AGES 6-7

WORKBOOK

GRADE 1

PHONICS:
Building the Reading Foundation

GRAMMAR AND SPELLING:
Developing as a Writer

COMPREHENSION:
Making Meaning with Fiction and Informational Texts

VOCABULARY:
Learning Important Grade-Level Words

Aligns with State and National Common Core Standards
MAD LIBS WORKBOOK is a game for kids who don’t like games! It is also a review of the key reading skills for Grade 1. It has both skill practice pages and fun story pages.

**RIDICULOUSLY SIMPLE DIRECTIONS:**
At the top of each story page, you will find up to four columns of words, each headed by a symbol. Each symbol represents a type of word, such as a noun (naming word) or a verb (action word). The categories and symbols change from story to story. Here’s an example:

MAD LIBS WORKBOOK is fun to play by yourself, but you can also play it with friends! To begin, look at the story on the page below. When you come to a blank space in the story, look at the symbol that appears underneath. Then find the same symbol on this page and pick a word that appears below the symbol. Put that word in the blank space, and cross out the word, so you don’t use it again. Continue doing this throughout the story until you’ve filled in all the spaces. Finally, read your story aloud and laugh!

**EXAMPLE:**

I see a bird. It is _______ and _______.

The bird lives in a _______. It is shaped like a _______.

<table>
<thead>
<tr>
<th>green</th>
<th>huge</th>
<th>school</th>
<th>square</th>
</tr>
</thead>
<tbody>
<tr>
<td>striped</td>
<td>fluffy</td>
<td>-ear-</td>
<td>triangle</td>
</tr>
<tr>
<td>polka-dotted</td>
<td>skinny</td>
<td>shoe</td>
<td>moose</td>
</tr>
</tbody>
</table>

I see a bird. It is **polka-dotted** and ____ huge ____.  

The bird lives in a ____ car _______. It is shaped like a ____ moose _____.
In case you haven't learned about phonics yet, here is a quick review:

There are five **VOWELS**: a, e, i, o, and u. Each vowel has a short sound and a long sound. The long sound of a vowel says its name. Sometimes the consonants w and y act as vowels when they are in vowel teams, such as **ow** (snow) and **ay** (play).

All the other letters are called **CONSONANTS**.

In case you haven't learned about parts of speech yet, here is a quick review:

**NOUNS**

A **NOUN** is the name of a person, place, or thing. **Apple**, **pig**, and **whale** are nouns.

**VERBS**

A **VERB** is an action word. **Hop**, **swim**, and **smile** are verbs.

**ADJECTIVES**

An **ADJECTIVE** describes a person, place, or thing. **Cute**, **purple**, and **kind** are adjectives.
Short a

The short a sound can be spelled with the letter a.

apple
cat

Add a to finish each picture name.

b__t
m__p
f__n
s__d

Sight Words

Say each word. Trace it. Say the letter names.

a  on  that
<table>
<thead>
<tr>
<th>fat</th>
<th>mat</th>
<th>tan</th>
<th>crabby</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad</td>
<td>hat</td>
<td>flat</td>
<td>lap</td>
</tr>
<tr>
<td>mad</td>
<td>rat</td>
<td>drab</td>
<td>jazz</td>
</tr>
<tr>
<td>sad</td>
<td>bat</td>
<td>rad</td>
<td>happy</td>
</tr>
</tbody>
</table>

That Cat Sat

________________________ cat.
  
________________________ cat.
  
Cat on a ____________________.
  
________________________ cat.
  
________________________ cat.
  
________________________ cat.
  
________________________ cat sat.
Phonics

Short i

The short i sound can be spelled with the letter i.

Add i to finish each picture name.

- insect
- six
- p__g
- w__g
- k__d
- l__ps

Sight Words

Say each word. Trace it. Say the letter names.

the  they  do
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>big</td>
<td>pigs</td>
<td>lid</td>
<td>No!</td>
</tr>
<tr>
<td>little</td>
<td>kids</td>
<td>van</td>
<td>Yes!</td>
</tr>
<tr>
<td>mad</td>
<td>fish</td>
<td>class</td>
<td>Not a bit.</td>
</tr>
<tr>
<td>hip</td>
<td>wigs</td>
<td>grass</td>
<td>Are you kidding?</td>
</tr>
<tr>
<td>sick</td>
<td>kisses</td>
<td>mitt</td>
<td>Splat!</td>
</tr>
</tbody>
</table>

**What Can Fit?**

Six _______ ________ sit in the _________.

Do they fit?

Six _______ ________ sit in the _________.

Do they fit?

Six _______ ________ sit in the _________.

Do they fit?

Sit. Fit? ____________
Short o

The short o sound can be spelled with the letter o.

- octopus
- box

Add o to finish each picture name.

- h__t
- h__p
- f__x
- s__ck

Sight Words

Say each word. Trace it. Say the letter names.

and my of
Tick-tock. The _______________ can hop. And my _______________ can _______________ on top of a _______________.

Tick-tock.

The _______________ can hop. And my _______________ can _______________ on top of a _______________.

Tick-tock.

I am not a clock. STOP!
A **plural** word is more than one of something. One dog. Two dogs.

Most naming words, or nouns, add *s* to make them plural. You add *es* when the word ends in *x*, *s*, *ss*, *ch*, or *sh*.

Add *s* or *es* to finish each picture name.

- pig____
- dish____
- car____
- bus____

- peach____
- dress____
- fox____
- hat____
Once there lived a man, his wife, and ten kids.

“This house is too full!” shouted the man. The next day, two __________ came to visit. They __________ all around the house. The day after that, three __________ came to visit. They __________ in every room. After that, four __________ and five __________ came to visit. They __________ all day and night. The man ran to his neighbor. “What can I do?” he cried. “Tell everyone the visit is over,” said the neighbor. The next day, everyone __________ home. All that was left was the man, his wife, and his kids. And that felt just right.
Inflectional Ending ed

You can add the ending **ed** to a verb, or action word. It makes the verb past tense. That means the action already happened.

Add **ed** to each word. Write a sentence using that word.

walk __ __: ________________________________

call __ __: ________________________________

start __ __: ________________________________

**Sight Words**

Say each word. Trace it. Say the letter names.

first  we  blue
Yesterday: A Checklist

Yesterday, I did many things. It’s hard to remember them all.

But my checklist helps!

✔ First, I \textcolor[RGB]{171,177,226}{\underline{marched}} to the \textcolor[RGB]{171,177,226}{\underline{zoo}} with my friends. We \textcolor[RGB]{171,177,226}{\underline{ate}} cake and a \textcolor[RGB]{171,177,226}{\underline{pickle}}.

✔ Next, I \textcolor[RGB]{206,210,239}{\underline{zoomed}} to the \textcolor[RGB]{206,210,239}{\underline{store}} with my mom and dad. We \textcolor[RGB]{206,210,239}{\underline{crawled}} a dirty \textcolor[RGB]{206,210,239}{\underline{poodle}}.

We do this every week. We all love it.

✔ At last, I \textcolor[RGB]{171,177,226}{\underline{jumped}} with my dog. We \textcolor[RGB]{171,177,226}{\underline{walked on}} a \textcolor[RGB]{171,177,226}{\underline{turtle}}. It was blue and purple. That was so much fun!

What did you do yesterday?
Inflectional Endings
s, ed, ing

You can add s, ed, or ing to a verb, or action word.

paint  paints  painted  painting

Add s, ed, and ing to each word. Say a sentence for each word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Add s</th>
<th>Add ed</th>
<th>Add ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>ask</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>clean</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>stomp</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

Sight Words

Say each word. Trace it. Say the letter names.

so  also  different
Yesterday or Today?

What do you do every day? Each day is different for me. Yesterday,
I ___________ with my ___________ kitten. We also ___________ in the ___________. After that, we ___________ in the ___________.

We just had to. It was so much fun! You should try it.

Today is a slow day for me. I am ___________ with my ___________ puppy. I am also ___________ in the ___________. I’m thinking about ___________ in the ___________ , too. My friends will join in the fun.

What will I do tomorrow? It’s a surprise! What will you do?
Compound Words

Compound words are two or more words that together make a new word. Often the meanings of the smaller words can help you figure out the meaning of the longer word.

snow + man = snowman

rain + bow = rainbow

Write the compound word.  Draw a picture of one of the words.

sun + light

dog + house

cup + cake

bath + tub

Sight Words

Say each word. Trace it. Say the letter names.

their their our their after
My friends and I went to the park. We were going to play ______________. But we ran into a ______________ team.

“Come play with us,” they said. Their team wasn’t like ours. They had two ______________. They had three ______________. And they had four ______________. Could we beat them? I grabbed the ______________ and ran. The other team’s players chased me. They couldn’t catch me. So, they grabbed a ______________ and threw it at me. Plop! I tumbled to the ground. But not before I scored a point!
Prefixes

A **prefix** is a word part added to the beginning of a word. It changes the meaning of the word.

happy  **un**happy  (not happy)
read  **re**read  (read again)

Add **un** or **re** to finish each word.

_____ tie  _____ do
_____ make  _____ able

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**Sight Words**

Say each word. Trace it. Say the letter names.

about  done  work

2. You are done with your work. What do you do? Review it. Then ________________ it or put it in the ________________ .

3. You don’t like to retie your shoes in gym class? What do you do? Wear ________________ on your feet.

4. You are unhappy about your friends. What do you do?

   Bring a ________________ to school. Eat lunch together. Then play in the ________________ .

---

School Tips

- bunnies
- trolls
- eat
- trash
- rocks
- goldfish
- lick
- bath
- grass
- princess
- rip
- bus
- frogs
- bean
- color
- zoo
- fleas
- chair
- smell
- tree
Vocabulary

Sensory Words

Words that describe things using our five senses are called **sensory words**.

**Touch**
[I feel ____________ .]

**Smell**
[I smell ____________ .]

**Sight**
[I see ____________ .]

**Sound**
[I hear ____________ .]

**Taste**
[I taste ____________ .]

Add a sensory word to describe each thing.

The cake ____________ good. I ____________ a skunk.

I ____________ loud noises. The blanket ____________ soft.

---

**Sight Words**

Say each word. Trace it. Say the letter names.

*went* *then* *yesterday*
On My Walk

I went on a walk yesterday.

I went to the woods.

I saw a ___________ ____________ .

I heard a ___________ ____________ .

I touched a ___________ ____________ .

I smelled a ___________ ____________ .

Then I ate it.

It tasted like ________________ .

I went on a walk yesterday.

I went to the woods.
ANSWER KEY

VOCABULARY

Compound Words

Compound words are two or more words that together make a new word. Often, the meanings of the smaller words can help you figure out the meaning of the longer word.

Write the compound word. Draw a picture of one of the words.

sun + light ________
doghouse ________
cup + cake ________
both + tub ________

Sight Words

Say each word. Trace it. Say the letter names.
their our after

Prefixes

A prefix is a word part added to the beginning of a word. It changes the meaning of the word.

Add un or re to each word.

un/re- ________
un/re- make ________
un/re- do ________

Sight Words

Say each word. Trace it. Say the letter names.
about done work

Sensory Words

Words that describe things using our five senses are called sensory words.

Add a sensory word to describe each thing. Answers will vary.

The cake ________ smell. I ________ loud noises. The blanket ________ soft.

Sight Words

Say each word. Trace it. Say the letter names.
went then yesterday