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  to Remix — to adapt the work

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This Workbook contains worksheets that accompany many of the lessons from the Teacher Guide for Unit 5. Each worksheet is identified by the lesson number in which it is used. Some of the worksheets in this book do not include written instructions for students because the instructions would have contained undecodable words. The expectation is that teachers will explain these worksheets to the students orally, using the guidelines in the Teacher Guide. The Workbook is a student component, which means each student should have a Workbook.
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
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.

<table>
<thead>
<tr>
<th>fan</th>
<th>shark</th>
<th>chick</th>
<th>star</th>
<th>car</th>
</tr>
</thead>
<tbody>
<tr>
<td>dog</td>
<td>horn</td>
<td>ship</td>
<td>spoon</td>
<td>hand</td>
</tr>
</tbody>
</table>

1. ___________________

2. ___________________

3. ___________________

4. ___________________

5. ___________________
Can you see the spelling pattern? Fill in the chart.

<table>
<thead>
<tr>
<th>Root Word</th>
<th>-ed Word</th>
<th>-ing Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>sip</td>
<td>sipped</td>
<td>sipping</td>
</tr>
<tr>
<td>slip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>drop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>clap</td>
<td></td>
<td></td>
</tr>
<tr>
<td>stamp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>step</td>
<td></td>
<td></td>
</tr>
<tr>
<td>jump</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lap</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

_______  _______  _______  _______  _______  _______  _______  _______  _______  _______  _______  _______  _______  _______  _______  _______  _______  _______  _______  _______  _______  _______  _______  _______
A Letter from Kate

1. Who is Nan?

2. Where did Kate spend her summer?
3. How old was Kate last summer?
   - 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 ______
Can you see the spelling pattern? Fill in the chart.

<table>
<thead>
<tr>
<th>Root Word</th>
<th>-ed Word</th>
<th>-ing Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>nap</td>
<td>napped</td>
<td>napping</td>
</tr>
<tr>
<td>scrub</td>
<td></td>
<td></td>
</tr>
<tr>
<td>stub</td>
<td></td>
<td></td>
</tr>
<tr>
<td>chip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rob</td>
<td></td>
<td></td>
</tr>
<tr>
<td>grab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sob</td>
<td></td>
<td></td>
</tr>
<tr>
<td>stop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pump</td>
<td></td>
<td></td>
</tr>
<tr>
<td>camp</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 rabbit ran into its hole

2. Where did your dad park his car
3. I added pepper to the dish

4. Who added pepper to the dish

5. Jen scrubbed the tub

6. What happened

7. Who has a cabin out west

8. Kate went to visit her Nan

9. Kate made a book

10. Who made the art in Kate’s book
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 in gray, and multi-syllable 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.

<table>
<thead>
<tr>
<th>like</th>
<th>art·ist</th>
<th>sad</th>
<th>Skipp·er</th>
</tr>
</thead>
<tbody>
<tr>
<td>sum·er</td>
<td>bor·ing</td>
<td>book</td>
<td>art</td>
</tr>
</tbody>
</table>

A Lett·er 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 ________ sum·mer. But in the end I had a lot of fun.

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

Kate Skipp·er
In the Cave

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

2. What was it that Kate and Nan found in the cave?
   - Nan and Kate found a coin.
   - Nan and Kate found a critter.
   - Nan and Kate found a rock.
3. What could the coin be made of?

Page _________

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

Page _________
Sort the words by their spellings for /k/.

- cat
- class
- truck
- king
- black
- attic
- fact
- like
- skin

- /k/
- 'ck'
- 'c'
- 'k'
Spelling Test

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
Can you see the spelling pattern? Fill in the chart.

<table>
<thead>
<tr>
<th>Root Word</th>
<th>-ed Word</th>
<th>-ing Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>dab</td>
<td>dabbed</td>
<td>dabb·ing</td>
</tr>
<tr>
<td>sip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ram</td>
<td></td>
<td></td>
</tr>
<tr>
<td>shout</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pound</td>
<td></td>
<td></td>
</tr>
<tr>
<td>look</td>
<td></td>
<td></td>
</tr>
<tr>
<td>duck</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dash</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mash</td>
<td></td>
<td></td>
</tr>
<tr>
<td>trip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lick</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Jim likes to splash in the pool in the summer

2. Which book do you like best

3. Would you like one scoop or two scoops
Add . or ? on the lines.

1. The jogger ran up the hill —

2. How late did he get home —

3. My sister hugged me for a long time —

4. Where are my slippers —

5. When did you take a hike in the forest —
Spelling Words Lesson 6

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

ch  tch  itch

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

kitchen  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 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.
The Coin Shop

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.

2. What sort of coin is it?
   - It is a Dutch coin.
   - It is a Brit·ish coin.
   - It is a Span·ish coin.

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

Directions: Have students reread the story and answer the questions.
4. If you had a coin that you **could** sell for three hundred bucks, would you keep it or sell it? **Why?**
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 out 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 *.

<table>
<thead>
<tr>
<th>kitch·en</th>
<th>catch·er</th>
<th>chips</th>
<th>should*</th>
</tr>
</thead>
<tbody>
<tr>
<td>stretch</td>
<td>chin</td>
<td>batch</td>
<td>stitch·es</td>
</tr>
<tr>
<td>hatch</td>
<td>march</td>
<td>how*</td>
<td>fetched</td>
</tr>
<tr>
<td>much</td>
<td>be·cause*</td>
<td>scratch·ing</td>
<td>chant</td>
</tr>
</tbody>
</table>
You Never Can Tell

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 robber could have hidden 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?
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 in gray. Please note that multi-syllable 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 switched on a lamp. “Let’s see,” he said. “It’s got some scratch·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 batch 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 fetch my book on Spanish coins.”

When Jack came back, he said, “There’s just one thing I need you to tell me, Miss Skipper.”

“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 hundred bucks!”

“Three hundred bucks?” said Nan.

Jack nodded.

“Yipp-ee!” I shouted. “I’m rich!”
Sound out the words with the lines under them. Is the ‘g’ sounded /g/ as in got or /j/ as in gem? Print the words where they fit.

<table>
<thead>
<tr>
<th></th>
<th>gum</th>
<th>glad</th>
<th>dog</th>
<th>1. A cat is larger than a rat.</th>
<th>2. We have two arms and two legs.</th>
<th>3. Can germs make you sick?</th>
<th>4. I’d rather ride my bike than jog.</th>
<th>5. There are plants in the garden.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>gem</td>
<td>germ</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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The Offer

1. What was Jack’s offer?
   o His offer was to take the coin.
   o His offer was to take Nan and Kate camping.
   o His offer was to make dinner.

2. To Kate, camping sounds like . . .
   o fun.
   o it would be boring.
   o a hard time.
3. What will Kate, Nan, Jack, and Max do on their camping trip?

4. Will Kate sleep in a bed or sleep in a tent?
Dear Family Member,

Your child has been learning about 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.

<table>
<thead>
<tr>
<th>one book</th>
<th>five books</th>
</tr>
</thead>
<tbody>
<tr>
<td>one splash</td>
<td>three</td>
</tr>
<tr>
<td>one match</td>
<td>nine</td>
</tr>
<tr>
<td>one fox</td>
<td>ten</td>
</tr>
<tr>
<td>one dog</td>
<td>five</td>
</tr>
<tr>
<td>one chimp</td>
<td>two</td>
</tr>
<tr>
<td>one dish</td>
<td>nine</td>
</tr>
<tr>
<td>one box</td>
<td>three</td>
</tr>
<tr>
<td>one buck</td>
<td>ten</td>
</tr>
<tr>
<td>one spoon</td>
<td>two</td>
</tr>
</tbody>
</table>
Spelling Test

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 
The Campsite

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.
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
Sort the words by their spellings for /t/.

<table>
<thead>
<tr>
<th>time</th>
<th>un·til</th>
<th>sit</th>
<th>truck</th>
</tr>
</thead>
<tbody>
<tr>
<td>cut</td>
<td>baked</td>
<td>bitt·er</td>
<td>cut·ting</td>
</tr>
<tr>
<td>parked</td>
<td>sitt·ing</td>
<td>ripped</td>
<td>hoped</td>
</tr>
</tbody>
</table>

/t/ → ‘t’

/t/ → ‘tt’

/t/ → ‘ed’
Can you see the spelling pattern? Fill in the chart.

<table>
<thead>
<tr>
<th>Root Word</th>
<th>-er Word</th>
<th>-est Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>wet</td>
<td>wetter</td>
<td>wettest</td>
</tr>
<tr>
<td>hot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>short</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>round</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 sixteen hundreds

7. “Yippee” I shouted.

8. I am rich
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 out 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.

<table>
<thead>
<tr>
<th>catch</th>
<th>large</th>
<th>bulge</th>
</tr>
</thead>
<tbody>
<tr>
<td>hatch</td>
<td>barge</td>
<td>kitchen</td>
</tr>
<tr>
<td>charge</td>
<td>plunge</td>
<td>scratch</td>
</tr>
<tr>
<td>merge</td>
<td>itch</td>
<td>ketchup</td>
</tr>
</tbody>
</table>
Sort the words by their spellings for /d/.

down
could
trimmed
add
wedding
planned
duck
shredding
said
odd
hide

/d/

/p/

/ˈd/
Can you see the spelling pattern? Fill in the chart.

<table>
<thead>
<tr>
<th>Root Word</th>
<th>-er Word</th>
<th>-est Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>mad</td>
<td>madder</td>
<td>maddest</td>
</tr>
<tr>
<td>sad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>red</td>
<td></td>
<td></td>
</tr>
<tr>
<td>loud</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Jack’s Tale

1. What did Jack do after dinner?
   - Jack went to bed after dinner.
   - Jack shared a tale after dinner.
   - Jack went home after dinner.

Page _________

2. Who was Bart?
   - Bart was a robber who took horses.
   - Bart was a robber who took cars.
   - Bart was a robber who robbed the stagecoach.

Page _________

3. What sort of manners did Bart have?
   - Bart had bad manners.
   - Bart had so-so manners.
   - Bart had good manners.

Page _________
4. What is a strong-box?

5. What happened to Bart after he was nabbed?
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 out 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
- hinge
- germ
- match
- snatch
- pitch
- switch
- jaw
- much
- gem
- lunge
- jacket
1. Will you munch on ____________ snaps after dinner?

2. We were late because of ____________.

3. James made _______________ to share with his pals.

4. I can go today _______________ class.
5. Outlaws robbed the

6. I must get the bus!

7. Nan shared a with us.

8. Do you need for the fire?
Directions: Have students read the sentences to determine which punctuation to add to the first five items. Students should then create their own questions, exclamations, and statements.

1. The kitten sleeps

2. I can’t sleep because my bug bites itch

3. Will the chicks hatch soon

4. Do not yell

5. Roger can cook

6. ___________?

7. ___________!

8. ___________.
The Visit

Fill in the ______ with words from the box.

<table>
<thead>
<tr>
<th>tree</th>
<th>pots and pans</th>
<th>pack</th>
</tr>
</thead>
<tbody>
<tr>
<td>tents</td>
<td>lantern</td>
<td></td>
</tr>
</tbody>
</table>

1. They stuffed the food into a large ______

2. They kept the food pack up in a ______

3. They all went to sleep in their ______

4. The loud clatter 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.”
ve

vet

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

verbs  van  serve  river
twelve  vote  never  vet

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 ______________.
5. I went swimming in the 
__________________.

6. You __________________ can tell!

7. Will you __________________ for me?

8. Can we drive to the park in the 
__________________?
The Hike

1. When did Max and Kate dig up the bone?
   - Max and Kate dug up the bone in the morning.
   - Max and Kate dug up the bone after lunch.
   - Max and Kate dug up the bone after dinner.

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 hammers.

3. How long was the bone?
   - The bone was one foot long.
   - The bone was two feet long.
   - The bone was three feet long.
4. **Who** needs to look at the bone to tell Max and Kate the sort of bone it is?
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 in gray. Please note that multi-syllable 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, “leg-end has it that a long time back, farm-ers came out here looking 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, match·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!”
Spelling Test

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

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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·cau se Vern tells lots of fun facts that des·cribe all of the critt·ers. The snap·shots are fan·tas·tic be·cau se 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·cau se it is a book you will not for·get!
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
16.2

Name ____________________________

Unit 5

wrist
ferret
red
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.

1. The box had **red wrapping** on it. (2)

2. I like to visit the reptile room. (2)

3. They wrapped my cast in the wrong fabric. (3)

4. I got a ride up the ramp. (2)
4. My name is written 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)
## Take a Stand and Tell Why (Plan)

<table>
<thead>
<tr>
<th>Take a Stand on Kate’s Book</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe Kate’s Book</td>
<td></td>
</tr>
<tr>
<td>Tell Why #1</td>
<td></td>
</tr>
<tr>
<td>Tell Why #2</td>
<td></td>
</tr>
<tr>
<td>End with a Zinger</td>
<td></td>
</tr>
</tbody>
</table>
Take a Stand and Tell Why (Draft)

Date: ___________

Dear Kate,

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

Cheers,
The Bone Man

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.

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.

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?**

5. **What should Kate and Max do with the T. rex bone?**
Dear Family Member,

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

<table>
<thead>
<tr>
<th>morning</th>
<th>biggest</th>
<th>stretched</th>
<th>kitchen</th>
</tr>
</thead>
<tbody>
<tr>
<td>scratching</td>
<td>large</td>
<td>rocks</td>
<td>batch</td>
</tr>
</tbody>
</table>

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 ever seen!
5. I can't stop "__________________________"
   my bug bite!

6. Is Dad cooking in the ____________________?

7. I made a big ____________________ of
   sweets!

8. I ____________________ out my arms
to get the book.
## Check the Draft Step by Step

<table>
<thead>
<tr>
<th>Step</th>
<th>Check?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check that the date is there.</td>
<td></td>
</tr>
<tr>
<td>Check that “Dear Kate” is there.</td>
<td></td>
</tr>
<tr>
<td>Check that you took a stand on <em>Kate’s Book</em>.</td>
<td></td>
</tr>
<tr>
<td>Check that you described <em>Kate’s Book</em>.</td>
<td></td>
</tr>
<tr>
<td>Did you Tell Why #1 with be·cause?</td>
<td></td>
</tr>
<tr>
<td>Did you Tell Why #2 with be·cause?</td>
<td></td>
</tr>
<tr>
<td>Check that you end·ed the lett·er with a zing·er.</td>
<td></td>
</tr>
<tr>
<td>Check that you closed the lett·er and gave your name.</td>
<td></td>
</tr>
<tr>
<td>Aa, Bb, Cc and ? . !</td>
<td></td>
</tr>
<tr>
<td>Check that the words are spelled well.</td>
<td></td>
</tr>
</tbody>
</table>
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 in gray. Please note that multi-syllable 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**

After telling us the tale, Jack said, “It’s time to pack up the food.”

We stuffed the food into a large pack with a rope on it. Jack tossed the rope up into a tree and hoisted the food pack up so that it was hanging ten feet off of the ground.

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

“Because it will keep the food safe from foxes and raccoons that would like to snack on it,” Jack said.

After that, we crawled into the tents, flipped off our lanterns, and went to sleep.

Nan and I slept well until a loud clatter outside 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 clat-ter 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.
Sort the words by their spell-ings for /l/.

<table>
<thead>
<tr>
<th>long</th>
<th>like</th>
<th>large</th>
</tr>
</thead>
<tbody>
<tr>
<td>solve</td>
<td>all</td>
<td>smell</td>
</tr>
<tr>
<td>look</td>
<td>sleeve</td>
<td>well</td>
</tr>
<tr>
<td>still</td>
<td>latch</td>
<td>skill</td>
</tr>
</tbody>
</table>

/\l\/ → ‘l’  
/\l\/ → ‘ll’
Spelling Test

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

Name ________________________________
Two Good Things and One Bad Thing

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

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

Directions: Have students reread the story and answer the questions.
3. What will Ron Fitch do next?

4. What name would you pick for the T. rex? Why?
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 in gray. Please note that multi-syllable 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 morning, we went on a hike. After a bit, we stopped for lunch.

When Max finished 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 pointed at a bump on the side of a cliff and said, “Let’s dig that rock our!”

The rock did not look all that large. But when we started digging, we soon saw that it was larger than it had seemed.

After a bit, Max said, “Gee! It must be two feet long! We need to keep scratching in order to carve it out of the side of the cliff.”
We went on scratching with our forks.

“Let’s tug on it!” Max said “I bet we can get it out by ourselves.”

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 drifted off, I saw Max standing there with the thing in his hands.

“It’s not a rock!” he yelled. “It’s a bone!”

It was the biggest bone I had ever seen. It was three feet long!

Jack and Nan came running.

“Goodness!” said Nan. “That is one large bone! Where did you get it?”

Max pointed to the spot where we found it.

Jack set the bone on the ground. Then he took a picture of the bone and said, “We need to get an expert to look at this bone and tell us what sort of bone it is.”
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 food (hoist·ed, plant·ed) up the tree.

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

3. She was __________________________ (scratch·ing, stuff·ing) a large bug bite.

4. Jack made Nan and Kate an __________________________ to take them (clatt·er, off·er) camp·ing.
5. Jack had ____________ (match·es, mag·ic) for the fire.

6. The ____________ robbed (gents, out·laws) the stage·coach!

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

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

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

Page __________

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

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

4. What did Kate name the T. rex?
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 out 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  shelves
vast  wrist  wrong
crisp  sleeves  wrap
rich  write  twelve
<table>
<thead>
<tr>
<th></th>
<th>switch</th>
<th>swap</th>
<th>swim</th>
<th>swish</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>cash</td>
<td>catch</td>
<td>cans</td>
<td>caps</td>
</tr>
<tr>
<td>3</td>
<td>stretch</td>
<td>such</td>
<td>straps</td>
<td>stitch</td>
</tr>
<tr>
<td>4</td>
<td>hem</td>
<td>germ</td>
<td>gem</td>
<td>chin</td>
</tr>
<tr>
<td>5</td>
<td>gin·ger</td>
<td>gen·der</td>
<td>gin·seng</td>
<td>grates</td>
</tr>
<tr>
<td>6</td>
<td>ditch</td>
<td>dig·it</td>
<td>date</td>
<td>digs</td>
</tr>
<tr>
<td>7</td>
<td>plunge</td>
<td>lunge</td>
<td>pluck</td>
<td>plug</td>
</tr>
<tr>
<td></td>
<td>shall·ot</td>
<td>chipp·er</td>
<td>chal·lenge</td>
<td>champ</td>
</tr>
<tr>
<td>---</td>
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<td>----------</td>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td>9</td>
<td>lunge</td>
<td>large</td>
<td>lake</td>
<td>lunch</td>
</tr>
<tr>
<td>10</td>
<td>sops</td>
<td>solve</td>
<td>sipped</td>
<td>sol·vent</td>
</tr>
<tr>
<td>11</td>
<td>carve</td>
<td>cave</td>
<td>calves</td>
<td>can’t</td>
</tr>
<tr>
<td>12</td>
<td>twin</td>
<td>dwell</td>
<td>teen</td>
<td>twelve</td>
</tr>
<tr>
<td>13</td>
<td>ride</td>
<td>write</td>
<td>rip</td>
<td>ripe</td>
</tr>
<tr>
<td>14</td>
<td>wrap</td>
<td>rant</td>
<td>lap</td>
<td>rag</td>
</tr>
<tr>
<td>15</td>
<td>wring</td>
<td>rig</td>
<td>wrist</td>
<td>ramp</td>
</tr>
</tbody>
</table>
Part I:

Max digs.

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

Part II:

Why is it cold?

1. Do you like to shoot baskets?
2. I can write my name.
3. Can your dog fetch sticks?
4. When is dinner?
5. Catch it.
Part III:

1. My sister runs.

2. Gran bakes.

3. Ginger helps.

4. The dogs dig.

5. Max sings.
Part IV:

One paw, five paws

1. One box, three

2. One wrist, five

3. One gem, nine

4. One stitch, ten

5. One kiss, three

<table>
<thead>
<tr>
<th>Root word</th>
<th>-ed</th>
<th>-ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>jump</td>
<td>jumped</td>
<td>jumping</td>
</tr>
<tr>
<td>rub</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hunt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nap</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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?

2. How did Max feel when the T.V. 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 Fitch, the bone man.

4. What did the TV man ask Kate?
   -
   -
   -
   -
   -
   -
   -
   -
   -
   -
   -
   -
   -
   -
   -
   -
   -
   -
   -
   -
   -
   -

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

- ve
- carve
- wr
- write
- spell
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. gem
2. shelves
3. pitcher
4. wrecks
5. bulge
6. carve
7. merge
8. wrapper
9. sleeves

10. filled

11. scatter

12. itch

13. serve

14. larger

15. germs

16. blubb·er
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.

<table>
<thead>
<tr>
<th>glasses</th>
<th>magic</th>
<th>legend</th>
<th>gentler</th>
</tr>
</thead>
<tbody>
<tr>
<td>grilled</td>
<td>gem</td>
<td>gift</td>
<td>glad</td>
</tr>
<tr>
<td>garlic</td>
<td>ginger</td>
<td>germ</td>
<td>grin</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>hatched</th>
<th>wronged</th>
<th>grabbed</th>
<th>sparked</th>
</tr>
</thead>
<tbody>
<tr>
<td>cooled</td>
<td>tricked</td>
<td>crawled</td>
<td>hummed</td>
</tr>
<tr>
<td>sobbed</td>
<td>wrapped</td>
<td>sniffed</td>
<td>fetched</td>
</tr>
</tbody>
</table>
Sound out the words with the lines under them. Is the ‘g’ sounded /g/ as in *got* or /j/ as in *gem*? Write the words in the correct space.

<table>
<thead>
<tr>
<th></th>
<th>/g/ as in <em>got</em></th>
<th>/j/ as in <em>gem</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The film had a tragic ending. It was so sad!</td>
<td>tragic</td>
</tr>
<tr>
<td>2.</td>
<td>An ant is a bug.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Mom made a batch of ginger snaps.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>We have a gas stove in our kitchen.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Who is your best pal? Roger is.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>She sent me a get-well card.</td>
<td></td>
</tr>
</tbody>
</table>
Sound out the words with the lines under them. Is the ‘g’ sounded /g/ as in *got* or /j/ as in *gem*? Write the words in the correct space.

<table>
<thead>
<tr>
<th>gum</th>
<th>gem</th>
</tr>
</thead>
<tbody>
<tr>
<td>glad</td>
<td>germ</td>
</tr>
<tr>
<td>dog</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>/g/ as in <em>got</em></th>
<th>/j/ as in <em>gem</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A stone that costs a lot is a gem.</td>
<td>gem</td>
<td></td>
</tr>
<tr>
<td>2. She gasped when she saw the snake.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. My arms are short-er than my legs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Scrub your hands to get rid of germs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. A lot of plants are green.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. You can-not bend wood. It is rig-id.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Hike

Directions: Have students write two statements, two questions, and two exclamations based on the illustration.
Directions: Have students copy the sentences and circle the noun and draw a squiggly line under the verb in each copied sentence.

1. My **wrist** bends.

2. The **artist** carves.

3. The **dogs** **fetch**.

4. Its **hooves** **clop**.

5. His skin **itch**-es.
6. Marge sings.

7. Men charge.

8. Her sleeve rips.


10. Mom writes.
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.
Cut out the word cards.

<table>
<thead>
<tr>
<th>stretch</th>
<th>wring</th>
<th>charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>nerve</td>
<td>twelve</td>
<td>wrote</td>
</tr>
<tr>
<td>pitch</td>
<td>largest</td>
<td>barge</td>
</tr>
<tr>
<td>catch</td>
<td>bulge</td>
<td>solve</td>
</tr>
</tbody>
</table>
Match the word cards to the words on this page.

<table>
<thead>
<tr>
<th>pitch</th>
<th>solve</th>
<th>wrote</th>
</tr>
</thead>
<tbody>
<tr>
<td>bulge</td>
<td>largest</td>
<td>nerve</td>
</tr>
<tr>
<td>wring</td>
<td>stretch</td>
<td>barge</td>
</tr>
<tr>
<td>charge</td>
<td>catch</td>
<td>twelve</td>
</tr>
</tbody>
</table>
Mark the words that are said and write them on the lines.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>age</td>
<td>page</td>
</tr>
<tr>
<td>2.</td>
<td>pitch</td>
<td>patch</td>
</tr>
<tr>
<td>3.</td>
<td>twelve</td>
<td>elves</td>
</tr>
<tr>
<td>4.</td>
<td>write</td>
<td>wrote</td>
</tr>
<tr>
<td>5.</td>
<td>barge</td>
<td>large</td>
</tr>
<tr>
<td>6.</td>
<td>gem</td>
<td>jam</td>
</tr>
<tr>
<td>7.</td>
<td>kitch·en</td>
<td>kitt·en</td>
</tr>
<tr>
<td>8.</td>
<td>Marge</td>
<td>merge</td>
</tr>
<tr>
<td>9.</td>
<td>nerve</td>
<td>never</td>
</tr>
<tr>
<td>10.</td>
<td>wring</td>
<td>wrong</td>
</tr>
</tbody>
</table>
Yes or no? Write yes or no on the lines.

1. Is ketchup a game?  
   ____________

2. Is twelve larger than nine?  
   ____________

3. Is your wrist part of your leg?  
   ____________

4. Do you sleep in the kitchen?  
   ____________

5. Do horses have hooves?  
   ____________

6. Do cats hatch out of eggs?  
   ____________

7. Is a germ larger than a bug?  
   ____________

8. Can a bird catch a bug?  
   ____________
Write the words on the lines.

- wrong
- catcher
- germs
- large
- ginger
Write the words on the lines.

<table>
<thead>
<tr>
<th>wrong</th>
<th>catcher</th>
<th>germs</th>
<th>large</th>
<th>ginger</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Write the words on the lines.

pitcher

nerve

merge

eaves

wrap
Write the words on the lines.

pitcher

nerve

merge

sleeves

wrap
Mark the words that are said.

<table>
<thead>
<tr>
<th>1</th>
<th></th>
<th>2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>starve</td>
<td></td>
<td>large</td>
</tr>
<tr>
<td></td>
<td>starv</td>
<td></td>
<td>largege</td>
</tr>
<tr>
<td></td>
<td>starf</td>
<td></td>
<td>larch</td>
</tr>
<tr>
<td></td>
<td>rist</td>
<td></td>
<td>cage</td>
</tr>
<tr>
<td></td>
<td>rrist</td>
<td></td>
<td>cag</td>
</tr>
<tr>
<td></td>
<td>wrist</td>
<td></td>
<td>catch</td>
</tr>
<tr>
<td></td>
<td>mach</td>
<td></td>
<td>swich</td>
</tr>
<tr>
<td></td>
<td>match</td>
<td></td>
<td>switch</td>
</tr>
<tr>
<td></td>
<td>mash</td>
<td></td>
<td>swig</td>
</tr>
<tr>
<td></td>
<td>rong</td>
<td></td>
<td>solf</td>
</tr>
<tr>
<td></td>
<td>rrong</td>
<td></td>
<td>solv</td>
</tr>
<tr>
<td></td>
<td>wrong</td>
<td></td>
<td>solve</td>
</tr>
</tbody>
</table>
In the box are six words. Write them on the correct lines.

match·es  car·ve  ketch·up

gems       hooves       mag·ic
Write the words on the correct lines.

1. mag·ic

2. kitch·en

3. hatch

4. large

5. twelve
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 ______________?
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 in gray. Please note that multi-syllable 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·selves on TV.

The TV man said, “This is Rog·er Fletch·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·selves 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 sticking 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 Roger Fletcher with a tale of two children, two forks, and one large T. rex!”
Dear Family Member,

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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. After you smile and wave a fork six times, it gets to be less fun.

One morning, Nan handed 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 finished that one,” Nan said, “I liked it a lot. And it just so happens that the man who wrote it will be at the book shop today. I’d like to meet him.”

In the car I looked at the book. It said “Dust Up, by Stan Bender.”

“What sort of book is this?” I asked.

“It’s a western,” 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 badmann’ers!” said Nan.

I looked at the last page and saw the page number: 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!”
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 in gray. Please note that multi-syllable 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 Book Shop

In the book shop, there was a big stack of books. Next to the books sat Stan Bend·er, the man who wrote 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 twelve 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 wrote, “Best wish·es, Stan Bend·er,” in Nan’s book.
“Mis·ter Bend·er,” I asked, “how hard was it to write 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 write 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 write it, I will make the pic·tures.”

I said, “Shake on it!” Then we shook hands.
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 in gray. Please note that multi-syllable 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.

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**We Make a Book**

When we got back to Nan’s, I start·ed to write the book. I wrote 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 write, you have to write 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 writ·ten and fixed a lot of spell·ing mis·takes that I had made.

When I had writ·ten 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 publish the book.

The man looked at it and said, “This is well-written! Children out there will like this book. I’d like to print it!”

I was so glad, I shouted, “Yippee!”

The man and his staff got the book all set to publish. Then they sent it to a printer.

I hope you liked the book.

If you’d like to write me a letter, you can send it to me at this address:

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

1. Where were Kate and Max when they saw themselves on TV?

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

4. Have you ever seen yourself or a pal on TV?
Nan’s Book

1. What sort of book did Nan have?
   - She had a picture book.
   - She had a comic book.
   - She had a western.

Page ________

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

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

Page ________

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

1. Who is Stan Bender?
   - Stan Bender writes western books.
   - Stan Bender is Nan’s pal.
   - Stan Bender is a bone man.

2. What did Kate ask Mister Bender?

Page 1
3. What sort of book would Kate like to make?

4. Who will make the pictures for Kate’s book?

- Kate will make the pictures.
- Stan will make the pictures.
- Nan will make the pictures.
We Make a Book

1. Who helped Kate with her spelling?

Page

2. Who made the art for the book?

Page
3. Use the lines to write a letter to Kate.
ACKNOWLEDGMENTS

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