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This Workbook contains worksheets that accompany many of the lessons from the *Teacher Guide* for Unit 2. Each worksheet is identified by the lesson number in which it is used. The worksheets in this book do not include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these worksheets to the students orally using the instructions in the teacher guides. The Workbook is a student component, which means each student should have a Workbook.
Directions: Have students trace and copy the letters and words. Students should say the sounds while writing the letters.

eel

bee

seen

feet
Directions: Have students write each word under its matching picture.

queen
sheep
three
sweets
deer
teeth

3
Gran’s Trips

1. Where did Gran meet a man with wings on his back?

2. What did Gran do at the gulf?
3. Which trip was Gran’s best trip?

4. Gran gets to Josh and Jen...
   - on a shop.
   - in a cab.
   - in a truck.
Dear Family Member,

Today our class started the second unit for the Core Knowledge Language Arts program. The reader for this unit is called Gran. Your child will bring home stories you can read together about the adventurous Gran and her grandchildren, Josh and Jen. Remember that reading at home with your child is important for his or her success as a reader.

In addition, your child today has been taught to read words with the double–letter spelling ‘ee’, as in feet. To practice this new spelling, ask your child to cut out the word cards below. In addition to words with the ‘ee’ spelling, some of the words below are Tricky Words; Tricky Words are underlined because they are words that do not play by the sound rules. Have your child read all of the words aloud, and arrange the cards to make phrases such as “the eel,” “three sheep,” “long speech,” etc. You may also ask your child to copy the phrases onto a sheet of paper. Please keep the cards for future practice.

the    all    long

teeth   week    one

deep    eel    sheep

speech    three    sleep
The Pet

1. Where did Gran get the pet?

2. Gran said that the pet . . .
   o has three green teeth.
   o has long legs, but no feet.
   o is long and has fangs.
Directions: Have students retell the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.
Dear Family Member,

Your child read this story in class earlier this week. Please ask your child to read the story aloud to you. Remind him that the underlined parts of words signal that this part is tricky and does not follow the sound rules he has learned. Also remind him that the bolded ‘ee’ signals that these letters are sounded as /ee/, as in the word feet.

Gran’s Trips

“When will Gran get here?” Josh asks.

Jen shrugs.

Just then, Josh and Jen see a cab on the street.

“Gran is here!” Jen yells.

When Gran steps from the cab, Josh and Jen run up to get a hug.

“Was the trip fun?” Josh asks.

“Which one?” Gran asks. “I went on three trips!”

“Where to?” asks Josh.

“One was to the Swiss Alps,” says Gran. “In the Alps, there were steep cliffs. I went up to the top of one cliff, but it was slick. I fell and had to cling to the rocks!”

“No!” says Jen.

“Yes!” says Gran. “Here is a snap shot.”
“What was the next trip?” Josh asks.
“I went to Hong Kong,” says Gran.
“What is in Hong Kong?”
“Lots of stuff,” says Gran. “In Hong Kong I met a man who sings and has wings on his back.”
“No!” says Josh.
“Yes!” says Gran. “Here is a snap shot.”

“What was the last trip?” asks Jen.
“I went to the gulf to swim with the eels and feed the fish,” says Gran.
“No!” says Jen.
“Yes!” says Gran. “Here is a snap shot.”

“Which trip was the best?” Josh asks.
“This one!” Gran says. “The one where I get to see Josh and Jen!”
Print the words that are said on the lines.

Directions: Have students write each word that you say.

1. mad
2. made
3. mad
4. made
5. mad
Dear Family Member,

Your child read this story in class earlier this week. Please ask your child to read the story aloud to you. Remind your child that the underlined parts of words signal that this part is tricky and does not follow the sound rules your child has learned.

The Pet

Gran says, “When I was in Hong Kong, I got a pet.”

“What can it be?” asks Jen. “Is it a fish?”

“No,” says Gran.

“Is it a dog?” asks Josh.

“No,” says Gran.

“Is this pet big?” asks Josh.

“Well,” says Gran, “he is not big, but he is long.”

“Has he got teeth?” asks Josh.

“He has fangs!” says Gran.

“What are fangs?” asks Jen.

Just then the bell rings.

Gran says, “That must be him!”
Wong from Hong Kong

1. What is in the crate?

2. Wong is . . .
   - long with green bands.
   - long and black.
   - thick and red.
3. Why is Wong a snake that Josh and Jen can pet?

Directions: In the box, have students illustrate a part of the story and then write a caption below.
Where Is Wong?

1. Which spot did Josh and Jen check?

2. Wong was . . .
   - in the pots.
   - in a vase.
   - in the crate.
Directions: Have students retell the part of the story that is shown in the picture or have him or her copy sentences from the story that go with the picture.
Dear Family Member,

Your child has been taught to read the Tricky Words be, she, me, they, and their. In addition, your child has learned to read words with the separated digraph ‘a_e’, as in bake. Tricky Words are hard to read because they contain parts that are not pronounced the way one would expect. Words with separated digraph ‘a_e’ can be challenging to read because the reader has to recognize that the letters ‘a’ and ‘e’ are separated by a consonant, but they still work together to make a vowel sound.

Have your child first read the Tricky Words in the box and then the sentences below. She will need to figure out which Tricky Word makes sense in each sentence. Note that the tricky parts are underlined in gray. Then have her write the correct Tricky Word for each sentence on the line.

be me They
their She

1. Will Jake bake ____________ a cake?

2. Shane and Jane have lots of fun with ____________
   ____________ dog.

3. Kate is 10. ____________ is in fifth grade.

4. Nate and Beth are pals. ____________ are in the same class.
Print the words that are said on the lines.

Directions: Have students write each word that you say.

1. 

2. 

3. 

4. 

5. 

Name ________________________________
The Swim Meet

1. **Who** went to the swim meet?

2. **In which** lane did Jen swim?
3. Were Josh and Jen sad that they did not win?

__________________________________________________

__________________________________________________

__________________________________________________

__________________________________________________

__________________________________________________

4. Did Gran take Wong to the meet? Why or why not?

__________________________________________________

__________________________________________________

__________________________________________________

__________________________________________________

__________________________________________________

__________________________________________________
Dear Family Member,

The words below are Tricky Words. These are words that are not pronounced as students may expect. For this reason, we say that Tricky Words do not play by the rules. Please ask your child to cut out the word cards. Show the cards to your child and have him or her read them aloud. As an extension of this activity, ask your child to copy the words onto a sheet of paper. Please keep the word cards for future practice.

- a
- I
- no
- so
- of
- all
- some
- are
- from
- word
- were
- have
- one
- once
- to
At the Reef

1. Where did Gran plan to meet Mike?
   - at the reef
   - on the swim deck
   - in the Swiss Alps

2. What did Gran ride to get to the reef?
3. **What did Mike do when Gran swam with the fish?**

4. **Why did Mike have a bad time?**
Dear Family Member,

Your child read this story in class earlier this week. Please ask your child to read the story aloud to you. Remind your child that the underlined parts of words signal that this part is tricky and does not follow the sound rules your child has learned.

The Swim Meet

Josh and Jen like to swim. They take Gran to their swim meet.

Jen lines up in lane five.

Josh lines up in lane six.

The kids are up on the blocks.

Then there is a beep.

All the kids dive in. Splash!

“Swim!” yells Gran. “Swim fast!”

Josh and Jen swim as fast as they can. They swim and swim. In no time, they make it to the end.

“Did Josh win?” asks Gran. “Did Jen win?”

Josh and Jen wave and smile. They did not win, but they had a lot of fun!
Print the words that are said on the lines.

1. ____________________________ → ____________________________

2. ____________________________ → ____________________________

3. ____________________________ → ____________________________

4. ____________________________ → ____________________________

5. ____________________________ → ____________________________
Directions: Have students trace and copy the letters and words. The student should say the sounds while writing the letters.

- _e_ as in _nope_

- note
- note
- rope
- rope
- bone
- bone
- home
- home
- those
- those
Dear Family Member,

Your child read this story in class earlier this week. Please ask your child to read the story aloud to you. Remind your child that the underlined parts of words signal that this part is tricky and does not follow the sound rules your child has learned.

At The Reef

Josh asks Gran _what_ it was _like_ when she went to the _reef_.

“Well,” Gran says, “it was a lot of fun! I _made_ a plan to _meet_ my pal Mike. I _had to ride_ my _bike_ nine _miles_ to the _reef_ to _meet_ Mike.”

“That is a long _ride_!” says Jen.

“When I _got there_ I _went on_ a _dive_ to _see_ the fish and the _eels_.”

“With _Mike_?” Josh asks.

“No,” Gran says. “Mike _did not dive_ with me. He _went to hang glide_.”

“Did he _like it_?” Jen asks.

“Not so _much_,” Gran says with a _smile_.

“Why _not_?” asks Josh. “It must _be_ lots of _fun_ to hang glide.”
“Did he crash?” asks Jen.

“No, no,” says Gran, “but he did have a bad time. When it was time to land, he hit a hive of bees! He got stung ten times.”

“Yikes!” says Jen.
The Bug Glass

1. What was it that Jen broke?

2. What can Josh do with his bug glass?
   - He can fill it with bugs.
   - He can see bugs up close.
   - He can let bugs sip milk from it.
3. Gran asks Jen to toss some grapes and chips on the rock so that . . .

4. What can Josh see on the stone with his bug glass?
Dear Family Member,

So far in Unit 2, your child has been taught to read words with the separated digraphs ‘a_e’ as in *cake*, ‘i_e’ as in *time*, and ‘o_e’ as in *bone*. Ask your child to read the words in the word bank below, then circle the separated digraph in each word. Your child should then sort the words into the appropriate column, saying each word while writing it. The first one is done for you as an example.

<table>
<thead>
<tr>
<th>wave</th>
<th>rose</th>
<th>wife</th>
</tr>
</thead>
<tbody>
<tr>
<td>smoke</td>
<td>cones</td>
<td>life</td>
</tr>
<tr>
<td>size</td>
<td>close</td>
<td>game</td>
</tr>
<tr>
<td>shape</td>
<td>drive</td>
<td>take</td>
</tr>
</tbody>
</table>

‘i_e’ as in *time*  ‘a_e’ as in *cake*  ‘o_e’ as in *bone*
Directions: Have students write the words with the /o/ sound under the 'hop' header and the words with the /o_e/ sound under the 'hope' header.

/o/ as in hop

rob
note
rode
cod
mop

/o_e/ as in hope

robe
not
rod
code
mope
The Tape

1. What did Gran’s gran do?
   - She made up jokes.
   - She sang in a band.
   - She kept tame snakes.

2. What did Jen and Gran like in the jazz song?

Directions: Have students reread the story and answer the questions.
Directions: Have students retell the part of the story that is shown in the picture or have him or her copy the sentences from the story that go with the picture.
Dear Family Member,

Below are words that contain digraph spellings, or letter teams. These are two letters that work together to make one sound. Please ask your child to read these words aloud to you. Your child can then cut the words out to make flash cards. Show the card and ask your child to use the word in a phrase or sentence. For handwriting practice, have your child copy the words onto a piece of paper, paying attention to the separated digraphs. Please keep the cards for future practice with your child at home.

1. poke
2. gate
3. cheek
4. sweep
5. flake
6. pipe
7. twine
8. bride
9. peel
10. hole
11. shave
12. vote
Print the words that are said on the lines.

1. cut
cute

2. 

3. 

Name ___________________________
1. Which cat is a brave cat?

2. Did Fuzz like it when Mel made the plane zip and dive?
Directions: Have students retell the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.
Dear Family Member,

Your child read this story in class earlier this week. Please ask your child to read the story aloud to you. Remind your child that the underlined parts of words signal that this part is tricky and does not follow the sound rules your child has learned.

The Tape

“Gran,” Jen asks, “what is that?”

“This is a tape deck,” Gran says. “And in it is a tape with some songs sung by my Gran.”

On the tape Gran’s Gran sings a jazz song. At the end she sings “Pip! Pip! Ting a ling a ling!”

“I like those notes she sings at the end!” says Jen.

“So do I!” says Gran.

“Gran,” says Jen, “we can act like we are in the band and sing the song!”

“O.K.,” says Gran. “Run and get a dress. I will grab those shades I like.”

Gran and Jen dress up. Then they sing the song. At the end they sing, “Pip, pip! Ting a ling a ling!”
Print the words that are said on the lines.

1. ___________________________
2. ___________________________
3. ___________________________
4. ___________________________
5. ___________________________
Gran at the Sweet Shop

1. What did Gran’s dad have?
   ○ a bike shop
   ○ a sweet shop
   ○ a truck stop

2. What did Gran get to make at the sweet shop?

Directions: Have students reread the story and answer the questions.
3. What jobs did Gran have at the sweet shop?

4. Why was the sweet shop not all fun and games?
Print the names of the things on the lines.

- cub  cube
- pin  pine
- cap  cape
- can  cane
- man  mane
- dim  dime
Print the names of the things on the lines.

- wed
- weed
- fin
- fine
- kit
- kite
- tap
- tape
- not
- note
- hop
- hope
Print the names of the things on the lines.

- Tree  Bee
- Kate  Gate
- Bike  Pike
- Dimes  Limes
- Tone  Bone
- Cute  Cube
Print the names of the things on the lines.

- hope  rope

- seeds  weeds

- pine  pin

- feet  fate

- cake  rake

- rate  rat
Directions: For each word, have students circle and count the spellings, then write the number of sounds in the box and copy the word on the lines.

1. red
2. green
3. make
4. splash
5. spend
6. gate
7. hide
8. chin

3 red
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9. ring</td>
<td></td>
</tr>
<tr>
<td>10. shine</td>
<td></td>
</tr>
<tr>
<td>11. snake</td>
<td></td>
</tr>
<tr>
<td>12. ape</td>
<td></td>
</tr>
<tr>
<td>13. rash</td>
<td></td>
</tr>
<tr>
<td>14. ask</td>
<td></td>
</tr>
<tr>
<td>15. reed</td>
<td></td>
</tr>
<tr>
<td>16. ride</td>
<td></td>
</tr>
</tbody>
</table>
Dear Family Member,

The words below are Tricky Words. These are words that are not pronounced as students may expect. For this reason, we say that Tricky Words do not play by the rules. Please ask your child read the Tricky Words in the box below, and then use the Tricky Words to complete the sentences (not all of the words will be used).

<table>
<thead>
<tr>
<th>why</th>
<th>here</th>
<th>what</th>
</tr>
</thead>
<tbody>
<tr>
<td>said</td>
<td>are</td>
<td>have</td>
</tr>
<tr>
<td>where</td>
<td>two</td>
<td>there</td>
</tr>
</tbody>
</table>

1. ____________will you go?


3. We ________________ all here.

4. ________________ are you sad?

5. ________________ is your name?

6. I ________________ two snacks.
Dear Family Member,

Your child read this story in class earlier this week. Please ask your child to read the story aloud to you. Remind your child that the underlined parts of words signal that this part is tricky and does not follow the sound rules your child has learned.

The Sweet Shop

“Gran,” Josh asks, “did you have a job when you were a kid?”

“I did,” says Gran. “My dad had a sweet shop and I had a job in the shop.”

“Did you get to make sweets?”

“Yes,” says Gran. “I got to make milk shakes, cakes, and gum drops.”

“Was it fun?” Josh asks.

“Some of it was fun,” says Gran. “But it was not all fun and games. I had to sweep and pick up. And I had to wipe off the cake case.”

“Can you still make cakes?” asks Jen.

“You bet I can!” says Gran. “Do you want to make one?”
The Trip West

1. The kids and Gran get to the ranch in the West. . .
   - on skates.
   - by bike and sled.
   - by cab, plane, and van.

2. On his back Sam has . . .
   - a pack with camp stuff.
   - a bag with mule snacks.
   - rope and twine.
Directions: In the box, have students illustrate a part of the story and then write a caption below.

3. Who do the kids meet at the ranch?
Dear Family Member,

Your child has been continuing to learn about digraphs, or spelling teams: letters that work together to make one vowel sound. Please have your child read the words in the word box below and circle the letter teams. Next, ask your child to write the words in the appropriate column in the chart. You may have your child use each word in a sentence. The first one is done for you as an example.

| home | tape | prunes |
| joke | tune | shape |
| bare | rope | choke |
| cane | mule | cube |

‘o_e’ as in home  ‘a_e’ as in tape  ‘u_e’ as in flute

<p>| home | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th>bike</th>
<th>bit</th>
<th>bite</th>
<th>bake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>rose</td>
<td>rise</td>
<td>robe</td>
<td>rope</td>
</tr>
<tr>
<td>3.</td>
<td>cheek</td>
<td>ship</td>
<td>chin</td>
<td>seek</td>
</tr>
<tr>
<td>4.</td>
<td>rat</td>
<td>rake</td>
<td>rate</td>
<td>ran</td>
</tr>
<tr>
<td>5.</td>
<td>be</td>
<td>beet</td>
<td>bet</td>
<td>best</td>
</tr>
<tr>
<td>6.</td>
<td>cut</td>
<td>cube</td>
<td>cull</td>
<td>cute</td>
</tr>
<tr>
<td>7.</td>
<td>bet</td>
<td>batch</td>
<td>beet</td>
<td>bat</td>
</tr>
<tr>
<td>8.</td>
<td>luck</td>
<td>lake</td>
<td>lick</td>
<td>lush</td>
</tr>
<tr>
<td></td>
<td>cube</td>
<td>cute</td>
<td>cub</td>
<td>can</td>
</tr>
<tr>
<td>---</td>
<td>------</td>
<td>-------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>lit</td>
<td>lint</td>
<td>line</td>
<td>lend</td>
</tr>
<tr>
<td>11.</td>
<td>rut</td>
<td>robe</td>
<td>rash</td>
<td>rob</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>sheet</td>
<td>shine</td>
<td>shin</td>
<td>slip</td>
</tr>
<tr>
<td>13.</td>
<td>sore</td>
<td>sort</td>
<td>shore</td>
<td>short</td>
</tr>
<tr>
<td>14.</td>
<td>pit</td>
<td>pan</td>
<td>pane</td>
<td>pale</td>
</tr>
<tr>
<td>15.</td>
<td>weed</td>
<td>feed</td>
<td>wed</td>
<td>want</td>
</tr>
</tbody>
</table>
Saved by the Bells

1. Josh, Jen, and Gran hike with:
   - Sam the mule
   - Fuzz and Mel
   - Tex
   - Mike

2. The camp site:
   - has lots of trees
   - is damp and wet
   - is close to a cave
   - has ropes

3. Gran, Josh, and Jen:
   - take Sam the mule into the cave
   - go to sleep in the tent
   - hike deep in the cave
   - set up the tent
4. In the cave, they get:
   ○ hot
   ○ lost
   ○ snacks
   ○ bells

5. What helps Josh, Jen, and Gran get back to the camp site?
   ○ Tex’s smile
   ○ Mike’s mule
   ○ Sam’s bells
   ○ Mel’s plane

Score __________ /5
<table>
<thead>
<tr>
<th></th>
<th>Jack</th>
<th>snake</th>
<th>kite</th>
<th>queen</th>
<th>snack</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Josh</td>
<td>bike</td>
<td>stone</td>
<td>cube</td>
<td>sweets</td>
</tr>
<tr>
<td>2.</td>
<td>tree</td>
<td>Gran</td>
<td>plane</td>
<td>Jane</td>
<td>bee</td>
</tr>
<tr>
<td>3.</td>
<td>cave</td>
<td>mule</td>
<td>home</td>
<td>state</td>
<td>rope</td>
</tr>
<tr>
<td>4.</td>
<td>Jake</td>
<td>wife</td>
<td>kid</td>
<td>stove</td>
<td>Rome</td>
</tr>
<tr>
<td>5.</td>
<td>grape</td>
<td>tape</td>
<td>Pete</td>
<td>shack</td>
<td>kid</td>
</tr>
</tbody>
</table>

Score __________ /10
Template for Fishing Pond Exercise
Dear Family Member,

Ask your child to cut out the word cards. Show the cards to your child and have your child read them. Ask your child to say a phrase or sentence with each word. Extension: Ask your child to copy the words onto a sheet of paper. Further extension: Read the words aloud and have your child write the words down, paying attention to the separated digraphs. Please keep the cards for future practice.

my  your  tell
bikes  cakes  sweet
rose  jokes  cubes
red  nine  bake
Directions: Have students trace and copy the words. Students should say the sounds while writing the letters.

- cheek
- cheek
- deer
- deer
- queen
- queen
- see
- see
- street
- street

Name ________________________________
smile
smile
smile
wipe
wipe
wipe
ripe
ripe
ripe
hive
hive
hive
five
five
five
Directions: Have students trace and copy the words. Students should say the sounds while writing the letters.

- flame
- bake
- game
- snake
- wave
Directions: Have students trace and copy the words. Students should say the sounds while writing the letters.

- use
- use
- use
- fuse
- fuse
- fuse
- cute
- cute
- cute
- mule
- mule
- mule
- cube
- cube
- cube
close

creek

spine

take

rope
Print the names of the things on the lines.

- tree three
- feet beet
- 3
- five six
- rake make
- 5
- note nose
- teeth tent
-
Print the names of the things on the lines.

rope  plate

wave  weed

pine  nine

sheep  pig

cane  cake

bones  stones
Print the names of the things on the lines.

- tree  bee
- Kate  gate
- bike  pike
- dimes  limes
- tones  bones
- cute  cube
Print the names of the things on the lines.

- hope rope
- seeds weeds
- pine pin
- feet fate
- cake rake
- rate rat
Print the names of the things on the lines.

- hat
- glob
- ten
- cop
- plane
- fin
Print the names of the things on the lines.

mop  mope
bet  beet
rat  rate
twin  twine
rob  robe
strips  stripes
1. bike   bake

2. cute   cube

3. fit    feet

4. rode   ride

5. like   lake

6. rope   robe

7. queen  quite

8. mute   mule

9. pile   pale

10. mane  mine

Directions: Have students circle the words that are said and then copy them on the lines.
Fill in the gaps.

1. m____k____
2. t____k____
3. t____m____
4. t____m____
5. d____m____
6. d____m____
7. d____z____
8. d____z____
Fill in the gaps.

1. c___b___
2. c___t___
3. m___t___
4. m___l___
5. m___l___
6. p___l___
7. p___l___
8. p___l___
Print the words that are said on the lines.

1. 

2. 

3. 

4. 

5.
Print the words that are said on the lines.

1. ___________________________
   ___________________________

2. ___________________________
   ___________________________

3. ___________________________
   ___________________________

4. ___________________________
   ___________________________

5. ___________________________
   ___________________________
Print the words that are said on the lines.
Print the words that are said on the lines.

1. 

2. 

3. 

In the box are the names of the things. Print the names on the lines.

<table>
<thead>
<tr>
<th>stone</th>
<th>feet</th>
<th>tape</th>
</tr>
</thead>
<tbody>
<tr>
<td>beets</td>
<td>cane</td>
<td>cone</td>
</tr>
<tr>
<td>plane</td>
<td>teeth</td>
<td>sheep</td>
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</tbody>
</table>

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<table>
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<th>ice cream</th>
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<tbody>
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<td>beets</td>
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<td>cone</td>
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<tr>
<td>sheep</td>
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<table>
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<tbody>
<tr>
<td>cone</td>
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<tr>
<td>sheep</td>
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</tbody>
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<table>
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<tbody>
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</tr>
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<td>cane</td>
</tr>
<tr>
<td>cone</td>
</tr>
<tr>
<td>sheep</td>
</tr>
</tbody>
</table>
In the box are the names of the things. Print the names on the lines.

rope

deer

nose

flame

five

limes

bones

nine

queen
Print the words on the lines.

1. cake

2. bike

3. bee

4. cube

5. pine
Print the words on the lines.

6. seeds

7. cane

8. mule

9. globe

10. feet
1. Is a pup cute? ________________  yes

2. Can bees sting? ________________

3. Do you like grapes? ________________

4. Can you bake a cake? ________________

5. Do you have a bike? ________________

6. Do dogs like bones? ________________

7. Can a chimp sing? ________________

8. Is fire wet? ________________
1. Do kings have robes?

2. Are limes sweet?

3. Is Wong a black snake?

4. Do you like milk?

5. Do moles sleep in trees?

6. Do you have a nose?

7. Can a dog quack like a duck?

8. Do snakes have scales?

Directions: Have students answer the question by writing yes or no on the line.
Directions: Have students write the words with the /i/ sound under the 'bit' header and the words with the /i_e/ sound under the 'bite' header.

/i/ as in bit

kit
quit
dime
dim
stripe

/i_e/ as in bite

fine
fin
strip
kite
quite
Directions: Have students write the words with the /a/ sound under the 'mad' header and the words with the /ae/ sound under the 'made' header.

/a/ as in mad  /a_e/ as in made

can  tap

cane  fate

pane  glad

glade  tape

pan  fat
Directions: Have students write the words with the /o/ sound under the 'hop' header and the words with the /oe/ sound under the 'hope' header.

<table>
<thead>
<tr>
<th>/o/ as in mop</th>
<th>/o_e/ as in mope</th>
</tr>
</thead>
<tbody>
<tr>
<td>rob</td>
<td>cop</td>
</tr>
<tr>
<td>globe</td>
<td>hope</td>
</tr>
<tr>
<td>slop</td>
<td>slope</td>
</tr>
<tr>
<td>robe</td>
<td>cope</td>
</tr>
<tr>
<td>glob</td>
<td>hop</td>
</tr>
<tr>
<td>/u/ as in cut</td>
<td>/u_e/ as in cute</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>cub</td>
<td>cube</td>
</tr>
<tr>
<td>us</td>
<td>cut</td>
</tr>
<tr>
<td>fuss</td>
<td>mute</td>
</tr>
<tr>
<td>use</td>
<td>cute</td>
</tr>
<tr>
<td>fuse</td>
<td>mutt</td>
</tr>
</tbody>
</table>
Directions: Have students draw a line from each picture to its matching phrase.

- deer graze
- a cute pup
- drive a truck
- a pile of stones
Directions: Have students draw a line from each picture to its matching phrase.

- **a bee hive**
- **a mule with packs**
- **a closed gate**
- **two dimes**
Directions: Have students draw a line from each picture to its matching phrase.

- three cubes
- a pine tree
- smile at me
- a bunch of grapes
Directions: Have students draw a line from each picture to its matching phrase.

- plate and cup
- three cubes
- mole in hole
- a long stride
Fill in the lines with the words from the box.

feed  name  tire
robe  use  greet

1. a bike

2. ____________________________ the pigs

3. ____________________________ a pal

4. print your ____________________________

5. a plush red ____________________________

6. ____________________________ it up
Fill in the lines with the words from the box.

- gate
- eels
- maze
- stones
- prize
- cute

1. shut the ____________________________

2. win a ____________________________ in math

3. ____________________________ in a reef

4. lost in a ____________________________

5. skip ____________________________ on a lake

6. pet a ____________________________ cat
Print the words that are said on the lines

1. She has green ____________________.
2. Who likes ____________________?
3. I rode my ____________________.
4. Grab the ____________________!
5. Jane skips ____________________ on the lake.
6. He rides a ____________________.
7. Mike was stung by a ____________________.
8. Nate can bring some ____________________.
Fill in the lines with the words from the box.

meet  skates  be
feels  vote  bride

1. She ___________________________ fine.

2. Let’s ___________________________ on it!

3. When did you ______________________ him?

4. Where are your ______________________?

5. ___________________________ quick!

6. Kate will be a ______________________ next week.
Fill in the lines with the words from the box.

use  home  seen
life  spade  froze

1. We wish you a long ________________!

2. To dig a hole they will need a ________________.

3. There is no one at ________________.

4. Have you ________________ my bike?

5. He ________________ in his tracks.

6. ________________ your words!
Directions: Have students cut out the word cards. Have students create sentences with the words and write them on a piece of paper. Remind students that sentences start with an uppercase letter and end with a period, question mark, or exclamation point.

<table>
<thead>
<tr>
<th>?</th>
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<tbody>
<tr>
<td>Did</td>
<td>When</td>
<td>Who</td>
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<tr>
<td>in</td>
<td>you</td>
<td>they</td>
</tr>
<tr>
<td>rode</td>
<td>see</td>
<td>ride</td>
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<tr>
<td>did</td>
<td>the</td>
<td>use</td>
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<tr>
<td>Get</td>
<td>plane</td>
<td>mule</td>
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</tbody>
</table>
Directions: Have students trace and copy the words.
Directions: Have students trace and copy the words.

<table>
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<th>he</th>
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<td>me</td>
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<td>me</td>
<td>me</td>
</tr>
</tbody>
</table>
Directions: Have students trace and copy the words.

- they
- their
- their
- their
- you
- you
- you
- your
- your
- your
- my
- my
- my
- by
- by
- by
Directions: Have students trace and copy the words.

they
their
their
you
you
your
your
my
my
by
by
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. ____________________
Fill in the lines with the words from the box.

we        you        he
your      no         some

1. Is this _______________ home?

2. _______________ tells jokes all the time.

3. There were _______________ stripes on the flag.

4. Did _______________ make the fire?

5. Can we plant _______________ of the seeds?

6. _______________ will share my lunch.
Dear Family Member,

This is a story your child has probably read at least once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. Note that tricky parts in Tricky Words are underlined in gray.

Wong From Hong Kong

Jen yells, “Gran, there is a man here with a big crate.”

Gran says, “It must be Wong!”


“The pet I got in Hong Kong,” says Gran.

“Wong from Hong Kong?” asks Jen.

“Yep!” says Gran.

“But what is this Wong?” asks Josh.

Gran takes the lid off the crate and lifts up a long, black snake.

“Sweet!” says Josh. “Wong is a snake!”

“Eek!” Jen yells. “I am scared of snakes!”

Gran says, “Wong is a safe snake. There are snakes that can kill us, but Wong is not one of them. This is a snake we can pet.”
Dear Family Member,

This is a story your child has probably read at least once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. Note that tricky parts in Tricky Words are underlined in gray.

Saved By The Bells

Josh, Jen, and Gran hike off to the camp site with Sam the mule.

“I will meet you there!” Tex yells.

When they get to the camp site, Josh hangs Sam’s rope on a tree.

The camp site is close to a cave. Gran and the kids peek in the cave.

Drip. Drip. The cave is damp and dim. No sun shines in the cave.

Josh, Jen, and Gran hike deep in the cave. They get lost. They are a bit scared, but just then Sam’s bells ring.

Sam’s bells help them get back to the camp site.

When they get back, Jen hugs the mule and says, “Sam, you and your bells saved us!”
Splash Dogs

1. Why did they take Buck and Pup to the lake?

2. What trick can Buck do?
3. What did Pup bring back?

- the stick and a fish
- a fish
- the stick

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

1. Tex is mad at Josh and Jen.  ○ yes  ○ no
2. Josh and Jen are twins.  ○ yes  ○ no
3. Rex and Tex are twins.  ○ yes  ○ no
4. Rex is the man with the black hat.  ○ yes  ○ no

5. Rex    creek    trip    wave
6. pup    rope    shed    Jill
7. snake    Gran    Rex    cap
Directions: Have students retell the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.
Gran’s Mud Run

1. What did Gran drive in the Mud Run?
   - a green truck.
   - a black truck.
   - a red truck.

2. There were five trucks in the Mud Run.
   - yes
   - no

3. Rex, Tex, Josh, and Jen were at the track.
   - yes
   - no

4. Gran did not win the Mud Run.
   - yes
   - no
3. **Who** got stuck in **deep** mud?

4. **What prize** did **Gran** get?
Gran’s Trip Home

1. **Who** will take Josh and Jen back?

2. **What** will Gran **use** to get to Three Mile Gulch?
3. What will Gran use to cross Three Mile Gulch?

4. Will Gran ride a bike from Grand Cliffs to Pine Hill?

5. When will Gran see Josh and Jen?
Directions: Have students write the proper nouns that name specific people under the picture of George Washington and the common nouns that name a person under the picture of the girl.

Tex

twin

Gran

cop

kid

Rex

man

Josh

Name ________________________________
Directions: Have students read the sentences and add a period, question mark, or exclamation point at the end of each sentence.

1. Can you lend me your bike?
2. Take all five pens.
3. I like to stroke my cat’s back.
4. Do you feel well?
5. Do not jump in the creek.
6. My name is Kate.
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These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

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SCHOOLS

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