Unit 3
Workbook
Skills Strand
GRADE 1

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This Workbook contains worksheets that accompany many of the lessons from the Teacher Guide for Unit 3. 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.
Spelling Words

1. same
2. green
3. stone
4. line
5. make
6. hide
7. seed
8. Tricky Word: they
Dear Family Member,

Today we started Unit 3 of Core Knowledge Language Arts. Starting with this unit, your child will receive a new list of spelling words each Monday. The purpose of having weekly spelling words is to help students become strong spellers and allow them to practice at home the skills learned during Core Knowledge Language Arts. Your child will receive the spelling words at the beginning of the week and will be tested on the words at the end of the week.

There are eight words each week. The words cover only the spellings that have been reviewed and taught in class, meaning that your child will only work with and be tested on familiar spellings. The last spelling word is shaded in gray to indicate it is a Tricky Word. Tricky Words do not follow the expected spelling rules, so they cannot be reliably sounded out and spelled, which means their spellings must be memorized. Tricky Words are also taught and reviewed in class.

I encourage you to work with your child each night to review the spelling words for 5–10 minutes. The activities can be fun but should involve having your child write the word, not just spelling it aloud.

Here are a few activity ideas:

- Say a sentence with the spelling word, but leave the spelling word out. Your child should guess which of the week’s spelling words should complete the sentence and then write the word down.
- Create spelling word flash cards. After reading the word on a flash card, your child can turn over the card and write the word from memory on another piece of paper.
- Have a spelling bee at home, asking your child to both spell the words to you orally and write them.
- Ask your child to write each word in a short sentence, or write a story with the words.
- If possible, act out or draw a picture of the words; have your child guess the word and then write it down.
- Please have your child practice spelling the words in a different order each night; do not simply call them out in the order listed.
- Starting later this week, your child will also bring home a story that we have read in class. The story for this week is called “King Log and King Crane.” Please have your child read the story to you and then talk about it together.

If you have any questions, please do not hesitate to contact me.
Directions: Have students trace and copy the digraph and words. Students should say the sounds while writing the letters.

 oo

soon

foot

room

soon

soon

soon

foot

foot

room

room
In the box are nine words. Print them on the lines where they fit best.

moon  tooth  broom
roots  loop  tools
food  spoon  boots
King Log and King Crane

1. What did the frogs ask the gods to send them?
   - lots of food
   - a log
   - a king

Page _________

2. Did the frogs like King Log? Why or why not?

Page _________

Directions: Students should reread the story and answer the questions, noting the page number where they found the answer.
3. Did the frogs like King Crane? Why or why not?

Page __________

4. Who was mad in the end?
   - King Log
   - the gods
   - the frogs

Page __________
The Name of the Tale:

Who?

Once, there were...

Next in the tale...

Where?

What?

At the end of the tale...

Directions: Have students fill in the story map to describe the characters, setting, and plot of the story.
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. Note that the tricky parts in Tricky Words are underlined in gray. 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.

King Log and King Crane

Once the frogs said, “We wish we had a king! We need a king! We must have a king!”

The frogs spoke to the gods. They said, “We ask you, the gods, to send us a king!”

“The frogs are fools,” said the gods. “As a joke, let us send them a big log to be their king.”

The gods got a big log and let it drop. The log fell in the pond and made a big splash.

The frogs were scared of the log. They said, “King Log is strong! We must hide from him in the grass!”

As time went by, the frogs came to see that King Log was
tame. He did not bite. He did not run. He just sat there.

“King Log is not a strong king!” said one frog.

“I wish we had a strong king!”

“I do, too!”

“We must have a strong king!”

The frogs spoke to the gods. They said, “We ask you, the gods, to send us a strong king, and send him soon!”

This time the gods sent a crane to be king of Frog Land.

King Crane was not like King Log. He did not just sit there. He ran fast on his long legs, and he ate lots of the frogs.

The frogs were sad.

“King Crane is a bad king,” they said. “We miss King Log! He was a fine king. We made a bad trade!”

The frogs spoke to the gods. They said, “We ask you, the gods, to send us back King Log!”

The gods were mad. “Fools!” they said. “You said you must have a strong king. We sent you one. He is yours to keep!”
The Two Dogs

1. **Which** dog gets food from the men?
   - the tame dog
   - the dog who runs free

Page ________

2. **Why** is one dog plump?

Directions: Have students reread the story and answer the questions noting the page number where they found the answer.

Have students draw a picture illustrating the fable’s moral.

Page ________
3. What makes the thin dog run off?
Spelling Test

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

Directions: Have students trace and copy the digraph and words. Students should say the sounds while writing the letters.

oo oo . . . . . . . . . . .

look

foot

good
In the box are six words. Print them on the lines where they fit best.

brook  book  hood
foot   hook  cook
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. Note that the tricky parts in Tricky Words are underlined in gray. 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 Two Dogs

Once two dogs met. One of them was a tame dog who made his home with men. One was a dog who ran free.

The dog who ran free stared at the tame dog and said, "Why is it that you are so plump and I am so thin?"

“Well,” said the tame dog, “I am plump because the men feed me. I do not have to run all the time to get my food. My job is to keep the home safe when the men are in their beds. When they wake up, they feed me scraps of food from their plates.”

“Your life must be a fine life,” said the thin dog. “I wish my life were like yours.”
The plump dog said, “If you will help me keep the home safe, I bet the men will feed you, too.”

“I will do it!” said the thin dog.

But just as the thin dog said this, the moon shone on the neck of the plump dog.

The thin dog said, “What is that on your neck?”

“I am on a rope when the sun is up,” said the plump dog.

“Rope?” said the thin dog. “Do they keep you on a rope?”

“Yes,” said the plump dog. “When the moon is up, the men let me run free, but when the sun shines, they keep me on a rope. I can not run and be free when the sun shines, but it is not so bad.”

“No, no!” said the thin dog, as he ran off. “I will not have a rope on my neck. You can be plump. I will be free!”
Dear Family Member,

This week during our language arts time, we will continue to explore the writing process with students. We are teaching students to plan, draft and edit written compositions before creating a final product. Ask your child to explain the process to you.

We will also continue to read stories from the reader *Fables*. Your child can explain the different morals from the stories we read in class.

Included below are the spelling words for this week. Remember to encourage your child to practice these words each night in order to be prepared for the test at the end of the week.

### Spelling Words

1. frog  
2. moth  
3. quote  
4. wood  
5. took  
6. spoon  
7. tooth  
8. Tricky Word: why
The Name of the Tale:

Who?

Where?

Once, there were...

Next in the tale...

What?

At the end of the tale...

Directions: Have students fill in the story map to describe the characters, setting, and plot of the story.
Name ________________________________

The Name of the Tale: ________________________________

In the tale, “The Two Dogs,” ________________________________

Once __________________________________________

Next, __________________________________________
In the end ________________________________

________________________________________

________________________________________

________________________________________

This tale tells us __________________________

________________________________________

________________________________________

________________________________________

I liked/did not like this tale because ____________________

________________________________________

________________________________________

________________________________________
The Hares and Frogs

1. Where did the hares have a chat?
   - in the grass
   - in a tree
   - in a hut
   Page_______

2. Why were two of the hares sad?
   - They were fools.
   - They were tame.
   - They were not brave.
   Page_______

Directions: Have students reread the story and answer the questions. Tell them to record the page on which they found their answer.

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3. What **are** **some** things that scare the hares?

4. **Who** was scared of the hares in the end?
Directions: Read the words aloud as a class. Have students write the words with the /oo/ sound under the ‘boo’ header and the words with the /oo/ sound under the ‘book’ header.

1. /oo/ as in soon
   - boo
   - book
   - took
   - cool

2. /oo/ as in look
   - bloom
   - food
   - good
   - cook

/oo/ as in boo

/oo/ as in book
Dear Family Member:

Your child has been taught to read words with the vowel sounds /oo/ as in *soon* and /ool/ as in *look*. Reading words like these is tricky because the two vowel sounds are spelled with the exact same spelling, ‘oo’ but pronounced differently. Ask your child to cut out the word cards. Show the cards to your child and have your child read them. You may also ask your child to copy the words onto a sheet of paper. Your child can sort the word cards into two piles: one pile for words with /oo/ as in *soon* and one pile for words with /ool/ as in *look*. Please keep and use the cards for future practice.
A man went on a trip with two ____________________.

The black mule was ______________________, but the mule with ______________________ was not as strong.

The mule with spots had to ask the black mule to help him with his ______________________. “I have my five packs and you have your _____________________,” said the black mule. The mule with spots went on, but at last he fell and could not get up.

The man set all ______________________ packs on the black mule.

The black mule said, “What a ______________________ I was!

I did not help the mule with spots when I should have! If I had, I would not have to ______________________ all of his packs as well as mine.”
Directions: Have students trace and copy the digraphs and words. Students should say the sounds while writing the letters.

ou ou
out out
mouth shout
Print the words on the lines where they fit best.

1. cloud

2. snout

3. mouth

4. couch

5. round
Spelling Test

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ____________ 

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ____________ 

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ____________ 

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ____________ 

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ____________ 

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ____________ 

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ____________ 
Directions: Have students underline the verbs with a squiggly line and then copy them on the lines. Have students copy their favorite phrase on the line beneath the box and illustrate it.

1. run up the hill

2. mop the room

3. cook good food

4. look it up

5. shake his hand

6. pet the dog
Directions: Have students cut out the events from the story “The Dog and the Mule.” Tell them to look back at their Reader to find the correct order of events. They will then tape or glue the events in the right order on the next page.

The Dog and the Mule

The mule gave the man a big lick and set his feet on the man’s lap.

The man let the dog lick him and his spoon. The man would rub the dog and kiss him.

The man was scared. He made the mule run back out to his pen.

The mule felt left out. The mule said, “I should act like a dog.”

A man had a dog and a mule.
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. Note that the tricky parts in Tricky Words are underlined in gray. 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 Hares and the Frogs

Three hares stood in the grass.

“I am sad,” one of them said. “I wish we were brave.”

“So do I,” said the next one.

“But we are not brave. A splash in the brook scares us. The wind in the grass scares us. We are scared all the time.”
“Yes,” said the last one. “It is sad to be a hare.”

Just then there was a splash in the brook. The splash scared the hares. They ran off to hide. As they ran, they scared a bunch of frogs.

“Look,” said one of the hares. “The frogs are scared of us!”

“Yes, they are!” said the next hare. “They are scared of us! Well, I’m glad I am not a frog!”

“Yes!” said the last hare. “In the end, it is good to be a hare!”
1. brook
2. stood
3. booth
4. room
5. south
6. proud
7. shout
8. Tricky Word: down
Yes? No?

1. Can a round spoon fit in your mouth?

2. Is there a couch in the room?

3. Are there big cats at the zoo?

4. Can you wave your hand to shoo a bug?

5. Can you count the books?

6. Is the ground down?

7. Is a cake sweet?

8. Can a mule cook food?
Print the words on the lines where they fit best.

<table>
<thead>
<tr>
<th>hares</th>
<th>shout</th>
<th>free</th>
</tr>
</thead>
<tbody>
<tr>
<td>brook</td>
<td>need</td>
<td>spoon</td>
</tr>
<tr>
<td>packs</td>
<td>food</td>
<td>feet</td>
</tr>
</tbody>
</table>

1. The frogs said, “We ________________________ a king!”

2. The gods said the frogs were ________________________.

3. The tame dog got his ________________________ from men.

4. The thin dog had to be ________________________.

5. There was a splash in the ________________________.

6. The ________________________ were scared all the time.

7. The black mule did not help the mule with spots with his ________________________.

8. The man let the dog lick his ________________________.

9. The mule put his ________________________ on the man’s lap.

10. The man gave a ________________________ and he was scared.
Directions: Have students trace and copy the digraphs and words. Students should say the sounds while writing the letters.

- oi oi
- oi
- oil oil
- oil
- boil boil
- boil
- coin coin
- coin
In the box are six words. Print them on the lines where they fit best.

coin  point  soil
boil  oil  coil
The Bag of Coins

1. What did the man who found the coins tell the next man?

2. Why was the mob mad?
3. When the mob came, the man with the coins said, “If they see us with the coins, . . .
   - they will be glad.”
   - they will be scared.”
   - we will be in a bad spot.”

Page_____
Dear Family Member:

Your child has been taught to read words with the vowel spellings ‘oo’ as in *spoon*, ‘oo’ as in *book*, ‘ou’ as in *cloud*, and ‘oi’ as in *boil*. Ask your child to cut out the word cards. Show the cards to your child and have your child read them. Then have your child read the word cards from previous take-home worksheets. You may ask your child to copy the words onto a sheet of paper. In addition, you can read the words aloud and have your child write the words down, one sound at a time, paying attention to the digraphs. Please keep the cards for future practice.

<table>
<thead>
<tr>
<th>smooth</th>
<th>moon</th>
<th>round</th>
</tr>
</thead>
<tbody>
<tr>
<td>cook</td>
<td>boil</td>
<td>foil</td>
</tr>
<tr>
<td>look</td>
<td>spoon</td>
<td>loud</td>
</tr>
<tr>
<td>sound</td>
<td>book</td>
<td>oil</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>No.</th>
<th>Word</th>
<th>Box</th>
<th>Copy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>coins</td>
<td>4</td>
<td>coins</td>
</tr>
<tr>
<td>2.</td>
<td>moist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>broom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>tooth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>scoop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>couch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>shook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>joint</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. crouch

10. foul

11. hood

12. stoop

13. troop

14. point

15. droop

16. mount
Spelling Test

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

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Directions: Have students trace and copy the digraphs and words. Students should say the sounds while writing the letters.

aw  aw

aw

draw  draw

draw

saw  saw

saw

paw  paw

paw
Print the words on the lines where they fit best.

1. claw

2. paw

3. saw

4. lawn

5. crawl
The Dog and the Ox

1. Where did the dog take his nap?
   o in a loft
   o in a den
   o in a food box

Page_____

2. What did the dog do when the ox came back?
   o He got off the straw.
   o He did not get off the straw.
   o He went to the loft.

Page________
3. Why did the dog get off of the straw in the end?
   o The dog was mad.
   o The ox said he could sleep in the loft.
   o The man said the dog must get up.

Page
Dear Family Member:

For Unit 3 of our Core Knowledge Language Arts program, your child has been taught to read the Tricky Words *should*, *could*, *would*, *because*, and *down*. Tricky Words are hard to read because they contain parts that are not pronounced the way one would expect. For this reason, students must memorize the word.

Have your child read the Tricky Words in the box and then the sentences below. Note that the tricky parts are underlined in gray. Have your child write the matching Tricky Word for each sentence and write it on the line. Please note that there could be different answers for the sentences. Ask your child to read the completed sentence out loud, and ask if it makes sense. You may ask your child if there is another word that could fit in the sentence as well.

<table>
<thead>
<tr>
<th>should</th>
<th>could</th>
<th>would</th>
<th>because</th>
<th>down</th>
</tr>
</thead>
</table>

1. You _________________ wash your hands.

2. _________________ you hand me that?

3. I was glad _________________ I ate cake for lunch.

4. I _________________ jump up and sing.

5. The stars are up, not _________________.
Directions: For each word, have students read the word and then circle and count the number of sound-spellings. Then have students copy the word on the lines.

1. cook

2. cloud

3. lawn

4. point

5. sleep

6. spoon

7. brook

8. moist
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9. shape</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. hawk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. pound</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. saw</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. pool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. join</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. shout</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. wood</td>
<td></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. Note that the tricky parts in Tricky Words are underlined in gray. 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 Dog and the Ox

Once a dog took a nap on a pile of straw in a box. But the straw in the box was not a bed.

When the ox came home, he saw the straw in his food box. But he could not get to the straw because the dog was on top of it.

“Dog,” said the ox, “could you sleep up in the loft? I would like to munch on the straw in my food box.”
The dog woke up, but he would not get off the straw. He was mad that the ox woke him up.

At last, a man came in and saw the dog on the straw.

“Bad dog!” said the man. “You did not need that straw, but you would not let the ox have it! Shame on you! Get up!”
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.
The Fox and the Grapes

1. What did the fox see?
   - a fat hen
   - a fawn
   - a bunch of ripe grapes

2. To get the grapes, the fox . . .

Directions: Have students reread the story and answer the questions.
3. Can the fox tell that the grapes are sour? Why or why not?

Directions: In the box, have students illustrate a part of the story and write a caption below.
<table>
<thead>
<tr>
<th></th>
<th>punt</th>
<th>point</th>
<th>put</th>
<th>pout</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>wood</td>
<td>want</td>
<td>wool</td>
<td>wet</td>
</tr>
<tr>
<td>2.</td>
<td>foil</td>
<td>food</td>
<td>foot</td>
<td>fed</td>
</tr>
<tr>
<td>3.</td>
<td>clam</td>
<td>clod</td>
<td>coil</td>
<td>cloud</td>
</tr>
<tr>
<td>4.</td>
<td>foil</td>
<td>fall</td>
<td>for</td>
<td>fell</td>
</tr>
<tr>
<td>5.</td>
<td>mouth</td>
<td>moist</td>
<td>mount</td>
<td>moth</td>
</tr>
<tr>
<td>6.</td>
<td>shout</td>
<td>shine</td>
<td>soil</td>
<td>shoot</td>
</tr>
<tr>
<td>7.</td>
<td>look</td>
<td>lake</td>
<td>loot</td>
<td>late</td>
</tr>
</tbody>
</table>

Directions: Have students circle the word their teacher says.
<table>
<thead>
<tr>
<th></th>
<th>clap</th>
<th>cot</th>
<th>couch</th>
<th>coil</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>joust</td>
<td>jar</td>
<td>Jill</td>
<td>join</td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>south</td>
<td>smooth</td>
<td>sand</td>
<td>smooch</td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>male</td>
<td>mouth</td>
<td>mill</td>
<td>mope</td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>shell</td>
<td>shout</td>
<td>share</td>
<td>shook</td>
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<td>13.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>boot</td>
<td>bout</td>
<td>bite</td>
<td>boon</td>
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<tr>
<td>14.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>stand</td>
<td>stood</td>
<td>shout</td>
<td>store</td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
The Fox and the Crane

1. The fox asks the crane to have:
   - lunch with him
   - fun with him
   - a snack with him

2. The fox was up to a trick. He gave the crane some food:
   - in a flat stone dish
   - on big plate
   - in a bag

3. The crane could not get the food because:
   - he did not like it
   - of the shape of his bill
   - the dish was hot
4. The crane gave the milk to the fox:
   - on a big plate
   - in a flat stone dish
   - in a glass with a long, thin neck

5. The fox could not get the milk because:
   - the milk was bad
   - of the shape of his nose
   - of the shape of his bill

6. The tale tells us what?
   - If you trick a pal, he could trick you.
   - Milk is best from a tall glass.
   - A long bill is best.
Directions: Have students write the words with the /oo/ sound under the ‘boo’ header and the words with the /oo/ sound under the ‘book’ header.

/oo/ as in boo
pool
shook
hook
zoom

/oo/ as in book
tool
cook
smooth
took
Directions: Have students write the words with the /ue/ sound under the ‘cute’ header and the words with the /oo/ sound under the ‘cool’ header.

<table>
<thead>
<tr>
<th>/ue/ as in cute</th>
<th>/oo/ as in cool</th>
</tr>
</thead>
<tbody>
<tr>
<td>cute</td>
<td>hoop</td>
</tr>
<tr>
<td>cube</td>
<td>use</td>
</tr>
<tr>
<td>room</td>
<td>soon</td>
</tr>
<tr>
<td>mute</td>
<td>loop</td>
</tr>
</tbody>
</table>

[@ues/ as in cute] /oo/ as in cool
Directions: Have students write the words with the /oi/ sound under the ‘oil’ header and the words with the /ou/ sound under the ‘shout’ header.

/oi/ as in oil
- boil
- join
- sound
- moist

/ou/ as in shout
- loud
- round
- hoist
- foul
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. claws
   [ ] [ ] [ ] [ ]
   _______

2. hoist
   _______

3. hoop
   _______

4. loud
   _______

5. shook
   _______

6. draw
   _______

7. oil
   _______

8. shout
   _______
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9. | **good** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 10. | **mouth** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 11. | **hood** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 12. | **yawn** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 13. | **point** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 14. | **proud** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 15. | **paw** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 16. | **look** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
Print the words.

cool  cool  

moon  moon  

root  root  

hoop  hoop  

scoop  scoop  


Print the words.

look

foot

good

hood

nook
Print the words.

- loud
- loud
- loud
- loud
- loud

- shout
- shout
- shout
- shout
- shout

- couch
- couch
- couch
- couch
- couch

- mouth
- mouth
- mouth
- mouth
- mouth

- round
- round
- round
- round
- round
Print the words.

- joint
- soil
- coin
- foil
- point
Name ____________________________________________

Print the words.

- law - law - law -

- straw - straw - straw -

- paw - paw -

- yawn - yawn -

- shawl - shawl -
Name __________________________________________________________

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. _________________________________________________________
Print the words.

- because
- would
- could
- should
- down
Print the words.

because

would

could

should

down
1. Is the moon made out of cake?

2. Can a duck squawk?

3. Can a hawk swoop down?

4. Is straw a food?

5. Are your pants made out of tin foil?

6. Is a dime a coin?

7. Is there food on the ground?

8. Do you like to look at books?

Directions: Have students answer the questions by writing ‘yes’ or ‘no’ on the lines.
9. Is two plus two six?

10. Can a hawk coil up like a snake?

11. Do we use oil to cook?

12. Can you crawl as fast as you can run?

13. Can you draw the sun?

14. Can you jump on one foot?

15. Can a broom sing a song?

16. Do you have a green couch in your home?
In the box are nine words. Print them on the lines where they fit best.

<table>
<thead>
<tr>
<th>yawn</th>
<th>spoon</th>
<th>spout</th>
</tr>
</thead>
<tbody>
<tr>
<td>foot</td>
<td>coin</td>
<td>crawl</td>
</tr>
<tr>
<td>book</td>
<td>couch</td>
<td>broom</td>
</tr>
</tbody>
</table>

- - -

- - -

- - -

- - -

- - -

- - -

- - -

- - -

- - -
In the box are nine words. Print them on the lines where they fit best.

<table>
<thead>
<tr>
<th>tools</th>
<th>coil</th>
<th>hook</th>
</tr>
</thead>
<tbody>
<tr>
<td>mouth</td>
<td>hawk</td>
<td>paw</td>
</tr>
<tr>
<td>soil</td>
<td>tooth</td>
<td>boots</td>
</tr>
</tbody>
</table>
Print the words on the lines where they fit best.

1. food

2. cloud

3. joint

4. moon

5. straw
Print the words on the lines where they fit best.

1. couch

2. fawn

3. pool

4. tooth

5. soil
Print the names of the things on the lines.

- hook  hat
- hawk  hound
- lap    loop
- coins  canes
- book   broom
- claw  cloud
Print the names of the things on the lines.

- oil  toil
- paw  pan
- shout  shack
- mane  moon
- roots  round
- tool  tooth
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>big room</td>
<td>big root</td>
</tr>
<tr>
<td>2.</td>
<td>toss a can</td>
<td>toss a coin</td>
</tr>
<tr>
<td>3.</td>
<td>lost and found</td>
<td>lost the fan</td>
</tr>
<tr>
<td>4.</td>
<td>draw a man</td>
<td>draw a kid</td>
</tr>
<tr>
<td>5.</td>
<td>red boots</td>
<td>red books</td>
</tr>
<tr>
<td>6.</td>
<td>loud mouth</td>
<td>loud moth</td>
</tr>
<tr>
<td>7.</td>
<td>a big yawn</td>
<td>a big lawn</td>
</tr>
<tr>
<td>8.</td>
<td>boil fish in a pot</td>
<td>boil crabs in a pot</td>
</tr>
<tr>
<td>9.</td>
<td>up and down</td>
<td>down and out</td>
</tr>
<tr>
<td>10.</td>
<td>join us at two</td>
<td>meet us at two</td>
</tr>
</tbody>
</table>

Directions: Have students circle the phrases that are said.
1. a big ______
   ______
2. the ______ moon
   ______
3. look at the ______
   ______
4. bills and ______
   ______
5. two ______ cooks
   ______
6. ______ the food
   ______
7. lunch at ______
   ______
8. a cat’s ______
   ______
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. Note that the tricky parts in Tricky Words are underlined in gray.

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 Fox and the Grapes

A fox saw a bunch of ripe grapes that hung from the branch of a tree.

The fox said, “Those grapes look good. I will get them and make them my lunch.”

The fox stood up on his back legs, but he could not grab the grapes.
The fox made a hop, but he could not grab the grapes.

The fox ran and made a big jump, but he still could not get the grapes.

At last, the fox sat down on the ground.

“What a fool I am!” said the fox. “I can tell that those grapes are sour. They would not have made a good lunch.”
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. Note that the tricky parts in Tricky Words are underlined in gray.

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 Fox and the Hen

A hen sat in a tree. A red fox ran up to the tree.

“Did they tell you?” said the fox.

“Tell me what?” said the hen.

“They have made a law,” said the fox. The law says that we must all be pals. Dogs are not to chase cats. They must be pals. Cats are not to chase rats. They must be pals. Dog and cat, fox and hen, snake and rat must all be pals! So jump down here and let me hug you!”
“Well, that sounds swell!” said the hen. “But, all the same, I will sit up here a bit.”

Then the hen said, “What’s that I see?”

“Where?” said the fox. “What is it?”

“It looks like a pack of dogs,” said the hen.

“Dogs!” said the fox. “Then I must get out of here!”

“Stop!” said the hen. “The law says that dog and fox must be pals. So you are safe!”

But the fox did not stop. He ran off.

The hen just smiled.
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. Note that the tricky parts in Tricky Words are underlined in gray.

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 Fox and the Crane

The fox saw the crane and said, “Crane, will you have lunch with me?”

The crane said, “I will.”

The crane came and sat down with the fox in his den.

The fox was up to a trick. He gave the crane some food, but he gave it to him in a flat stone dish. The crane could not get the
food because of the shape of his bill. The fox smiled at his trick. He ate up all of his food.

The next week the crane saw the fox and said, “Fox, will you have lunch with me?”

The fox said, “That would be good. I will.”

This time the crane was up to a trick. He gave the fox milk, but he gave it to him in a glass with a long, thin neck. The fox could not get the milk because of the shape of his nose.
The Tree and the Reeds

1. What stood next to a grove of reeds?

2. What did the reeds do in the strong wind?

Page_________
3. What did the tree do in the strong wind?

4. Name the noun in: “The reeds bent.”
   - The
   - reeds
   - bent

5. Name the noun in: “The tree fell.”
   - The
   - tree
   - fell
The Moon

1. Did the moon’s mom make a dress?

Page_______

2. Why can she not make a dress?

Page_______
3. If you could make a dress, what would it look like?

Directions: In the box, have students draw the dress they would make.
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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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