

Foundational Skills



**Student
Companion**

**Grade 1
Module 1**



Foundational Skills Student Companion

Grade 1 Modules 1–4



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Foundational Skills Student Companion

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Module 1

Name

Date

Work Time

Handwriting



Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are 10 sets of these lines for practice.

Name

Date

Opening

High-Frequency Words



Use the sound boxes to spell the high-frequency words.

big

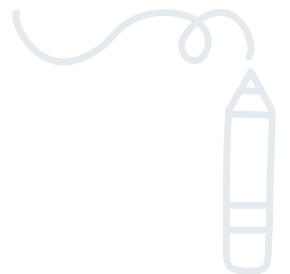
--	--	--

ran

--	--	--

here

--	--	--



Name	Date
------	------

Opening

Spelling Words



Use the sound boxes to spell the words your teacher says.

1		
2		
3		
4		
5		
6		
7		

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Name

Date

Work Time

Writing Sentences



Use the lines to write the sentences your teacher says.

Sentence 1

Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Sentence 2

Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name	Date
------	------

Opening

Fluency Partner Read



Read the fluency passage below with your partner. Partner A reads the sentences labeled “A.” Partner B reads the sentences labeled “B.”

A	“Grab a mat and a bag.”
B	Zack and Wes sit and chat.
A	Zack and Wes spot math chips in the bag.
B	“I see ten tan math chips on this mat, Zack.”



PARTNER READING NORMS

- Sit side by side and elbow to elbow.
- Take turns while reading aloud with a low voice.
- If you make a mistake, try again.
- Support each other with kind, specific feedback.

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Name

Date

Opening

High-Frequency Words



Use the sound boxes to spell the high-frequency words.

run

--	--	--

red

--	--	--

play

--	--	--

blue

--	--	--

Name

Date

Opening

Spelling Words



Use the sound boxes to spell the words your teacher says.

1

--	--	--	--

2

--	--	--	--

3

--	--	--	--

4

--	--	--	--	--

5

--	--	--	--

6

--	--	--	--

7

--	--	--	--	--

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Name

Date

Work Time

Writing Sentences



Use the lines to write the sentences your teacher says.

Sentence 1

Handwriting practice lines for Sentence 1, consisting of three sets of solid top and bottom lines with a dashed midline.

Sentence 2

Handwriting practice lines for Sentence 2, consisting of three sets of solid top and bottom lines with a dashed midline.

Name	Date
------	------

Opening

Fluency Partner Read



Read the fluency passage below with your partner. Partner A reads the sentences labeled “A.” Partner B reads the sentences labeled “B.”

A	“I do not have a plan.”
B	Ash splats blue on the pad.
A	Cam plops a tan blob on the pad.
B	“Chat with a bud and set up a plan.”



PARTNER READING NORMS

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- If you make a mistake, try again.
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Name

Date

Opening

High-Frequency Words



Use the sound boxes to spell the high-frequency words.

had

--	--	--

can

--	--	--

yellow

--	--	--	--

away

--	--	--

Name	Date
------	------

Opening

Spelling Words



Use the sound boxes to spell the words your teacher says.

1

--	--	--	--

2

--	--	--	--

3

--	--	--	--

4

--	--	--	--

5

--	--	--	--

6

--	--	--	--

7

--	--	--	--

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Name

Date

Work Time

Writing Sentences



Use the lines to write the sentence your teacher says.

Sentence 1

Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Sentence 2

Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name	Date
------	------

Opening

Fluency Partner Read



Read the fluency passage below with your partner. Partner A reads the sentences labeled “A.” Partner B reads the sentences labeled “B.”

A	“That is the best plan!”
B	“Can we get a snack?”
A	“What if we whip up a snack mix?”
B	Dad stops in and checks on Finn and Tim.



PARTNER READING NORMS

- Sit side by side and elbow to elbow.
- Take turns while reading aloud with a low voice.
- If you make a mistake, try again.
- Support each other with kind, specific feedback.

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Name

Date

Opening

High-Frequency Words



Use the sound boxes to spell the high-frequency words.

go

--	--

saw

--	--

well

--	--	--

two

--	--

Name	Date
------	------

Opening

Spelling Words



Use the sound boxes to spell the words your teacher says.

1		
2		
3		
4		
5		
6		
7		

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Name

Date

Work Time

Writing Sentences



Use the lines to write the sentence your teacher says.

Sentence 1

Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Sentence 2

Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name	Date
------	------

Opening

Fluency Partner Read



Read the fluency passage below with your partner. Partner A reads the sentences labeled “A.” Partner B reads the sentences labeled “B.”

A	We skip on the grass and up a hill.
B	We smell hot dogs on the grill.
A	“Tell me, can you spot a belt, a ram, or a big man?”
B	“I can spot a jazz band with a drum and a sax!”



PARTNER READING NORMS

- Sit side by side and elbow to elbow.
- Take turns while reading aloud with a low voice.
- If you make a mistake, try again.
- Support each other with kind, specific feedback.

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