Amplify Core Knowledge Language Arts®

# Skills 7

Activity Book | Grade 1

Grade 1

# Skills 7

## Activity Book

Amplify Core Knowledge Language Arts

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# 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**ai**r |
| 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.

| | |
|---|---|
| **ai**rplane | p**ay** |
| m**ai**lbox | drivew**ay** |

_____ _____

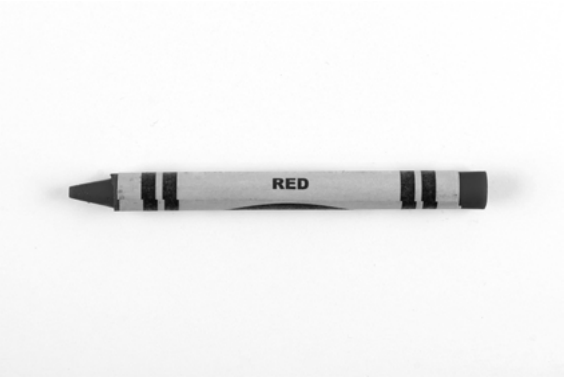
_____ _____

_____ _____

_____ _____

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 K**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 K**ay** likes Martez? How can you tell?

Page _____

NAME: _____

DATE: _____

4.1 **Activity Page**

# Dinner with Kay

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

1. K**ay**'s mom serves . . .
   - ○ corn on the cob.
   - ○ cake.
   - ○ chips.

Page _____

2. Where do K**ay** and Martez pl**ay**?
   - ○ K**ay** and Martez pl**ay** in the pool.
   - ○ K**ay** and Martez pl**ay** in the basement.
   - ○ K**ay** and Martez pl**ay** in the attic.

Page _____

3. Mark the sentence that tells why K**ay**'s mom likes Martez.
   - ○ Martez is smart.
   - ○ Martez is a good swimmer.
   - ○ Martez has good manners.

Page _____

4. Write one thing that Martez s**ay**s because he has good manners.

Page _____

NAME: _____

DATE: _____

5.1 **Activity Page**

# 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**ai**l

NAME: _____

DATE: _____

# 5.4

**Take-Home**

**Dear Family Member,**

This is a story your child has read 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 in gray.

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

## Martez, Martez, Martez

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

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

K**ay** smiles. "Food is not free" is something her 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.

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

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

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

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

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

“He’s my pal.”

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

K**ay** nods.

“Is he nice?”

“He is the best!”

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

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

NAME: _____

DATE: _____

6.1 **Activity Page**

# The Red Dish

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

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 K**ay** never had?

   ○ She has never had hot peppers.

   ○ She has never had sweet corn.

   ○ She has never had cooked rice.

Page _____

3. What happens after K**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: _____

7.2 **Activity Page**

# In the Mail

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

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

Page _____

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

Page _____

3. Is K**ay** happy when she 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: _____

8.2 **Activity Page**

# 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 child has read 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 in gray.

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

## The Red Dish

The next d**ay**, K**ay** has dinner with Martez and his mom and dad. Martez's mom and dad are from Mexico.

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?" K**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 K**ay**, "Do you like hot peppers?"

K**ay** shrugs. She has never had hot peppers.

K**ay** has some food from the green dish. She likes it a lot. She 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.

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

"Do you like it?" asks Martez.

K**ay**'s face starts to get red. She yells, "Hot!"

Her face gets redder and redder.

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

"Ug!" K**ay** says, sitting back from her 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 K**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 K**ay** s**ay**?

Page _____

2. Where will K**ay** take a trip with her mom and dad?

Page _____

3. Who will K**ay** invite to go with her 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. K**ay** has coleslaw pork chops corn and greens on her 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 **Activity Page**

# 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. K**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

8. Would you like to dance with me

NAME: _____

DATE: _____

11.1 **Activity Page**

# The Long Cab Ride

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

1. What are K**ay**, Martez, and K**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. What takes so long to get to the inn where they are st**ay**ing?

Page _____

4. Why is K**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 |
| **oa**k | 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: _____

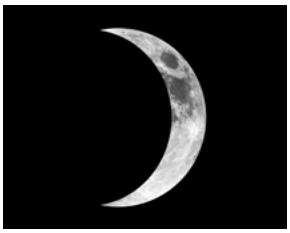
DATE: _____

# 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

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

Page _____

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

Page _____

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

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 was Cortez's g**oa**l?

Page _____

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

3. What did the Spanish do to the Aztec shrines?

Page _____

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

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 child has read 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 in gray.

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

## Better than the Best

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

She has started to use some Spanish words, too.

When her dad spoons rice onto her plate one d**ay**, K**ay** says "Gracias." Then she expl**ai**ns that *gracias* is Spanish for *thank you*.

K**ay**'s mom says, "K**ay**, would you like to have a chance to use those Spanish words of yours in Mexico?"

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

"Well, your dad and I have planned a trip to Mexico."

K**ay** shouts, "Yippee!"

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

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

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

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

NAME: _____

DATE: _____

15.1 **Activity Page**

# 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 do K**ay** and Martez see?

   ○ They see three shrines.

   ○ They see three snakes.

   ○ They see three stars.

Page _____

2. Mister G<u>o</u>mez tells K**ay** and Martez that they must grab onto . . .

   ○ a ch**ai**n.

   ○ a rope.

   ○ Mister G<u>o</u>mez.

Page _____

3. What do K**ay**'s mom and dad look like from the top?

   ○ They look like bugs.

   ○ They look like g**oa**ts.

   ○ They look like flakes.

Page _____

4. Why were the shrines important to the Aztecs?

Page _____

5. Would you like to go up to the top of the shrine? 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. K**ay**'s mom spots something that she likes at the market. What is it?

   ○ K**ay**'s mom spots a basket.

   ○ K**ay**'s mom spots a green hat.

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

Page _____

3. Why can't K**ay**'s mom p**ay** what the price tag says for the mask?

Page _____

4. Why do you think the man sells the mask for less than fifteen?

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 K**ay**'s dad rent the masks fins and tanks

4. K**ay** sees fish crabs and a starfish on her dive

5. The Aztecs had a sun god a moon god and a r**ai**n god

6. 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 K**ay**'s mom think the zip line looks safe?

Page _____

4. Do K**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 child has read 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 in gray.

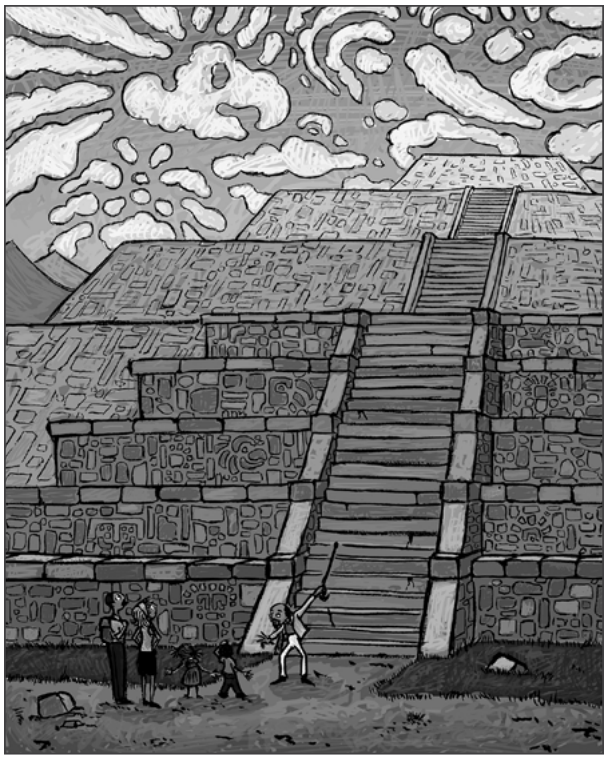
Repeated oral reading is an important way to improve reading skills. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

## A House in the Clouds

The next d**ay**, Mister Gomez takes Martez, K**ay**, and K**ay**'s mom and dad on a trip.

In the car, Mister Gomez says, "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 K**ay** and Martez have to tilt their necks all the w**ay** back to see the top of it.



"Goodness!" says K**ay**'s mom.

"Cool!" says Martez.

"Was this a shrine?" K**ay**'s mom asks.

"Yes," says Mister Gomez. "This was a shrine to a snake god. That one there was a shrine to the sun god. And that one was a shrine to the moon god."

"Were they Aztec shrines?" Martez asks.

"Sort of," Mister Gomez says. "The Aztecs came after. The shrines were set up w**ay** back in the past. But the Aztecs came here and added to the shrines. This was an important place for them. They came here to offer gifts to their gods."

"Can we get to the top of one of them?" asks K**ay**.

"Yes, you can," says Mister Gomez, "if your mom and dad s**ay** it's fine. But you must grab on to the rope."

K**ay** and Martez make their w**ay** to the top.

It takes them a long time to get there. From the top, they can see for miles and miles.

Martez yells, "K**ay** and I have a house in the clouds!"

K**ay** says, "Look! Mom and Dad look like bugs from up here!"

K**ay** waves her hands at her mom and dad. They wave back.

NAME: _____

DATE: _____

19.1 **Assessment**

# Shark and Wee Fish

4

Shark swam by the reef. Sharp teeth glittered in 13
his mouth. He shouted to the fish, "I will have a 24
hundred of you for my lunch!" 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. 53
"He is too big to swim in." 60

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

Wee Fish swam out of the cave. He soon found 92
himself face to face with Shark. 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 123
king of this reef! All of the fish here are scared of me, 136
and you should be, too!" 141

Shark smiled. Wee Fish was just three inches long. 150
Shark was ten feet long. He had teeth in his mouth 161
that were bigger than Wee Fish. 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 CKLA 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<br>(on Repeated Reading)<br>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 K**ay**, Martez, and K**ay**'s mom and dad drive?

Page _____

2. Name some things that K**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 _____

NAME: _____

DATE: _____

20.1

Assessment

# Shark and Wee Fish

4

Shark swam by the reef. Sharp teeth glittered in 13
his mouth. He shouted to the fish, "I will have a 24
hundred of you for my lunch!" 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. 53
"He is too big to swim in." 60

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

Wee Fish swam out of the cave. He soon found 92
himself face to face with Shark. 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 123
king of this reef! All of the fish here are scared of me, 136
and you should be, too!" 141

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

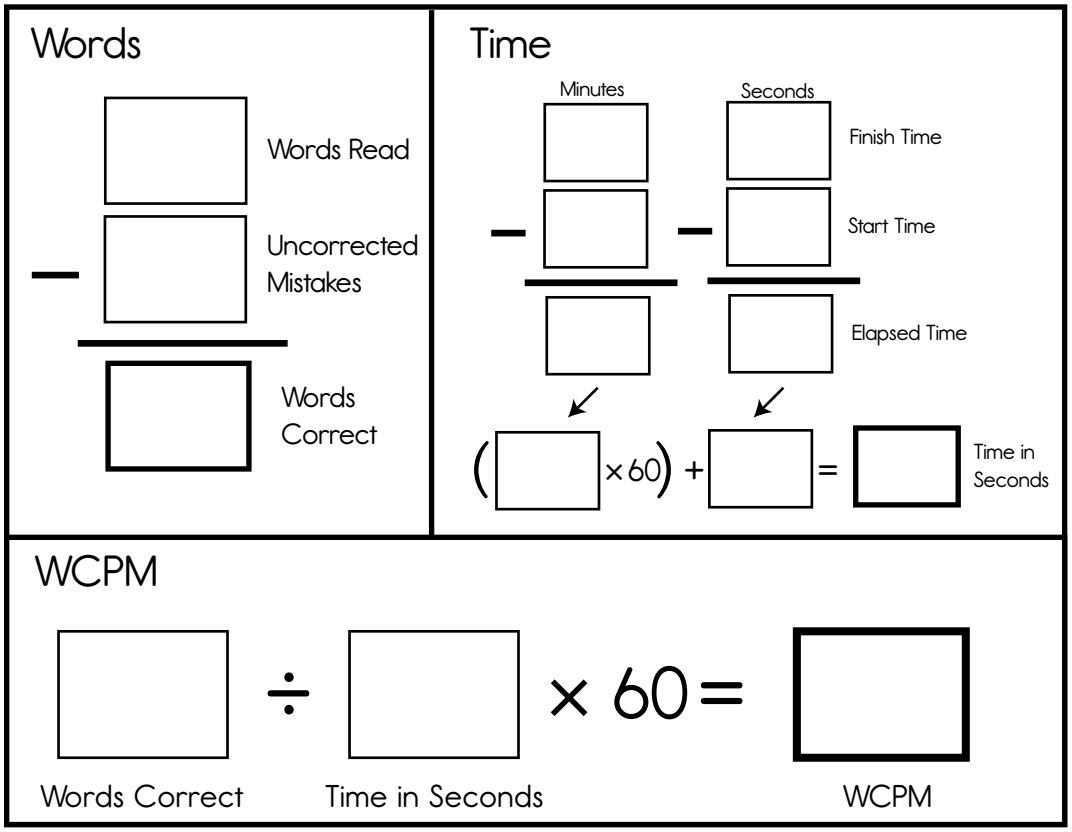
DATE: _____

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 K**ay**'s dad has much cash left at the end of the trip? How can you tell?

Page _____

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

Page _____

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

○ his pants pocket.

○ a bag.

○ his jacket pocket.

Page _____

4. Write about what K**ay** tells her 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' |
|---|---|---|
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NAME: _____

DATE: _____

# PP.2

**Activity Page**

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

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

| /oe/ → 'o_e' | /oe/ → 'oa' |
|---|---|
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NAME: _____

DATE: _____

# PP.3

**Activity Page**

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

| | |
|---|---|
| Mond**ay** | week**day** |
| 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’ |
|---|---|
| | |
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NAME: _____

DATE: _____

# PP.5

**Activity Page**

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

| | |
|---|---|
| r**oa**d | explode |
| smoke | rode |
| t**oa**d | stove |
| bathrobe | jokes |
| **oa**k | 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’ |
|---|---|
| | |
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NAME: _____

DATE: _____

# PP.7

**Activity Page**

Sort the words by their spellings for /ae/.

| | | | | |
|---|---|---|---|---|
| **ai**rplane | 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' |
|---|---|
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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' |
|---|---|
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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' |
|---|---|
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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 | banks |

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**ai**r | 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 K**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.

# Core Knowledge Language Arts
Amplify.


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# Core Knowledge Language Arts
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