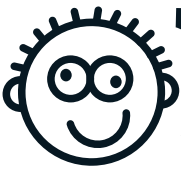


AGES 6-7

SAMPLE  
PAGES!

A super silly  
way to learn  
and have fun!

**MAD**  **LIBS**®

**WORKBOOK**

# GRADE 1 READING



## **PHONICS:**

Building the Reading Foundation

## **GRAMMAR AND SPELLING:**

Developing as a Writer

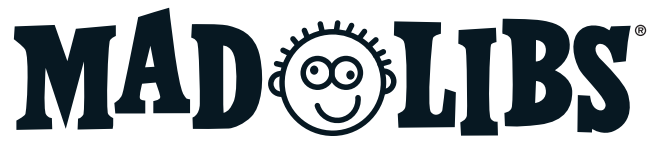
## **COMPREHENSION:**

Making Meaning with Fiction  
and Informational Texts

## **VOCABULARY:**

Learning Important Grade-Level Words

**Aligns with State and National Common Core Standards**



## WORKBOOK

### INSTRUCTIONS

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 \_\_\_\_\_ .



green	<del>huge</del>	school	square
striped	fluffy	<del>car</del>	triangle
<del>polka-dotted</del>	skinny	shoe	<del>moose</del>

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



The bird lives in a car . It is shaped like a moose .



# MAD LIBS®

## WORKBOOK

### QUICK REVIEW

**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.



apple



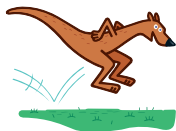
pig



whale

### VERBS

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



hop



swim



smile

### ADJECTIVES

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



cute



purple



kind

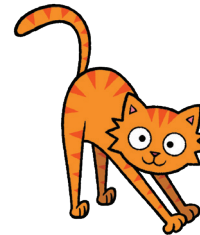


# Short a

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

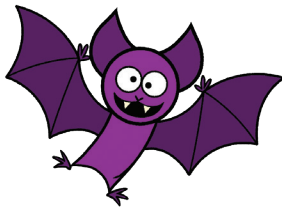


apple

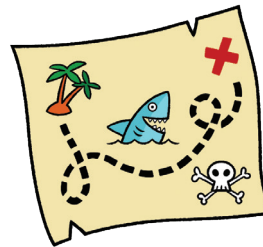


caat

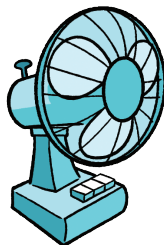
Add **a** to finish each picture name.



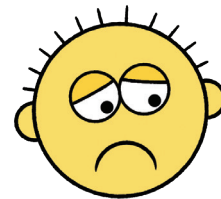
b\_\_t



m\_\_p



f\_\_n



s\_\_d

## Sight Words

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

a on that





fat  
bad  
mad  
sad



mat  
hat  
rat  
bat

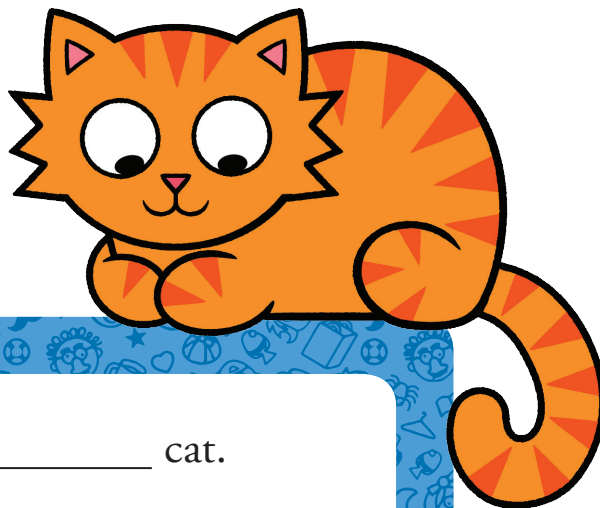


tan  
flat  
drab  
rad



crabby  
lap  
jazz  
happy

## That Cat Sat



\_\_\_\_\_ cat.



\_\_\_\_\_ cat.



Cat on a \_\_\_\_\_ .



\_\_\_\_\_ cat.



\_\_\_\_\_ cat.



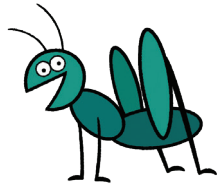
\_\_\_\_\_ cat sat.





## Short i

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

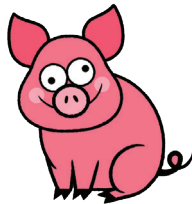


insect



six

Add **i** to finish each picture name.



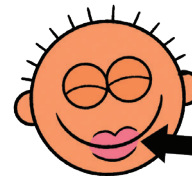
p\_\_g



w\_\_g



k\_\_d







l\_\_ps

### Sight Words

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

the they do



			
big little mad hip sick	pigs kids fish wigs kisses	lid van class grass mitt	No! Yes! Not a bit. Are you kidding? Splat!

## What Can Fit?

Six \_\_\_\_\_ sit in the \_\_\_\_\_ .



Do they fit?

Six \_\_\_\_\_ sit in the \_\_\_\_\_ .



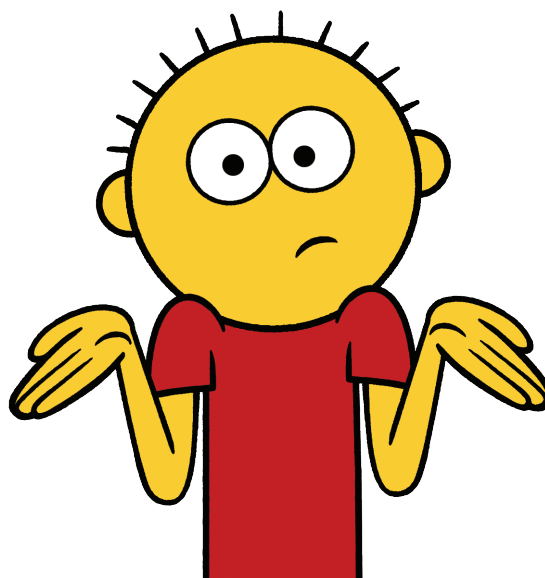
Do they fit?

Six \_\_\_\_\_ sit in the \_\_\_\_\_ .



Do they fit?

Sit. Fit? \_\_\_\_\_



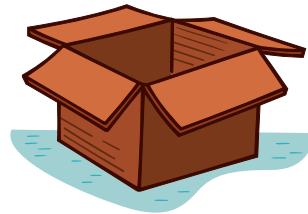


# Short o

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

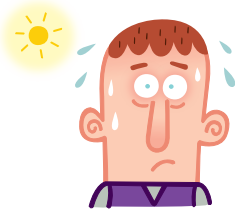


octopus

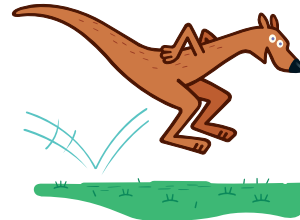


box

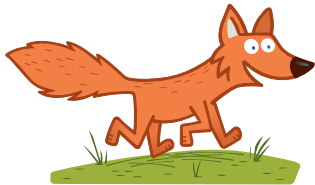
Add **o** to finish each picture name.



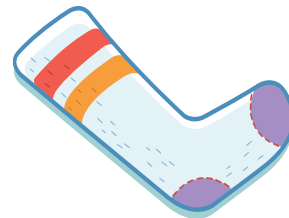
h \_ \_ t



h \_ \_ p



f \_ \_ x






s \_ \_ ck

## Sight Words

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

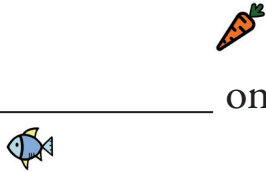
and my of



		
dog	plop	dot
hog	shop	log
rock	mop	sock
frog	rap	pot
mom	tip-tap	clock

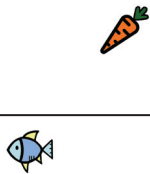
## Tick-Tock

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!





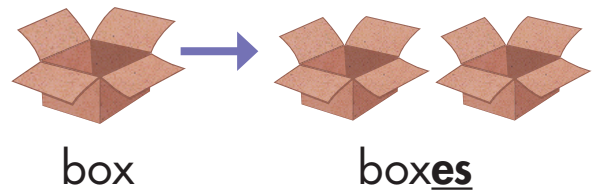
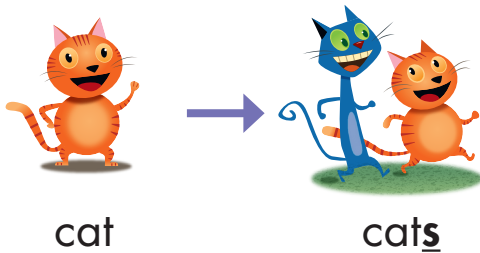
## Plurals s, es

A **plural** word is more than one of something.

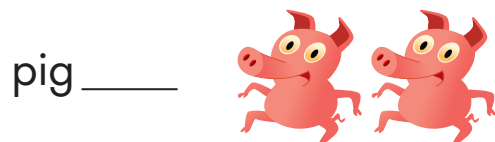
One dog. Two dogs.

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.



## Sight Words

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

this too every





goats  
cowboys  
foxes  
buses  
kangaroos



clucked  
slept  
drew  
fainted  
sang



frogs  
clowns  
classes  
coaches  
sandwiches



swam  
hopped  
wiggled  
raced  
burped

## One Too Many

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.



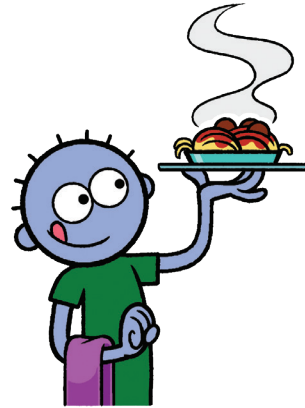


# Inflectional Ending ed

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



cook



cooked

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


			
marched	zoo	ate	pickle
zoomed	store	smelled	poodle
crawled	pool	walked on	turtle
jumped	farm	washed	sock
screamed	school	lifted	frog


## Yesterday: A Checklist

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


But my checklist helps!



☒ First, I \_\_\_\_\_ to the \_\_\_\_\_ with my  
 friends. We \_\_\_\_\_ cake and a \_\_\_\_\_.

☒ Next, I \_\_\_\_\_ to the \_\_\_\_\_ with my  
 mom and dad. We \_\_\_\_\_ a dirty \_\_\_\_\_.

We do this every week. We all love it.

☒ At last, I \_\_\_\_\_ with my dog. We \_\_\_\_\_  
 a \_\_\_\_\_. 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.

Add **s**

Add **ed**

Add **ing**

ask

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

clean

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

stomp

\_\_\_\_\_

\_\_\_\_\_





\_\_\_\_\_

## Sight Words

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

so also different



			
cleaned	boxing	barn	rubber
marched	licking	kitchen	green
talked	singing	bathroom	sad
played	sleeping	pool	mini
camped	laughing	car	hairless

## 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.

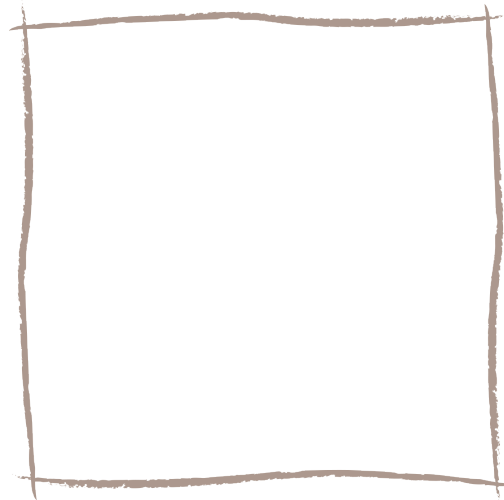
Draw a picture of one of the words.

sun + light \_\_\_\_\_

dog + house \_\_\_\_\_

cup + cake \_\_\_\_\_

bath + tub \_\_\_\_\_



## Sight Words

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

their our after





baseball  
butterfly  
snowman  
cupcake  
popcorn



goldfish  
bullfrogs  
jellyfish  
pancakes  
scarecrows



basketball  
teacup  
raincoat  
toenail  
ladybug

## Fun in the Park

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




## Sight Words



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


about    done    work

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



## School Tips

1. You read a book about \_\_\_\_\_. What do you do? Always  
 reread the book. Then give it to a \_\_\_\_\_.

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 \_\_\_\_\_.  






## Sensory Words

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

**Touch**



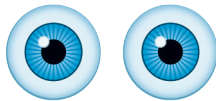
I feel \_\_\_\_\_ .

**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



frog  
witch  
rock  
nose  
car



furry  
green  
little  
gooey  
bubbly



leaf  
bird  
elf  
bear  
fly



chicken  
cheese  
boogers  
clouds  
pickles

## 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


**6 PHONICS**

## Short a

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




apple




cat


Add **a** to finish each picture name.




b a t



m a p



f a n



s a d

**Sight Words**


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

a on that

**8 PHONICS**

## Short i

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




insect


6

six


Add **i** to finish each picture name.




p i g



w i g



k i d



l i ps

**Sight Words**

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

the they do

**10 PHONICS**

## Short o

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



octopus



box

Add **o** to finish each picture name.



h o t



h o p



f o x



s o ck

**Sight Words**


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

and my of


**46 WRITING: Spelling and Grammar**

## Plurals s, es


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**.




cat



cats




box




boxes


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




pig s




peach es




dish es




dress es




car s



fox es



bus es



hat s

**Sight Words**


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

this too every


**48 WRITING: Spelling and Grammar**

## 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.



cook



cooked

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

walk e d: **Answers will vary.**

call e d: \_\_\_\_\_

start e d: \_\_\_\_\_

**Sight Words**


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

first we blue

**50 WRITING: Spelling and Grammar**

## 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.

Add **s**

ask asks

clean cleans

stamp stamps

Add **ed**

asked asked

cleaned cleaned

stamped stamped

Add **ing**

asking asking

cleaning cleaning

stomping stomping

**Sight Words**

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

so also different



**74 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.

snow + man = snowman

rain + bow = rainbow

Write the compound word.

sun + light sunlight

dog + house doghouse

cup + cake cupcake

bath + tub bath tub

**Sight Words**

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

their our after

**76 VOCABULARY**

## Prefixes

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

happy

read

unhappy

re-read


(not happy)

(read again)

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

un/re re tie      un/re do

un/re make      un able



**Sight Words**


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

about done work

**78 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.  
**Answers will vary.**

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