
   - ○ no

3. Kate and Nan think that a robb·er could have hidd·en the coin in the cave.
   - ○ yes
   - ○ no

4. Things that are rare cost a lot.
   - ○ yes
   - ○ no

5. Is Kate glad that she found the coin? Why or why not?

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

NAME: _____

DATE: _____

8.2

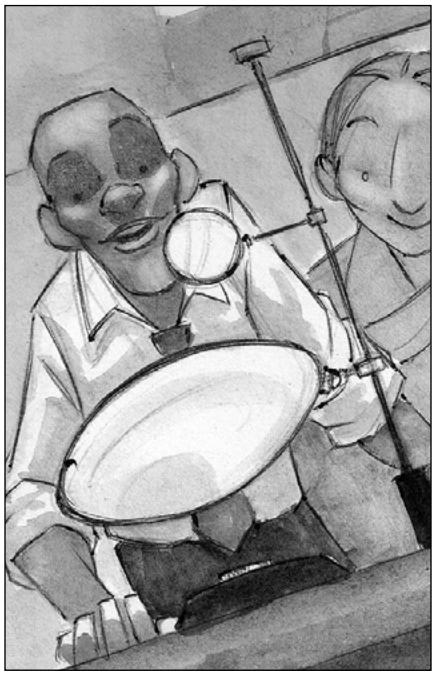
Take-Home

Dear Family Member,

This is a story from the Reader *Kate's Book*. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined. Please note that 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 reading is an important way to improve reading. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

The Coin Shop



Nan drove us to the coin shop.

The man in the coin shop was a pal of hers. His name was Jack.

"Jack," Nan said, "this is Kate Skipp·er. I'm Kate's nan. She's out here for the summ·er. We went for a hike, and Kate found a coin in a cave."

"Well, Miss Skipp·er," Jack said, "let's have a look at it!"

I hand·ed him the coin.

Jack set it un·der a look·ing glass and swi**tch**ed on a lamp. "Let's see," he said. "It's got some scra**tch**·es on it. But I can tell that it's a Span·ish coin. It's made of sil·ver, too."

"When was it made?" asked Nan.

"There's no date on the coin," said Jack. "But I'll bet it dates back to the six·teen hun·dreds. The Span·ish mint·ed a big ba**tch** of coins like this one back then."

"Good·ness!" said Nan.

"Is that a long time back in the past?" I asked.

"Yes," said Jack. "Let me run and fe**tch** my book on Span·ish coins."

When Jack came back, he said, "There's just one thing I need you to tell me, Miss Skipp·er."

"What's that?" I asked.

"Are there a lot of coins like this one in that cave?"

"No," I said, "we found just this one."

"That's a shame," Jack said.

"Why?" I asked.

"If there were a lot of coins, you and your Nan would be rich!" said Jack. "I could sell a coin like this for three hun·dred bucks!"

"Three hun·dred bucks?" said Nan.

Jack nodd·ed.

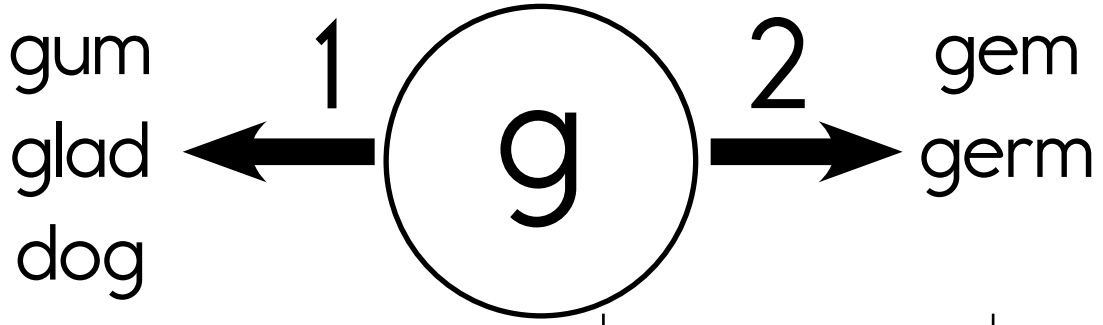
"Yipp·ee!" I shout·ed. "I'm rich!"

NAME:

DATE:

9.1 Activity Page

Sound out the words with the lines un·der them. Is the 'g' sound·ed /g/ as in *got* or /j/ as in *gem*? Print the words where they fit.



	/g/ as in *got*	/j/ as in *gem*
1. A cat is larg·er than a rat.		larger
2. We have two arms and two legs.		
3. Can germs make you sick?		
4. I'd rath·er ride my bike than jog.		
5. There are plants in the gar·den.		

NAME: _____

DATE: _____

9.2 **Activity Page**

The Offer

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

1. What was Jack's off·er?
   - ○ His off·er was to take the coin.
   - ○ His off·er was to take Nan and Kate camp·ing.
   - ○ His off·er was to make dinn·er.

Page _____

2. To Kate, camp·ing sounds like . . .
   - ○ fun.
   - ○ it would be bor·ing.
   - ○ a hard time.

Page _____

3. What will Kate, Nan, Jack, and Max do on their camp·ing trip?

Page _____

4. Will Kate sleep in a bed or sleep in a tent?

Page _____

NAME: _____

DATE: _____

9.3 Take-Home

Dear Family Member,

Your child has been learning how to form plural nouns. In class, we have been listening to the sound that 's' makes at the end of a word. For *books*, for example, the 's' makes a /s/ sound, whereas the word *dogs* has the buzzy /z/ sound. Below are a number of words your child should change to the plural form. Ask your child to listen for either the /s/ or /z/ sound at the end. Have students place their fingers on their voice boxes so they can feel the difference between /s/ and /z/. Remind your child that when a word ends in 'sh', 'ch', 's', and 'x', we add 'es' to change it to the plural form.

one book	five books
one splash	three _____
one match	nine _____
one fox	ten _____
one dog	five _____
one chimp	two _____
one dish	nine _____
one box	three _____
one buck	ten _____
one spoon	two _____

NAME: _____

DATE: _____

10.1 **Assessment**

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

NAME: _____

DATE: _____

10.2 **Activity Page**

The Campsite

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

1. Jack picked Kate and Nan up in his . . .
   - ○ car.
   - ○ cab.
   - ○ truck.

Page _____

2. The Bad·lands are good for . . .
   - ○ camp·ing.
   - ○ farm·ing.
   - ○ swimm·ing.

Page _____

3. What did Kate un·pack at the camp·site?
   - ○ She un·packed sleep·ing bags and tents.
   - ○ She un·packed tents and games.
   - ○ She un·packed sleeping bags and games.

Page _____

Directions: Have students retell the end of the story or copy his or her favorite sentences from the end of the story.

NAME: _____

DATE: _____

11.1

Activity Page

Sort the words by their spell·ings for /t/.

time	un·til	sit	truck
cut	baked	bitt·er	cutt·ing
parked	sitt·ing	ripped	hoped

/t/ ⟶ 't'	/t/ ⟶ 'tt'	/t/ ⟶ 'ed'

Can you see the spell·ing patt·ern? Fill in the chart.

Root Word	*–er* Word	*–est* Word
wet	wett·er	wett·est
hot		
short		
fit		
round		

NAME: _____

DATE: _____

11.2 Activity Page

Directions: Have students first read each sentence to determine which ending punctuation should be added in the box. Then have students rewrite the sentence to include correct punctuation and capitalization.

1. nan, what is that ☐

2. that sounds like fun ☐

3. what sort of coin is it ☐

4. it is a Span·ish coin ☐

5. when was the coin made ☐

6. the coin is from the six·teen hun·dreds ☐

7. “Yippee ☐ ” I shout·ed.

8. I am rich ☐

NAME: _____

DATE: _____

11.3

Take-Home

Dear Family Member,

Your child has been learning to read words with the spellings 'tch' as in *catch* and 'ge' as in *merge*. Have your child cut apart the word cards. Show the cards to your child, and have your child read them and use them in a sentence. Ask your child to copy the words onto a sheet of paper. You may also read the words out loud and have your child write the words down, one sound at a time. Please keep the cards for future practice.

catch	large	bulge
hatch	barge	kitch·en
charge	plunge	scratch
merge	itch	ketch·up

NAME: _____

DATE: _____

11.4

Take-Home

Dear Family Member,

Our class has been continuing to read and write two-syllable words. Your child may find it helpful to practice writing and remembering the spelling words syllable by syllable. The spelling words this week all have the /j/ sound. The /j/ sound can be written with the spellings 'j', 'g', and 'ge'.

Spelling Words Lesson 11

1. jumping
2. jars
3. germ
4. gem
5. charged
6. fringe
7. magic
8. Tricky Word: your

NAME:

DATE:

12.1

Activity Page

Sort the words by their spell·ings for /d/.

down	could	duck	add
trimmed	shred	shredd·ing	wedd·ing
odd	hide	said	planned

/d/ ⟶ 'd'	/d/ ⟶ 'dd'	/d/ ⟶ 'ed'

Can you see the spell·ing patt·ern? Fill in the chart.

Root Word	*–er* Word	*–est* Word
mad	madd·er	madd·est
sad		
hard		
red		
loud		

NAME: _____

DATE: _____

12.2 **Activity Page**

Jack's Tale

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

1. What did Jack do af·ter dinn·er?
   - ○ Jack went to bed af·ter dinn·er.
   - ○ Jack shared a tale af·ter dinn·er.
   - ○ Jack went home af·ter dinn·er.

Page _____

2. Who was Bart?
   - ○ Bart was a robb·er who took hors·es.
   - ○ Bart was a robb·er who took cars.
   - ○ Bart was a robb·er who robbed the stage·coach.

Page _____

3. What sort of mann·ers did Bart have?
   - ○ Bart had bad mann·ers.
   - ○ Bart had so-so mann·ers.
   - ○ Bart had good mann·ers.

Page _____

4. What is a strong·box?

Page _____

5. What happ·ened to Bart af·ter he was nabbed?

Page _____

NAME: _____

DATE: _____

12.3

Take-Home

Dear Family Member,

Your child has been learning to read words with the spellings 'ch' (*chin*) and 'tch' (*itch*) for the sound /ch/ and the spelling alternatives 'j' (*jump*), 'g' (*germ*), and 'ge' (*large*) for the sound /j/. The words below contain these spellings. Ask your child to cut apart the word cards. Show the cards to your child, and have your child read them. Extension: Have your child sort the words into piles according to which spellings are used for the sounds /ch/ and /j/.

chase	hin**ge**	**g**erm
ma**tch**	sna**tch**	pi**tch**
swi**tch**	**j**aw	mu**ch**
gem	lun**ge**	**j**ack·et

NAME: _____

DATE: _____

13.1 Activity Page

muff·ins	gin·ger	af·ter	stage·coach
off	leg·end	traff·ic	match·es

1. Will you munch on _____ snaps af·ter dinn·er?

2. We were late be·cause of _____.

3. James made _____ to share with his pals.

4. I can go to·day _____ class.

muff·ins	**g**in·**g**er	af·ter	sta**g**e·co<u>oa</u>ch
off	le**g**·end	traff·ic	ma**tch**·es

5. Out·laws robbed the _____ _____.

6. I must get _____ _____ the bus!

7. Nan shared a _____ _____ with us.

8. Do you need _____ _____ for the fire?

NAME: _____

DATE: _____

13.2 Activity Page

Directions: Have students read the sentences to determine which punctuation to add to the first five items. Students should then create their own question, exclamation, and statement.

1. The kitt·en sleeps ☐

2. I can't sleep be·cause my bug bites itch ☐

3. Will the chicks hatch soon ☐

4. Do not yell ☐

5. Roger can cook ☐

6. _____?

7. _____!

8. _____.

NAME: _____

DATE: _____

13.3 **Activity Page**

The Visit

Fill in the _____ with words from the box.

tree	pots and pans	~~pack~~
tents	lan·tern	

1. They stuffed the food in·to a large _____.

2. They kept the food pack up in a _____.

3. They all went to sleep in their _____.

4. The loud clatt·er of _____ woke them up.

5. To see in the dark, they used a _____ .

6. Why did Jack hoist the food up in the tree?

_____

_____

_____

_____

_____

_____

Page _____

7. Draw one of the parts of "The Vis·it."

NAME: _____

DATE: _____

14.1 Activity Page

verbs	van	serve	riv·er
twelve	vote	nev·er	vet

Directions: Have students complete the sentences with the words from the box.

1. *Run* and *jump* are _____.

2. When I was _____, I went to camp.

3. She will _____ you a big snack.

4. We took the dog to the _____.

verbs	van	serve	riv·er
twelve	vote	nev·er	vet

5. I went swimm·ing in the _____.

6. You _____ can tell!

7. Will you _____ for me?

8. Can we drive to the park in the _____ ?

Directions: Have students complete the sentences with the words from the box.

NAME: _____

DATE: _____

14.2 **Activity Page**

The Hike

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

1. When did Max and Kate dig up the bone?
   - ○ Max and Kate dug up the bone in the morn·ing.
   - ○ Max and Kate dug up the bone af·ter lunch.
   - ○ Max and Kate dug up the bone af·ter dinn·er.

Page _____

2. What did Max and Kate use to dig out the bone?
   - ○ Max and Kate used forks.
   - ○ Max and Kate used spoons.
   - ○ Max and Kate used hamm·ers.

Page _____

3. How long was the bone?

- ○ The bone was one foot long.
- ○ The bone was two feet long.
- ○ The bone was three feet long.

Page _____

4. Who needs to look at the bone to tell Max and Kate the sort of bone it is?

_____

Page _____

NAME: _____

DATE: _____

14.3

Take-Home

Dear Family Member,

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

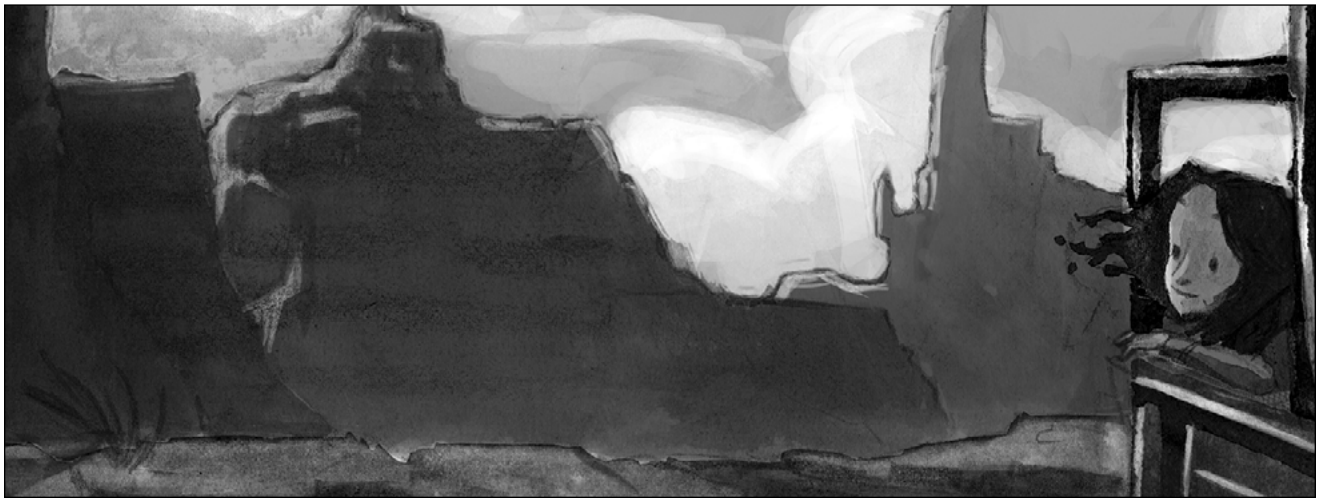
Repeated reading is an important way to improve reading. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

The Campsite

Jack came and picked us up in his truck. We drove to a camp·site in the Bad·lands.

"Nan," I said, "what's up with that name—the Bad·lands?"

"Well," said Nan, "le**g**·end has it that a long time back, farm·ers came out here look·ing for farm·land.



When they saw all of the rocks and sand and stone, they said, 'This is bad land! We can't plant crops here!' And the name Bad·lands just sort of stuck."

"It's bad land for farm·ing," said Jack. "But it's good land for camp·ing!"

When we got to the camp·site, we had to un·pack sleep·ing bags, tents, lan·terns, ma**tch**·es, and lots of food. We lugged it all to the camp·site.

Jack chose a spot to set up camp. Max and I helped set up the tents. It took us a long time.

For dinn·er we had hot dogs. We stuck them on sticks and held them in the fire. My hot dog got all black be·cause I left it in there too long. Max gave me one of his.

That was when I said to my·self, "Max is OK!"

NAME: _____

DATE: _____

15.1 **Assessment**

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

NAME: _____

DATE: _____

15.2 **Activity Page**

The Best Book Ever

The best book ev·er is called *The Green Fern Zoo*. In the book, a zoo keep·er named Vern takes chil·dren in to see the zoo and meet all of the critt·ers. I like this book a lot be·cause Vern tells lots of fun facts that des·cribe all of the critt·ers. The snap·shots are fan·tas·tic be·cause they make you feel like you are in the zoo and close to the critt·ers. You should pick up *The Green Fern Zoo* be·cause it is a book you will not for·get!

NAME: _____

DATE: _____

16.1 Activity Page

Directions: Have students read the sentence and circle the spellings that stand for the /r/ sound. At the end of each sentence is the amount of times the /r/ sound occurs.

The box had red wrapp·ing on it. (2)

red wrapping

1. I like to vis·it the rep·tile room. (2)

2. They wrapped my cast in the wrong fab·ric. (3)

3. I got a ride up the ramp. (2)

4. My name is writt·en in the book. (1)

5. I took a long trip with my pal Rex. (2)

6. We hiked on the red rocks. (2)

7. I am not wrong! (1)

8. Do not wreck the room! (2)

NAME: _____

DATE: _____

16.2

Take-Home

Dear Family Member,

Our class has been reading stories from *Kate's Book*. Your child can tell you about the adventures Kate has been having with Nan and their friends Jack and Max. Remember that reading at home with your child is important for their success as a reader.

The spelling words for this week contain the /t/, /d/, and /f/ sounds. Your child 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. trucker
2. kitten
3. parked
4. duck
5. add
6. planned
7. offer
8. Tricky Word: was

NAME: _____

DATE: _____

17.1 **Activity Page**

The Bone Man

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

1. Who is Ron Fitch?
   - ○ Ron Fitch is a pal of Nan's.
   - ○ Ron Fitch is an ex·pert on coins.
   - ○ Ron Fitch is an ex·pert on bones.

Page _____

2. What did Max tell Kate a T. rex is?
   - ○ The T. rex is the bigg·est and fast·est in·sect of all time.
   - ○ The T. rex is the cool·est, bigg·est rep·tile of all time.
   - ○ The T. rex is the bigg·est and fast·est dog of all time.

Page _____

3. Which word is the noun in "the cool·est, bigg·est rep·tile"?

_____

_____

4. Why is it so cool that Kate and Max found a T. rex bone?

Page _____

5. What should Kate and Max do with the T. rex bone?

Page _____

NAME: _____

DATE: _____

17.2 **Activity Page**

Take a Stand and Tell Why (Plan)	
Take a Stand on *Kate's Book*	
Des·cribe *Kate's Book*	
Tell Why #1	
Tell Why #2	
End with a Zing·er	

NAME: _____

DATE: _____

17.3 **Activity Page**

Take a Stand and Tell Why (Draft)

Date: _____

Dear Kate,

Cheers,

NAME: _____

DATE: _____

17.4

Take-Home

Dear Family Member,

Please have your child complete the sentences with the words from the box.

morn·ing	bigg·est	stre**tch**ed	ki**tch**·en
scra**tch**·ing	lar**ge**	rocks	ba**tch**

1. Out west there are hills and red _____.

2. We went for a hike in the _____.

3. We dug up a _____ bone that was three feet long.

4. It was the _____ bone I had ev·er seen!

morn·ing	bigg·est	stre**tch**ed	ki**tch**·en
scra**tch**·ing	lar**ge**	rocks	ba**tch**

5. I can't stop _____ my bug bite!

6. Is Dad cook·ing in the _____ ?

7. I made a big _____ of sweets!

8. I _____ out my arms to get the book.

NAME: _____

DATE: _____

18.1 **Activity Page**

Check the Draft Step by Step

Step	Check?
Check that the date is there.	
Check that "Dear Kate" is there.	
Check that you took a stand on *Kate's Book*.	
Check that you des·cribed *Kate's Book*.	
Did you Tell Why #1 with be·cause?	
Did you Tell Why #2 with be·cause?	
Check that you end·ed the lett·er with a zing·er.	
Check that you closed the lett·er and gave your name.	
Aa, Bb, Cc and ? . !	
Check that the words are spelled well.	

NAME: _____

DATE: _____

18.2

Take-Home

Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined. Please note that 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 reading is an important way to improve reading. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

The Visit

Af·ter tell·ing us the tale, Jack said, "It's time to pack up the food."

We stuffed the food in·to a lar**ge** pack with a rope on it. Jack tossed the rope up in·to a tree and hoist·ed the food pack up so that it was hang·ing ten feet off of the ground.

"Paw-paw," said Max, "why do we have to keep the food up in the tree?"

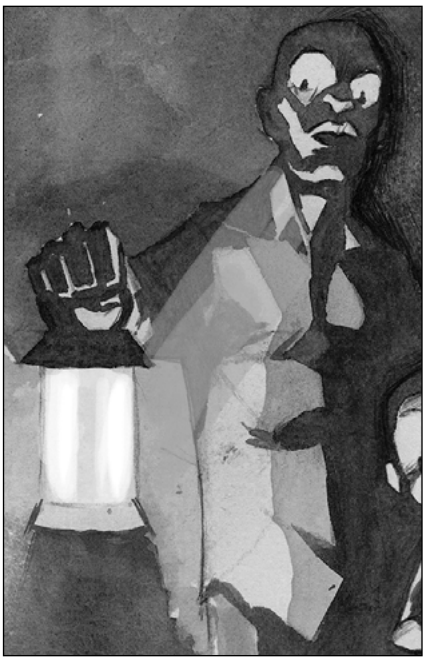
"Be·cause it will keep the food safe from fox·es and racc·oons that would like to snack on it," Jack said.

Af·ter that, we crawled in·to the tents, flipped off our lan·terns, and went to sleep.

Nan and I slept well un·til a loud clatt·er out·side woke us up.

"What was that?" I asked. "I can't tell," said Nan, as she hugged me close to her.

Jack ran out·side with his lan·tern and yelled, "Get out of here! Scram! Get lost!"



When we went out, we saw Jack and Max stand·ing there. Jack had his lan·tern.

"Jack," Nan asked, "who came to vis·it?"

"I did not see it," said Jack, "but I'm bett·ing it was a fox who was look·ing for some scraps of food. He bumped in·to the pots and pans. The clatt·er of the pots and pans must have scared him off."

"Is that why we hoist·ed the food pack up in the tree?" Max asked.

"That's why!" said Jack.

NAME: _____

DATE: _____

19.1 Activity Page

Sort the words by their spell·ings for /l/.

long	like	lar**ge**
sol**ve**	all	smell
look	slee**ve**	well
still	la**tch**	skill

/l/ ⟶ 'l'	/l/ ⟶ 'll'

NAME: _____

DATE: _____

20.1 **Assessment**

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

NAME: _____

DATE: _____

20.2

Activity Page

Two Good Things and One Bad Thing

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

1. What sort of bone did Max and Kate dig up?

Page _____

2. Why can't Max and Kate keep the bone?

Page _____

3. What will Ron Fitch do next?

Page _____

4. What name would you pick for the T. rex? Why?

Page _____

NAME: _____

DATE: _____

20.3

Take-Home

Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined. Please note that 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. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

The Hike

The next morn·ing, we went on a hike. Af·ter a bit, we stopped for lunch.

When Max fin·ished his lunch, he asked, "Can Kate and I look for rocks?"

Jack said OK.

"Kate," Max said to me, "bring your fork. We can use it to dig up rocks."

I grabbed my fork, and we went off to look for rocks.

Max point·ed at a bump on the side of a cliff and said, "Let's dig that rock out!"

The rock did not look all that lar**ge**. But when we start·ed digg·ing, we soon saw that it was lar**g**·er than it had seemed.

Af·ter a bit, Max said, "**G**ee! It must be two feet long! We need to keep scra**tch**·ing in or·der to car**ve** it out of the side of the cliff."

We went on scra**tch**·ing with our forks.

"Let's tug on it!" Max said "I bet we can get it out by our·sel**ve**s."

We grabbed and tugged it.

It popped out. But so did a big cloud of sand and dust. Max and I fell down.

Once the dust and sand had drift·ed off, I saw Max stand·ing there with the thing in his hands.

"It's not a rock!" he yelled. "It's a bone!"

It was the bigg·est bone I had ev·er seen. It was three feet long!

Jack and Nan came runn·ing.

"Good·ness!" said Nan. "That is one lar**ge** bone! Where did you get it?"

Max point·ed to the spot where we found it.

Jack set the bone on the ground. Then he took a pic·ture of the bone and said, "We need to get an ex·pert to look at this bone and tell us what sort of bone it is."

NAME: _____

DATE: _____

21.1 Activity Page

Directions: Have students read each sentence and the two word choices provided for the blank. Tell students to pick the best choice for each sentence and write it in the blank.

1. We _____ the
   (hoist·ed, plant·ed)
   food up the tree.

2. I flipped off my _____
   (lett·er, lan·tern)
   and went to sleep.

3. She was _____
   (scra**tch**·ing, stuff·ing)
   a lar**ge** bug bite.

4. Jack made Nan and Kate an
   _____ to take
   (clatt·er, off·er)
   them camping.

Directions: Have students read each sentence and the two word choices provided for the blank. Tell students to pick the best choice for each sentence and write it in the blank.

5. Jack had _____
(ma**tch**·es, ma**g**·ic)
for the fire.

6. The _____
(**g**ents, out·laws)
robbed the sta**g**e·coach!

7. They nabbed Bart _____
(af·ter, to·day)
a long hunt.

8. In the end, Bart shaped up and was
_____ with
(start·ing, fin·ished)
crime.

NAME: _____

DATE: _____

21.2 **Activity Page**

The Big Dig

1. In or·der to get the bones out, the digg·ers have to . . .
   - ○ blast a hole in·to the cliff.
   - ○ get bigg·er tools soon.
   - ○ cut the cliff up in·to large blocks of rock.

Page _____

2. How will the plas·ter keep the bones safe?

_____

_____

_____

_____

_____

_____

_____

_____

Page _____

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

3. What tools will they use at the lab to get the bones out of the blocks?

Page _____

4. What did Kate name the T. rex?

Page _____

NAME: _____

DATE: _____

21.3

Take-Home

Dear Family Member,

Your child has been learning to read words with the spellings 'v' *(van)* and 've' *(twelve)* for the sound /v/, and the spellings 'r' *(red)* and 'wr' *(wrist)* for the sound /r/. The words below contain these spellings. Ask your child to cut apart the word cards. Show the cards to your child, and have your child read them. Extension: Have your child sort the words into piles according to which spelling is used for the sounds /v/ and /r/.

I'**ve**	vet	shel**ve**s
vast	**wr**ist	**wr**ong
crisp	slee**ve**s	**wr**ap
rich	**wr**ite	twel**ve**

NAME: _____

DATE: _____

22.1

Assessment

1.	switch	swap	swim	swish
2.	cash	catch	cans	caps
3.	stretch	such	straps	stitch
4.	hem	germ	gem	chin
5.	gin·ger	gen·der	gin·seng	grates
6.	ditch	dig·it	date	digs
7.	plunge	lunge	pluck	plug
8.	shall·ot	chipp·er	chall·enge	champ

9.	lunge	large	lake	lunch
10.	sops	solve	sipped	sol·vent
11.	carve	cave	calves	can't
12.	twin	dwell	teen	twelve
13.	ride	write	rip	ripe
14.	wrap	rant	lap	rag
15.	wring	rig	wrist	ramp

NAME: _____

DATE: _____

22.2

Assessment

Directions: In Part 1, have students circle the noun(s) and underline the verb with a squiggly line. In Part 2, have students write a question mark, exclamation point, or a period to complete the sentence. In Part 3, have students add an adjective and/or a location in order to expand the sentences. In Part 4, students should write the plural form of each noun and also the past tense and –ing form of each verb.

Part 1:

Max digs.

1. Kate swims.
2. Frogs hop.
3. The dog barks.
4. Jane ate a hot dog.
5. Those chil·dren run fast.

Part 2:

Why is it cold ?

1. Do you like to shoot bas·kets ☐
2. I can **wr**ite my name ☐
3. Can your dog fe**tch** sticks ☐
4. When is dinn·er ☐
5. Ca**tch** it ☐

Part 3:

1. My sis·ter runs.

2. Gran bakes.

3. **G**in·**g**er helps.

4. The dogs dig.

5. Max sings.

NAME: _____

DATE: _____

22.2 CONTINUED

Assessment

Part 4: _____

One paw, five paws _____

1. One box, three _____

2. One **wr**ist, five _____

3. One **g**em, nine _____

4. One sti**tch**, ten _____

5. One kiss, three _____

Root Word	*–ed*	*–ing*
jump	jumped	jumping
rub		
pop		
hunt		
nap		

NAME: _____

DATE: _____

22.3 **Activity Page**

The Scoop

1. What did the TV man ask Max and Kate?
   - ○ Can we see the bone?
   - ○ Can we shoot the rocks?
   - ○ Can we shoot some film of you?

Page _____

2. How did Max feel when the TV man spoke to him?

_____

_____

_____

_____

_____

_____

_____

_____

_____

Page _____

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

3. The man got a close-up of . . .

- ○ the T. rex in the side of the cliff.
- ○ Max and Kate with their forks.
- ○ Ron Fi**tch**, the bone man.

Page _____

4. What did the TV man ask Kate?

_____

_____

_____

_____

_____

_____

_____

_____

Page _____

NAME: _____

DATE: _____

PP.1

Activity Page

Directions: Have students circle the sounds in each word. Then have students count the sounds in the word and write the number in the box. Have students then write the word on the line following the box.

1. **g**em ☐ _____
2. shel**ve**s ☐ _____
3. pi**tch**·er ☐ _____
4. **wr**ecks ☐ _____
5. bul**ge** ☐ _____
6. car**ve** ☐ _____
7. mer**ge** ☐ _____
8. **wr**app·er ☐ _____

9. sleeves

10. filled

11. scatt·er

12. itch

13. serve

14. larg·er

15. germs

16. blubb·er

NAME: _____

DATE: _____

PP.2

Activity Page

Directions: Have students trace and copy the spellings and words. Encourage students to say the sounds while writing the letters.

tch

match

g

germ

ge

large

tch

tch

math

g

g

gam

ge

ge

large

NAME: _____

DATE: _____

PP.3

Activity Page

Directions: Have students trace and copy the spellings and words. Encourage students to say the sounds while writing the letters.

ve

carve

wr

write

ll

spell

vc

vc

carve

wr

wr

write

ll

ll

spell

NAME: _____

DATE: _____

PP.4

Activity Page

Cut out the word cards.

stre**tch**	**wr**ing	char**ge**
ner**ve**	twel**ve**	**wr**ote
pi**tch**	lar**g**·est	bar**ge**
ca**tch**	bul**ge**	sol**ve**

NAME: _____

DATE: _____

PP.5

Activity Page

Ma**tch** the word cards to the words on this pa**ge**.

pi**tch**	sol**ve**	**wr**ote
bul**ge**	larg·est	ner**ve**
wring	stre**tch**	bar**ge**
char**ge**	ca**tch**	twel**ve**

NAME: _____

DATE: _____

PP.6

Activity Page

Mark the words that are said and **wr**ite them on the lines.

1.	a**ge**	pa**ge**	
2.	pi**tch**	pa**tch**	
3.	twel**ve**	el**ve**s	
4.	**wr**ite	**wr**ote	
5.	bar**ge**	lar**ge**	
6.	**g**em	jam	
7.	ki**tch**·en	kitt·en	
8.	Mar**ge**	mer**ge**	
9.	ner**ve**	nev·er	
10.	**wr**ing	**wr**ong	

NAME: _____

DATE: _____

PP.7 **Activity Page**

Yes or no? **Wr**ite *yes* or *no* on the lines.

1. Is ke**tch**·up a game? _____

2. Is twel**ve** lar**g**·er than nine? _____

3. Is your **wr**ist part of your leg? _____

4. Do you sleep in the ki**tch**·en? _____

5. Do hors·es have hoo**ve**s? _____

6. Do cats ha**tch** out of eggs? _____

7. Is a **g**erm lar**g**·er than a bug? _____

8. Can a bird ca**tch** a bug? _____

NAME: _____

DATE: _____

PP.8

Activity Page

Write the words on the lines.

wrong

catcher

germs

large

ginger

NAME: _____

DATE: _____

PP.9

Activity Page

Write the words on the lines.

pitcher

nerve

merge

sleeves

wrap

NAME: _____

DATE: _____

PP.10

Activity Page

Mark the words that are said.

1 star**ve** starv starf	2 larg lar**ge** larch
3 rist rrist **wr**ist	4 ca**ge** cag ca**tch**
5 mach ma**tch** mash	6 swich swi**tch** swig
7 rong rrong **wr**ong	8 solf solv sol**ve**

NAME: _____

DATE: _____

PP.11

Activity Page

In the box are six words. **W**rite them on the correct lines.

ma**tch**·es	car**ve**	ke**tch**·up
gems	hoo**ve**s	ma**g**·ic

NAME: _____

DATE: _____

PP.12

Activity Page

Write the words on the correct lines.

1. mag·ic

2. kitch·en

3. hatch

4. large

5. twelve

NAME: _____

DATE: _____

PP.13

Activity Page

Fill in the _____.

1. He _____ in·to the pool.
2. We can _____ the prob·lem.
3. The dog _____ the stick.
4. The beep·ing sound got on my _____.
5. _____ can make you sick.
6. Will you _____ me a lett·er?
7. What is on the next _____?
8. Who is the best _____?

NAME: _____

DATE: _____

PP.14

Activity Page

Directions: Have students color the boxes that contain words that have 'g' sounded /g/ as in got *in one color and the boxes that contain words that have 'g' sounded /j/ as in* gem *in another color.*

gent·ler	glad	grin
le**g**·end	gift	**g**erm
ma**g**·ic	**g**em	**g**in·**g**er
glass·es	grilled	gar·lic

NAME: _____

DATE: _____

PP.15

Activity Page

Directions: Have students color the boxes that contain words that have 'ed' sounded /t/ as in asked *in one color and the boxes that contain words that have 'ed' sounded /d/ as in* filled *in another color.*

sparked	hummed	fe**tch**ed
grabbed	crawled	sniffed
wronged	tricked	**wr**apped
ha**tch**ed	cooled	sobbed

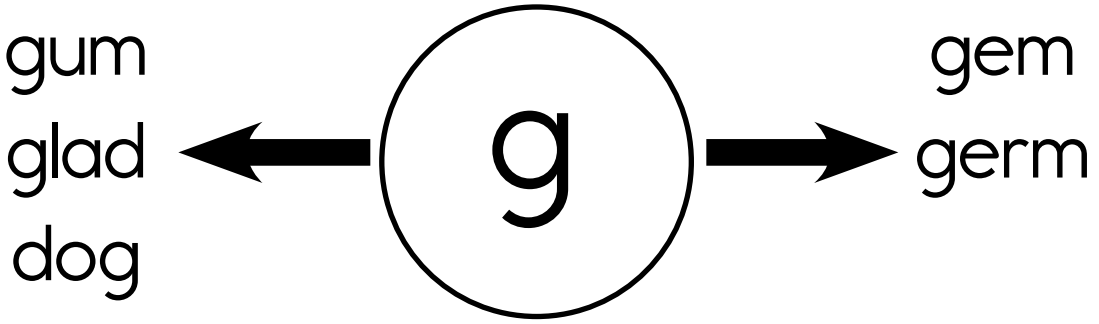
NAME:

DATE:

PP.16

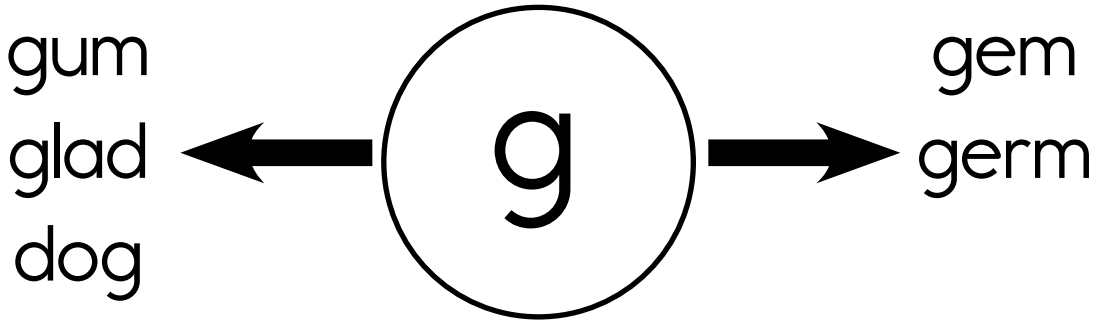
Activity Page

Sound out the words with the lines un·der them. Is the 'g' sound·ed /g/ as in *got* or /j/ as in *gem*? **Wr**ite the words in the correct space.



	/g/ as in *got*	/j/ as in *gem*
1. The film had a trag·ic ending. It was so sad!		tragic
2. An ant is a bug.		
3. Mom made a batch of gin·ger snaps.		
4. We have a gas stove in our kitch·en.		
5. Who is your best pal? Rog·er is.		
6. She sent me a get-well card.		

Sound out the words with the lines un·der them. Is the 'g' sound·ed /g/ as in *got* or /j/ as in *gem*? **Wr**ite the words in the correct space.



	/g/ as in *got*	/j/ as in *gem*
1. A stone that costs a lot is a gem.		gem
2. She gasped when she saw the snake.		
3. My arms are short·er than my legs.		
4. Scrub your hands to get rid of germs.		
5. A lot of plants are green.		
6. You can·not bend wood. It is rig·id.		

NAME: _____

DATE: _____

PP.17

Activity Page

The Hike

Directions: Have students write two statements, two questions, and two exclamations based on the illustration.

NAME: _____

DATE: _____

PP.18

Activity Page

Directions: Have students copy the sentences and circle the noun and draw a squiggly line under the verb in each copied sentence.

1. My **wr**ist bends.

My wrist bends.

2. The art·ist car**ve**s.

3. The dogs fe**tch**.

4. Its hoo**ve**s clop.

5. His skin i**tch**·es.

6. Mar**ge** sings.

7. Men char**ge**.

8. Her slee**ve** rips.

9. The man stre**tch**·es.

10. Mom **wr**ites.

NAME: _____

DATE: _____

PP.19

Activity Page

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

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

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

NAME: _____

DATE: _____

PP.20

Take-Home

Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined. Please note that 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. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

We Are TV Stars

We drove back to Nan's cab·in and got there just in time to see our·sel**ve**s on TV.

The TV man said, "This is Ro**g**·er Fle**tch**·er. I'm stand·ing here in the Bad·lands, where two chil·dren have found the bones of a T. rex."

Then Max and I saw our·sel**ve**s on TV.

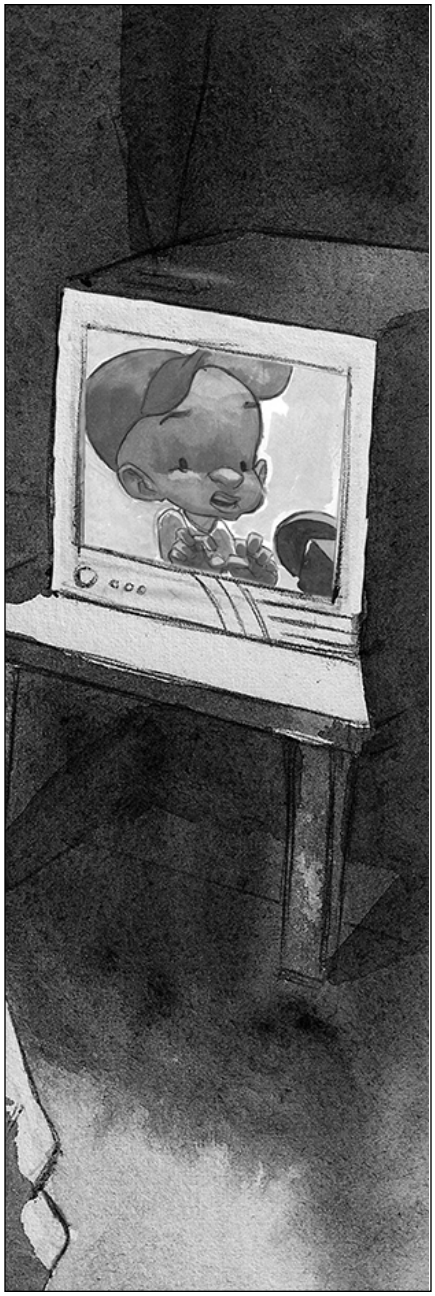
"Woo-hoo!" I shout·ed. "We are TV stars!"

Then came the part where the TV man asked Max his name, and Max looked like he was scared of the mike.

"Max, you goof!" I said. "Why did you jump back like that?"

Max just shrugged.

Next the TV man asked me my name.



I said, “I’m Kate.” Then I waved.

“Max,” said the TV man, “where did you spot the bone?”

Max said, “It was stick·ing out of the side of a cliff.”

“What did you use to dig it out?”

“We used our forks!” said Max.

Then we saw the close-up of Max and me with our forks.

“So there you have it!” said the TV man. “I’m Ro**g**·er Fle**tch**·er with a tale of two chil·dren, two
forks, and one lar**ge** T. rex!”

NAME: _____

DATE: _____

PP.21

Take-Home

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Nan's Book

Max and I and the T. rex were on TV six times. I was glad when it came to an end. Af·ter you smile and wave a fork six times, it gets to be less fun.

One morn·ing, Nan hand·ed me a book and said, "Let's drive to the book shop."

"Nan," I said, "why do you need to get a book at the book shop when you have this one?"

"I just fin·ished that one," Nan said, "I liked it a lot. And it just so happ·ens that the man who **wr**ote it will be at the book shop to·day. I'd like to meet him."

In the car I looked at the book. It said "Dust Up, by Stan Bend·er."

"What sort of book is this?" I asked.

"It's a west·ern," said Nan.

"What's a west·ern?"

"It's a book set out here in the West."

"Is there an out·law in the book like Bart?"

"There's an out·law," said Nan, "but he's not like Bart."

"Why not?"

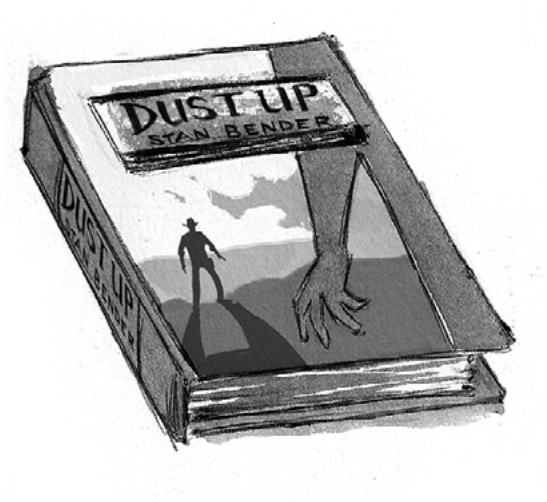
"He has bad mann·ers!" said Nan.

I looked at the last page and saw the page num·ber: 305.

"Yikes!" I said. "This is a long book!"

"It is," said Nan. "But it felt short to me be·cause I liked it so much. I was sad when I
got to the end!"

I start·ed to look in·side the book, but just then Nan said, "Here we are!"



NAME: _____

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PP.22

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The Book Shop

In the book shop, there was a big stack of books. Next to the books sat Stan Bend·er, the man who **wr**ote the books. He had a pen in his hand and a big smile on his lips.

"You'd smile too if your book were sell·ing as well as his is!" Nan said.

Nan and I went and stood in line to meet Stan Bend·er.

Nan shook hands with him and said, "I'**ve** got twel**ve** of your books. This one was your best book yet!"

The man smiled and said, "That's sweet of you! I hope you will pick up my next one, too!"

"I will!" said Nan.

Then the man **wr**ote, "Best wish·es, Stan Bend·er," in Nan's book.

"Mis·ter Bend·er," I asked, "how hard was it to **wr**ite that book?"

"Well," he said, "this one was not all that hard. The last one I did was a lot hard·er."

As we got back in the car, I said, "Nan, I'd like to **wr**ite a book."

"What sort of book would it be?" Nan asked.

"Well," I said, "Max and I found the T. rex."

"Yes, you did," said Nan.

"And you and I found that coin."

"Yes," said Nan.

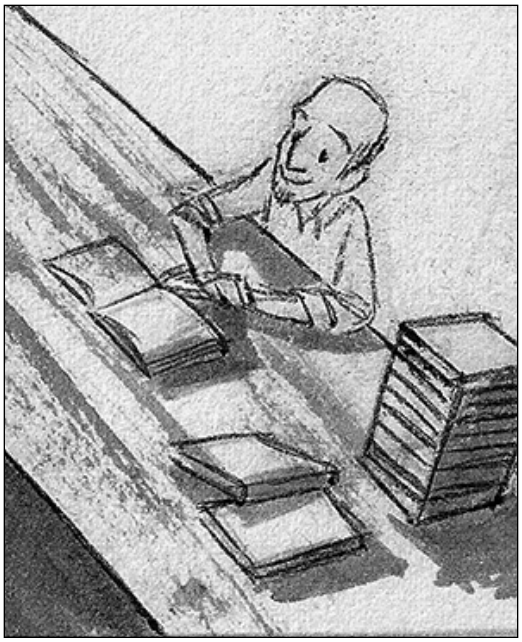
"And we are out here in the West."

"Yes."

"So it could be a bones and coins and west·ern sort of book."

"Why not?" said Nan. "If you **wr**ite it, I will make the pic·tures."

I said, "Shake on it!" Then we shook hands.



NAME: _____

DATE: _____

PP.23

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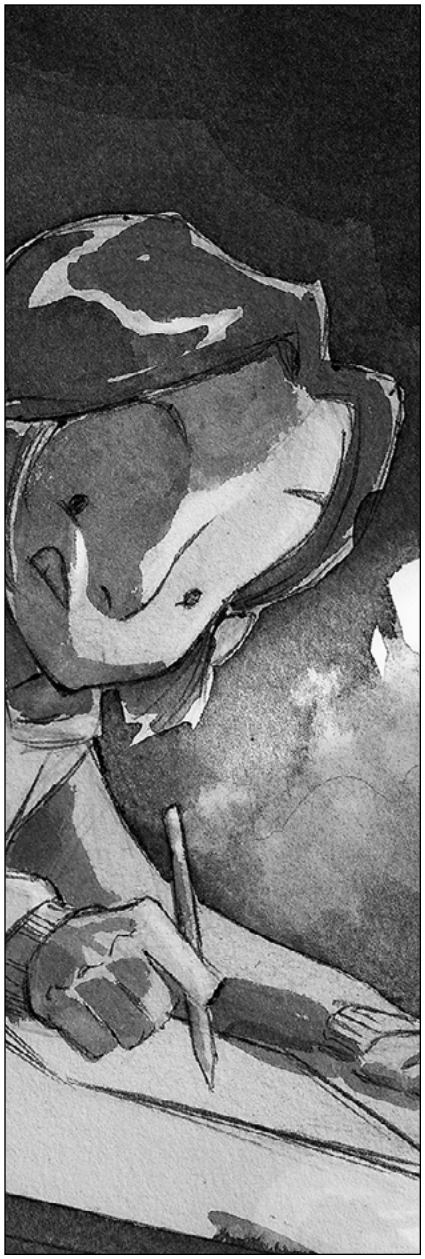
We Make a Book

When we got back to Nan's, I start·ed to **wr**ite the book. I **wr**ote down all of the cool stuff that happ·ened to me out West. The hard·est part was gett·ing start·ed. Once I got started, it went fast.

Nan helped me pick out good words. Some·times when you **wr**ite, you have to **wr**ite things two or three times to get all of the best words and get them in the best or·der.

Max helped me out, too. He said, "I can help you with spell·ing. I am the best spell·er in my class." Max looked at what I had **wr**itt·en and fixed a lot of spell·ing mis·takes that I had made.



When I had **wr**itt·en the words, Nan got out her brush and start·ed to make the art. It took her a long time. She sent the pic·tures to me three weeks af·ter I went home.

My dad took me and my book to a pal of his to see if he would pub·lish the book.

The man looked at it and said, "This is well-**wr**itt·en! Chil·dren out there will like this book. I'd like to print it!"

I was so glad, I shout·ed, "Yipp·ee!"

The man and his staff got the book all set to pub·lish. Then they sent it to a print·er.

I hope you liked the book.

If you'd like to **wr**ite me a lett·er, you can send it to me at this add·ress:

Kate Skipper
c/o Core Knowledge Foundation
801 East High Street
Charlottesville, Virginia 22902

NAME: _____

DATE: _____

PP.24 **Activity Page**

We Are TV Stars

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

1. Where were Kate and Max when they saw them·selves on TV?

_____

_____

_____

_____

_____

_____

Page _____

2. What did the TV man ask Kate?
   - ○ Where did you spot the coin?
   - ○ What's your name?
   - ○ Where is your Nan?

Page _____

3. What did the TV man ask Max?

Page _____

4. Have you ev·er seen your·self or a pal on TV?

Page _____

NAME: _____

DATE: _____

PP.25 **Activity Page**

Nan's Book

1. What sort of book did Nan have?
   - ○ She had a pic·ture book.
   - ○ She had a com·ic book.
   - ○ She had a west·ern.

Page _____

2. How did Nan feel when she got to the end of the book?

_____

_____

_____

_____

_____

_____

Page _____

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

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

3. Why did Nan take her book to the book shop?

Page _____

NAME: _____

DATE: _____

PP.26 **Activity Page**

The Book Shop

1. Who is Stan Bend·er?

   ○ Stan Bend·er **wr**ites west·ern books.

   ○ Stan Bend·er is Nan's pal.

   ○ Stan Bend·er is a bone man.

Page _____

2. What did Kate ask Mis·ter Bend·er?

_____

_____

_____

_____

_____

_____

Page _____

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

3. What sort of book would Kate like to make?

Page _____

4. Who will make the pic·tures for Kate's book?

- ○ Kate will make the pic·tures.
- ○ Stan will make the pic·tures.
- ○ Nan will make the pic·tures.

Page _____

NAME: _____

DATE: _____

PP.27 **Activity Page**

We Make a Book

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

1. Who helped Kate with her spell·ing?

Page _____

2. Who made the art for the book?

Page _____

3. Use the lines to **wr**ite a lett·er to Kate.

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Amplify.

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Schools

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