Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

You are free:
- to Share — to copy, distribute and transmit the work
- to Remix — to adapt the work

Under the following conditions:
- Attribution — You must attribute the work in the following manner:
  This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.
- Noncommercial — You may not use this work for commercial purposes.
- Share Alike — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:
For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:
http://creativecommons.org/licenses/by-nc-sa/3.0/

Copyright © 2013 Core Knowledge Foundation
www.coreknowledge.org

All Rights Reserved.

Core Knowledge Language Arts, Listening & Learning, and Tell It Again! are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.
Unit 10
Workbook

This workbook contains worksheets that accompany many of the lessons from the Teacher Guide for Unit 10. 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 digraph and words. Students should say the sounds while writing the spellings.

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

sheep
feet
weeds
queen
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
2.1

feet  seems  needs

1. That kid ___________ mad.

2. Dad has socks on his ___________.


Directions: Have students write each word on the line where it fits best.
4. Mom was stung by a __________

 ____________  .

5. What did Zack _______________ his dog?

 ____________

6. I will __________ my sheep in a pen.
Scott and Lee

1. Scott’s dad keeps . . .
   - a pig.
   - three hens.
   - a sheep.

2. The pig is kept in a . . .
   - shed.
   - pen.
   - box.

3. Scott’s mom keeps . . .
   - a pig.
   - three hens.
   - a sheep.

Directions: Have students reread the story and answer the questions.
4. What is Scott’s pet?

Directions: In the box, have students illustrate a part of the story and then write a caption below.
Dear Family Member,

Have your child read each word and then write it under the matching picture. If necessary, identify the pictures for your child.

1. **bee**

2. **tree**

3. **feet**
4. deer

5. teeth

6. sleep
Red Ants

1. Why was Lee’s week bad?
   - A dog bit Lee.
   - A rat bit Lee.
   - Red ants bit Lee.

2. Scott swept the ants from Lee with . . .
   - a brush.
   - his hand.
   - a tree branch.

3. Scott said . . .
   - “Munch on Lee.”
   - “Munch on sweets.”
   - “Munch on plants and weeds.”

Directions: Have students reread the story and answer the questions.
4. What is one thing the ant said?

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

1. What stung Lee on his cheek and feet?

2. When did Scott get mad?
3. What did Scott tell the bees to sting?
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, using his or her finger to point to each word, and then talk about it together. The bolded letters ‘ee’ are a new spelling your child is learning.

Scott and Lee

This is Scott Green. Scott is ten.

Scott’s dad keeps a pig in a pen. Scott’s mom keeps three hens. Scott keeps a sheep.

Lee the Sheep is Scott’s pet. Scott feeds Lee and rubs him on the back. Lee is a sweet sheep.
Directions: Have students answer the questions by writing yes or no.

1. Can a tree sing a song?  
   [student's answer]

2. Is there a kid in this class with six feet?  
   [student's answer]

3. Are plants from seeds?  
   [student's answer]

4. Are the things in a shop free?  
   [student's answer]

5. Is there a kid in this class with three hands?  
   [student's answer]

6. Can a bee buzz?  
   [student's answer]
7. Is a sheep a bug?

8. Are plums sweet?

9. Is grass green?

10. Can we munch on rocks?

11. Can plants see?

12. Can a cat sleep?
Directions: Have students copy and then write from memory each Tricky Word.

1. ____________________________  2. ____________________________

3. ____________________________  4. ____________________________

5. ____________________________  6. ____________________________

7. ____________________________
Directions: Have students write each word on the line where it fits best. Remind students that the first word in a sentence is always capitalized.

1. Seth has a hat that [me, he, We] got from his dad.

2. [me, he, We] are best pals.

3. I [me, he, We] need to sweep the [me, he, We] deck. Will you [me, he, We] help [me, he, We]?
4. If I get in the pond, I will _______ _______ wet.

5. ___________ cup is his?

6. Mom has a dress that _______ _______ got from a shop.
Directions: Have students trace and copy the words. Students should say the sounds while writing the spellings.
Print the word where it fits best.

1. tape

2. plane

3. skate
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.

Red Ants

Lee the Sheep had a bad week last week. Red ants bit him on his legs and feet.

Scott had to sweep the ants with his hand to get rid of them.
Scott was mad at the ants.

“Ants,” he said, “Lee is a sweet sheep. Feel free to munch on plants and weeds, but not on Lee!”

One of the ants said, “We feel bad. We will not munch on Lee. We will munch on plants and weeds.”
Cake and Grapes

1. What did Scott get to share with Jade?

2. What did Jade get to share with Scott?
3. Which kid ate the grapes?

Directions: In the box, have students illustrate a part of the story and write a caption below.
Dear Family Member,

Have your child read and copy each word under the matching picture. If necessary, identify the pictures for your child.

- cake
- grapes
- lake
- cane
snake  cape
plate  rake
Directions: Ask students to circle the word matching the picture.

- cap
- cape
- man
- mane
- tap
- tape
- plan
- plane
- rat
- rate
- fat
- fate
Fun in the Sand

1. What did the kids make with the sand?

2. What hit the sand man?
   - □ a truck
   - □ a ship
   - □ a wave
3. Did the kids feel sad?
slump

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, using his or her finger to point word by word, and then talk about it together.

The Bees

The red ants left. But then the bees got Lee! The bees stung Lee on his cheek and on his feet.

Scott ran up to help Lee. Then he went and had a chat with the bees.
“Bees,” said Scott, “why sting Lee the Sheep? He is a sweet sheep.”

One bee said, “Bees will be bees.”

One bee said, “I must be me.”

Then Scott got mad. He said, “Sting the pig. Sting the hens! Sting the cat. Sting the dog. But let Lee be!” And the bees let Lee be.
Directions: Have students circle the words said and then copy the word.

1. cake cane

2. we weep

3. date dot

4. they their

5. man mane

6. lake lack
7. rate  rake

8. be   bees

9. sale  stale

10. he   heel

11. trade track

12. plate pale
Skates

Directions: Have students reread the story and answer the questions.

1. When did Jade get skates?

2. What is one thing Scott asks Jade?
3. Which kid slips once?
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together. The bolded letters ‘a-e’ are a new spelling your child is learning.

Cake and Grapes

Scott got a cake to share with his pal Jade. Jade got a bunch of red grapes to share with Scott.

Scott went to Jade’s and gave Jade the cake. Jade gave Scott the grapes. Then the kids sat and ate. Jade ate all of Scott’s cake. Scott ate all of Jade’s grapes.
Directions: Have students trace and copy the words. Students should say the sounds while writing the spellings.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Directions: Have students trace and copy the words. Students should say the sounds while writing the spellings.
In the box are the names of the 4 things. Print the names on the lines.

<table>
<thead>
<tr>
<th>bike</th>
<th>slide</th>
</tr>
</thead>
<tbody>
<tr>
<td>bride</td>
<td>smile</td>
</tr>
</tbody>
</table>

Directions: Have students write each word under its matching picture.
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

mile
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.

Fun in the Sand

Scott is with Jade and Dave. The kids dig in the sand. They shape the sand. They make a sand man.

A big wave hits. The kids can’t save their sand man from the wave. The sand man gets wet. He slumps. He sags. He drips.

The sand man is a mess. But the kids are not sad. They run and splash in the waves.
Directions: Have students write each word on the line where it fits best.

1. She __________ hide and seek and the slide.

2. Dan rode his __________ to Sam’s.

3. Yum! That is a sweet __________!
4. He **likes** grapes, and she ____________

__________.

5. A swing hangs from ____________

the ____________.

6. Can she **tell me** what ____________

__________ it is?
A Fine Hike

Directions: Have students reread the story and answer the questions.

1. Where did Clive’s dad set up the tent?

2. When did Scott and Clive hike to the lake to fish?

   - ○ at five
   - ○ at nine
   - ○ at six
3. What did Clive’s dad make?
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Dear Family Member,

Have your child read and copy each word under the matching picture. If necessary, identify the pictures for your child.

1. bike

2. nine

3. dime
4. kite

5. fire

6. slide
Directions: Ask students to circle the word matching the picture.

rid  ride

kit  kite

win  wine

slid  slide

rip  ripe

twin  twine
fin fine
sit site
dim dime
rip ripe
spin spine
shin shine
The Bike Ride

1. Meg’s tire hit . . .
   - a branch.
   - a bump.
   - a rock.

2. Which kid fell? Tell what that kid did when they fell.
3. What made Meg smile with pride?
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.

Skates

Jade got skates when she was six. Scott just got his last week. He is scared to get up on his skates.

“Is this safe?” Scott asks. “What if I trip and get a scrape? What if I hit a tree? What if I see a snake?”

“It is safe!” says Jade. “Just skate.”

Jade helps Scott skate. Scott slips once. Then he gets the hang of it.

“Jade,” he yells, “it’s fun to skate!”
The Plane Ride

1. What did Scott and Meg ride in?

2. Which kid said that Big Lake did not seem so big?
3. Meg said the truck was the size of a . . .

- plane.
- van.
- dot.

Directions: In the box, have students illustrate a part of the story and then write a caption below.
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Dear Family Member,

Your child has been taught to read words with the separated digraphs ‘a_e’ as in *cake*, ‘i_e’ as in *time*, and the double-letter spelling ‘ee’ as in *keep*. Words with separated digraphs are hard to read at first because the reader has to recognize that even though the spelling for the vowel sound is separated by a consonant, the separated letters represent a single sound. Ask your child to cut out the word cards. Show the cards to your child and have your child read them. Extension: You read a word aloud and have your child write down the sounds, one at a time, paying attention to the separated digraphs. Please keep and use the cards for future practice.

<table>
<thead>
<tr>
<th>tribe</th>
<th>speech</th>
<th>drive</th>
</tr>
</thead>
<tbody>
<tr>
<td>shape</td>
<td>sweet</td>
<td>chime</td>
</tr>
<tr>
<td>free</td>
<td>crate</td>
<td>bake</td>
</tr>
<tr>
<td>flame</td>
<td>prize</td>
<td>flee</td>
</tr>
</tbody>
</table>
Directions: Have students answer the questions by writing yes or no.

1. Can a rake run?  

2. Is it time to get in bed?  

3. Is a smile the same as a grin?  

4. Is a square a shape?  

5. Can a grape sing?  

6. Is theft a crime?
7. Is a lime green?

8. Is cake sweet?

9. Can a vase jump?

10. Can a snake ride a bike?

11. Can a dog skate?

12. Can an ox ride a hen?
Directions: Have students copy and then write from memory each Tricky Word.
Directions: Have students write each word on the line where it fits best.

1. I like _____ name a lot.

2. The bike is _____ the shed.

3. The kids are sad _______ can’t skate.
4. If I chase the cat, it will be scared of ______.

5. The men got ______ hats at that shop.

6. James is glad that ______ can swim.
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together. The bolded letters ‘i-e’ are a new spelling your child is learning.

**A Fine Hike**

Scott is on a hike with Clive and Clive’s dad. They hike three miles up a big hill.

At the top of the hill, Clive’s dad says, “This is where we will camp.” He drops his pack on the grass. Scott and Clive help him set up the tent.
At five, Scott and Clive hike to the lake to fish. They get five fish!

At dusk, the kids hike back to camp. Clive’s dad makes a fire. The kids munch on hot dogs.

At nine, they get in their tent. They are all tired. They smile as they sleep.
Directions: Have students trace and copy the words. Students should say the sounds while writing the spellings.

_ o_e as in home _

home     home

home     home

stone    stone

stone    stone
Print the word where it fits best.

1. home

2. nose

3. rose
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.

The Bike Ride

Scott’s sis, Meg, likes to ride a bike. Once Meg went on a bike ride with Scott. Meg’s tire hit a rock and she fell off the bike.

Meg was brave. She did not yell. She did not sob. She got back on the bike. Then she said, “Let’s ride!”

“Meg,” Scott said, “I am glad my sis is so brave!”

That made Meg smile with pride!
Directions: Have students write each word on the line where it fits best.

1. It is ___________ to get in bed.

2. We ___________ a sweet cake.

3. I ___________ Dad will let me get a dog!
4. The glass fell and ____________
    ____________.

5. Stan gave the dog a ____________
    ____________.

6. When will we ____________
    him next?
The Gift

1. What is the name of the shop that Liz went to?
   - [ ] Hope’s Doll Shop
   - [ ] Hope’s Hat Shop
   - [ ] Hope’s Dress Shop

2. What did Liz get Meg?
3. Why was Hope glad?
The Sled Ride

1. Which kid got on the sled last? Where did that kid sit?

2. What did the sled hit?
3. Which bones did Jade feel like she broke?

- leg bones
- hand bones
- back bones
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.

The Plane Ride

Scott’s dad rents a plane. He asks Scott and Meg to ride with him in the plane. The kids smile and nod.

The kids get in the plane. They click on their belts. Then their dad takes off. The plane picks up speed. By the time it gets to the end of the strip, it lifts up.
The kids can see lots of things from the plane.

“That’s Big Lake!” says Scott. “But it’s not so big from up here, is it? It seems like it’s just a frog pond!”

“What’s that?” Meg asks.

“That’s a truck,” says Scott.

“A truck?” says Meg. “But it’s the size of a dot!”

Scott and Meg smile. It’s fun to ride in a plane.
Directions: Ask students to circle the word matching the picture.

hop hope  rob robe
mop mope  cod code
tot tote  rat rate
not - note

can - cane

tap - tape

con - cone

glob - globe

dot - dote
Directions: Have students circle the words said and then copy them on the lines.

1. bake bike

2. cheek chick

3. nose note

4. fine fin

5. hole pole

6. bee beet
7. dime  dome

8. gate  game

9. grove  grave

10. keep  kept

11. male  mile

12. rate  rat
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Dear Family Member,

Your child has been taught to read several new Tricky Words and has been practicing reading words with the separated digraphs ‘a_e’ as in *same*, ‘i_e’ as in *life*, and ‘o_e’ as in *vote*. Ask your child to cut out the word cards and arrange them to make phrases. The phrases can make sense or be silly. Have your child read the phrases.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>on</td>
<td>they</td>
<td>three</td>
</tr>
<tr>
<td>ride</td>
<td>are</td>
<td>bikes</td>
</tr>
<tr>
<td>cakes</td>
<td>here</td>
<td>we</td>
</tr>
<tr>
<td>those</td>
<td>my</td>
<td>bake</td>
</tr>
</tbody>
</table>
Scott’s Snack Stand

1. What did Scott get from the shop?
   - [ ] a bike
   - [ ] nuts
   - [ ] plums

2. What did the nuts cost Scott?
3. Tell what Scott did with the nuts.
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.

The Gift

Scott and Meg’s mom is named Liz. She stops off at Hope’s Dress Shop.

“Hope,” Liz says, “I need a doll’s dress. The dress on Meg’s doll has a bunch of holes in it.”

“Well,” says Hope, “here’s a dress. It’s a doll’s size, and it’s on sale.”
“This is just what I need!” says Liz. “It will fit Meg’s doll, and Meg likes green!”

Hope drops the dress in a bag. Liz hands Hope cash. Hope hands the bag to Liz.

Hope is glad. She has made a sale. Liz is glad, as well. She has a gift to take home to Meg.
Directions: Have students trace and copy the words. Students should say the sounds while writing the spellings.

u_e as in cute

cute  cute  cute

cute  cute  cute

use  use  use

use  use  use
Print the word where it fits best.

1. mule

2. fuse

3. cube
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.

The Sled Ride

“I’ll drive!” said Scott, as he sat on the sled. Jade and Meg got on next. Dave was the last one on the sled. He sat in back.

The sled slid off. It went fast.

“Scott,” Jade said, “steer to the left! There’s a big stone there by the—”

Smack! The sled hit the stone. The kids fell off.
Scott went to check on Jade.

“Ug!” Jade said. “I feel like I broke all the bones in my leg!”

“Hop on the sled,” Scott said. “I will drag it home.”

Meg went to check on Dave.

Dave said, “I froze my nose!”

“Hop on the sled with Jade,” said Meg. “Scott and I will drag it home.”
In the Pet Shop

1. What is in the pen with the chimp?

2. Why can’t Scott take the chimp home?
3. What pet can Scott take home?

- a chimp
- a dog
- a fish

Directions: In the box, have students illustrate a part of the story and then write a caption below.
Dear Family Member,

Have your child read and copy each word under the matching picture. If necessary, identify the pictures for your child.

cube
fuse
mule
sheep
rose
grapes
fire
tree
Scott Bakes a Cake

1. What did Scott help make?

2. What did Scott crack and mix?
3. What did Scott’s mom say when Scott said that he’d like to add the cake mix?
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

frost
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.

**Scott’s Snack Stand**

Scott has a snack stand. Last week, he rode his bike to a shop to get nuts to sell at his stand. He got three big bags of nuts. The nuts cost him a lot of cash.

Scott slid the bags in his tote bag. Then he rode home.

When he got home, he got his mom to help him make hot spice nuts on the stove top.
Then Scott set up his stand.

“Hot spice nuts!” he said. “Get a bag of hot spice nuts! Just one buck!”

A kid came by and got a bag of nuts. Then a man got a bag. Then the man’s wife got a bag. He made back the five he had spent on nuts, plus ten in cash!
Directions: Have students answer the questions by writing yes or no.

1. Are you at home?

2. Can a cat use a pen?

3. Is a frog as big as a mule?

4. Is a rose a plant?

5. Is a stone as soft as a bed?

6. Is your home in a tree?
7. Can a dog dig a hole?

8. Is a cube a shape?

9. Is there a chimp with a green nose in this class?

10. Is a rope a lot like a string?

11. Can you smile?

12. Is there a kid in this class with no bones?
Directions: Have students copy and then write from memory each Tricky Word.
Directions: Have students write each word on the line where it fits best.

1. Mom said yes, but Dad __________ said ________.

2. Is this __________ cake?

3. That rose is ________ big!
4. Did the dog like _______?

5. There is a stone _______

   the path.

6. This is ______ home.
1. chop ship shop shot

2. smack mash mesh smash

3. quit bench queen quench

4. then sing thin thing

5. them thug thump trip
6. tee  trade  tree  free

7. poke  Jade  junk  joke

8. wake  wade  wide  woke

9. fine  fire  five  fish

10. cut  cute  kite  cube
1. what where was were

2. here were where when

3. why which when what

4. all a are the

5. they your the their
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>you</td>
<td>why</td>
<td>no</td>
</tr>
<tr>
<td>7.</td>
<td>me</td>
<td>she</td>
<td>he</td>
</tr>
<tr>
<td>8.</td>
<td>one</td>
<td>once</td>
<td>from</td>
</tr>
<tr>
<td>9.</td>
<td>so</td>
<td>from</td>
<td>of</td>
</tr>
<tr>
<td>10.</td>
<td>their</td>
<td>says</td>
<td>said</td>
</tr>
</tbody>
</table>
Kindergarten CKLA End-of-Year Summary

Record the following information, and place Worksheets 26.1, 26.2, and 27.1 in a folder for next year’s teacher.

Student Name: ____________________________

Date: ____________________________

Kindergarten Teacher Name: ____________________________

Recommended Placement for Next Year (check one)

<table>
<thead>
<tr>
<th></th>
<th>On Level</th>
<th>Slightly Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>____</td>
<td>___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Above Level</th>
<th>Needs Intensive Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>____</td>
<td>___</td>
</tr>
</tbody>
</table>

Assessment Scores

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Assessment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________%</td>
<td>Worksheet 26.1: Part 1A Decodable Word Reading Score (___ /10)</td>
</tr>
<tr>
<td>_________%</td>
<td>Worksheet 26.2: Part 1B Tricky Word Score (___ /10)</td>
</tr>
<tr>
<td>_________%</td>
<td>Worksheet 27.1: Part 2 Sound Writing Score (___ /15)</td>
</tr>
<tr>
<td>_________%</td>
<td>Worksheet 27.5: If needed, Part 3 Individually Administered Letter Sounds Score (___ /35)</td>
</tr>
</tbody>
</table>

Optional

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Assessment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________%</td>
<td>Worksheet 28.1: Part 4 Writing Lowercase Letters (___ /26)</td>
</tr>
<tr>
<td></td>
<td>(This is an optional assessment and is not included in the End-of-Year Student Performance Task Assessment Scoring Interpretation.)</td>
</tr>
<tr>
<td>_________%</td>
<td>Worksheet 28.2: Part 5 Uppercase Letter Names (___ /26)</td>
</tr>
<tr>
<td></td>
<td>(This is an optional assessment and is not included in the End-of-Year Student Performance Task Assessment Scoring Interpretation.)</td>
</tr>
<tr>
<td>Missed Tricky Words from Worksheet 26.1 (list words)</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>_______  _______  _______  _______  _______</td>
<td></td>
</tr>
<tr>
<td>_______  _______  _______  _______  _______</td>
<td></td>
</tr>
<tr>
<td>_______  _______  _______  _______  _______</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Missed Spellings from Worksheet 26.2 (list spellings)</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______  _______  _______  _______  _______</td>
</tr>
<tr>
<td>_______  _______  _______  _______  _______</td>
</tr>
<tr>
<td>_______  _______  _______  _______  _______</td>
</tr>
<tr>
<td>_______  _______  _______  _______  _______</td>
</tr>
<tr>
<td>_______  _______  _______  _______  _______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If Needed, Missed Sounds from Worksheet 27.1 (list sounds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______  _______  _______  _______  _______</td>
</tr>
<tr>
<td>_______  _______  _______  _______  _______</td>
</tr>
<tr>
<td>_______  _______  _______  _______  _______</td>
</tr>
<tr>
<td>_______  _______  _______  _______  _______</td>
</tr>
<tr>
<td>_______  _______  _______  _______  _______</td>
</tr>
<tr>
<td>_______  _______  _______  _______  _______</td>
</tr>
<tr>
<td>_______  _______  _______  _______  _______</td>
</tr>
<tr>
<td>_______  _______  _______  _______  _______</td>
</tr>
<tr>
<td>_______  _______  _______  _______  _______</td>
</tr>
<tr>
<td>_______  _______  _______  _______  _______</td>
</tr>
</tbody>
</table>
The Cave

1. Where are Scott and Jade?
   - [ ] at a lake
   - [ ] on a plane
   - [ ] in a cave

2. Which kid likes bats?
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
3. Tell what Jade yells.

Directions: In the box, have students illustrate a part of the story and then write a caption below.
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.

In the Pet Shop

Scott is in a pet shop. He spots a chimp in a pen. The chimp hangs from a branch. Then he jumps up on a big red cube and grins at Scott.

Scott sings a tune to the chimp. The chimp waves back. Scott likes the chimp, and the chimp seems to like him!
“Mom,” Scott says, “this chimp is _cute_. He got up on his _cube_ and _waved_ at me! Can I _take_ him _home_?”

“No,” says his mom. “My _home_ is a _chimp-free zone_.

Scott _stares_ at the chimp. His mom can _see_ that he is sad, so _she_ tells him he can get a _fish_.

Scott is so sad he can’t _take_ the chimp _home_, but he is glad he gets to _take_ a _fish_ _home_.

© 2013 Core Knowledge Foundation
9. _______
   _______
10. _______
   _______
11. _______
   _______
12. _______
   _______
13. _______
   _______
14. _______
   _______
15. _______
The Skiff Ride

1. What is a skiff?

2. Which kid steers the skiff?

Directions: Have students reread the story and answer the questions.
3. List the things that Ling spots.

Directions: In the box, have students illustrate a part of the story and then write a caption below.
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

skiff
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.

Scott Bakes a Cake

Scott’s mom bakes cakes with Meg.

“Scott,” she says, “you can help us with this cake, if you like.”

Scott shrugs. “Well,” he says, “if you can use my help, I will help.”

“It will be fun,” says his mom. “You can crack the eggs.”
Scott cracks three eggs and drops them in the dish.

Scott asks if he can mix up the eggs. Then he asks if he can add in the cake mix.

“Well,” his mom says, “if you add the cake mix, then Meg gets to frost the cake.”

“Can I help Meg frost it?” Scott asks.

Mom and Meg smile.

Meg says, “See, Scott. It’s fun to bake a cake!”
1. _____ ‘m’ > /m/ as in mat  
2. _____ ‘a’ > /a/ as in at  
3. _____ ‘t’ > /t/ as in tip  
4. _____ ‘d’ > /d/ as in dig  
5. _____ ‘o’ > /o/ as in odd  
6. _____ ‘c’ > /k/ as in cat  
7. _____ ‘g’ > /g/ as in get  
8. _____ ‘i’ > /i/ as in it  
9. _____ ‘n’ > /n/ as in nut  
10. _____ ‘h’ > /h/ as in hug  
11. _____ ‘s’ > /s/ as in sit  
12. _____ ‘f’ > /f/ as in fun  
13. _____ ‘v’ > /v/ as in van  
14. _____ ‘z’ > /z/ as in zip  
15. _____ ‘p’ > /p/ as in pet  
16. _____ ‘e’ > /e/ as in end  
17. _____ ‘b’ > /b/ as in bug  
18. _____ ‘l’ > /l/ as in leg  
19. _____ ‘r’ > /r/ as in red  
20. _____ ‘u’ > /u/ as in up  
21. _____ ‘w’ > /w/ as in wet  
22. _____ ‘j’ > /j/ as in job  
23. _____ ‘y’ > /y/ as in yes  
24. _____ ‘x’ > /x/ as in box  
25. _____ ‘k’ > /k/ as in kid  
26. _____ ‘ch’ > /ch/ as in chip  
27. _____ ‘sh’ > /sh/ as in ship  
28. _____ ‘th’ > /th/ as in thin or /th/ as in this  
29. _____ ‘qu’ > /qu/ as in quit  
30. _____ ‘ng’ > /ng/ as in sing  
31. _____ ‘ss’ > /s/ as in toss  
32. _____ ‘ck’ > /k/ as in rock  
33. _____ ‘ll’ > /l/ as in bill  
34. _____ ‘ff’ > /f/ as in stuff  
35. _____ ‘ee’ > /ee/ as in bee  

Total correct _________/35
Name ________________________________

1. _______
2. _______
3. _______
4. _______
5. _______
6. _______
7. _______
8. _______
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A</td>
<td>W</td>
<td>E</td>
<td>I</td>
</tr>
<tr>
<td>2.</td>
<td>T</td>
<td>Y</td>
<td>U</td>
<td>W</td>
</tr>
<tr>
<td>3.</td>
<td>O</td>
<td>P</td>
<td>T</td>
<td>M</td>
</tr>
<tr>
<td>4.</td>
<td>F</td>
<td>G</td>
<td>H</td>
<td>N</td>
</tr>
<tr>
<td>5.</td>
<td>K</td>
<td>L</td>
<td>Z</td>
<td>C</td>
</tr>
<tr>
<td>6.</td>
<td>C</td>
<td>B</td>
<td>S</td>
<td>D</td>
</tr>
<tr>
<td>7.</td>
<td>D</td>
<td>X</td>
<td>Z</td>
<td>B</td>
</tr>
<tr>
<td>8.</td>
<td>N</td>
<td>I</td>
<td>H</td>
<td>M</td>
</tr>
<tr>
<td>9.</td>
<td>C</td>
<td>R</td>
<td>N</td>
<td>M</td>
</tr>
<tr>
<td>10.</td>
<td>L</td>
<td>Y</td>
<td>P</td>
<td>G</td>
</tr>
<tr>
<td>11.</td>
<td>E</td>
<td>A</td>
<td>I</td>
<td>W</td>
</tr>
<tr>
<td>12.</td>
<td>N</td>
<td>H</td>
<td>T</td>
<td>K</td>
</tr>
<tr>
<td>13.</td>
<td>B</td>
<td>D</td>
<td>P</td>
<td>Q</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>14.</td>
<td>R</td>
<td>L</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>15.</td>
<td>S</td>
<td>T</td>
<td>M</td>
<td>K</td>
</tr>
<tr>
<td>16.</td>
<td>X</td>
<td>V</td>
<td>T</td>
<td>Z</td>
</tr>
<tr>
<td>17.</td>
<td>I</td>
<td>T</td>
<td>J</td>
<td>L</td>
</tr>
<tr>
<td>18.</td>
<td>Y</td>
<td>I</td>
<td>J</td>
<td>F</td>
</tr>
<tr>
<td>19.</td>
<td>I</td>
<td>E</td>
<td>U</td>
<td>J</td>
</tr>
<tr>
<td>20.</td>
<td>B</td>
<td>O</td>
<td>D</td>
<td>Q</td>
</tr>
<tr>
<td>21.</td>
<td>Z</td>
<td>S</td>
<td>N</td>
<td>T</td>
</tr>
<tr>
<td>22.</td>
<td>N</td>
<td>M</td>
<td>Q</td>
<td>K</td>
</tr>
<tr>
<td>23.</td>
<td>Z</td>
<td>U</td>
<td>W</td>
<td>D</td>
</tr>
<tr>
<td>24.</td>
<td>T</td>
<td>A</td>
<td>G</td>
<td>E</td>
</tr>
<tr>
<td>25.</td>
<td>U</td>
<td>B</td>
<td>V</td>
<td>D</td>
</tr>
<tr>
<td>26.</td>
<td>A</td>
<td>W</td>
<td>E</td>
<td>X</td>
</tr>
</tbody>
</table>
Directions: For each picture, have students circle the matching word.

1. rose
   - nose
   - hose

2. sheep
   - feet
   - beet

3. rake
   - cave
   - lake

4. bike
   - bite
   - beet

5. dime
   - lime
   - kite
6. rope  hope  ripe

7. teeth  teen  tree

8. rate  rake  lake

9. home  rope  robe

10. mute  mule  fume
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.

The Cave

Scott and Jade are on a hike. Jade spots a cave and peeks in.

“Are there bats in there?” Scott asks.

“I can’t tell,” Jade says, “but I hope so! I like bats!”

“Ick!” says Scott. “Bats are not cute.”
Scott and Jade step in the cave.

Jade yells, “Bats, where are you? Wake up!”

Scott says, “Let the bats sleep.”

Just then a bat glides up. It flaps its wings. It dips and spins.

Jade stares at the bat and smiles.

Scott ducks and yells, “Hide! A bat!”
Lunch Trades

1. What is in Dave’s lunch bag?

2. What will Ling trade?
   - [ ] a hot dog
   - [ ] chips
   - [ ] ham
3. **What things are in Scott’s lunch bag?**

- ○ a fish bone, lump of fat, and a wet sock
- ○ chips, ham, a bun, and red grapes
- ○ chips, a can of pop, and grapes

Directions: In the box, have students illustrate a part of the story and then write a caption below.
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.

The Skiff Ride

“Let’s take a ride in my skiff,” says Scott.

“What’s a skiff?” asks Ling.

“Um, it’s like a ship,” says Scott, “but not so big.”

The kids run to the dock. They can swim well, but, to be safe, they slip on life vests. Scott and Ling get in the skiff.
Scott steers the skiff. He steers it to the west side of the lake. The skiff glides in the wind.

Ling spots lots of fun things.

“I see ducks by that pine tree!” she yells.

“Is that a fish?” Scott asks.

“There’s a crane!” Ling adds.

She says, “Scott, this is so much fun!”
Directions: For each word, have students count the sounds. Have students write the number of sounds in the box and copy the word on the line.

1. smile
2. tree
3. brake
4. hole
5. shade
6. spike
7. choke
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>rope</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>bride</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>cone</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>sleep</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>plane</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>bee</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>size</td>
<td></td>
</tr>
</tbody>
</table>
Check the words that are the best fit.

1.  
   ○ Jane has a kite.
   ○ Jane has a bike.

2.  
   ○ My cat is cute.
   ○ My hat is cute.

3.  
   ○ This is a rose.
   ○ This is a nose.

4.  
   ○ His sheep smell.
   ○ His feet smell.

5.  
   ○ She is at the lake.
   ○ She is in bed.
6. □ Dave rakes the grass.
□ Dave bakes ham.

7. □ He seems sad.
□ He seems glad.

8. □ Those are fish.
□ Those are pigs.

9. □ He has a cute pup.
□ He has a cute cat.

10. □ They sit and smile.
□ They sit on bikes.
Make a line from the words to the things.

1. sheep
2. bike
3. tape
4. cube
5. snake
6. trees
7. deer

8. slide

9. plate

10. cane

11. cone

12. bee
1. a red flame  a red frame

2. he runs in  she runs in

3. pass the cone  pass the cane

4. their bikes  the bikes

5. a hive of bees  bees in a hive

6. you and Mom  your mom
7. wake him up    woke him up

8. they are mute    they are cute

9. a lot of feet    a lot of feed

10. the green tin    the green lime

11. shade of red    dash of red

12. on this side    on this site
Directions: Have students circle the words matching the pictures.

mop  cap  fin
mope  cape  fine

kit  cut  not
kite  cute  note
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.

**Lunch Trades**

Dave checks his lunch bag. “No!” he fumes. “It’s ham. I ate ham all week! Will you trade, Ling?”

“I’ll trade my hot dog,” Ling says, “but not my chips. Will you trade your lunch, Scott?”

“I will trade,” Scott says, “but you will not like what Mom gave me.”
“Why?” asks Ling. “What’s in your bag?”

“A fish bone, a lump of fat, and a wet sock,” says Scott.

“No to all of those!” says Ling.

“Ug!” says Dave. “No trade!”

As Ling and Dave trade, Scott keeps his bag. He does not tell Ling and Dave what he has in his bag. He has chips, ham, a bun, and a bunch of red grapes. Scott likes all of the things in his bag. He will not trade them.
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.

Mike’s Tale

The kids sat by a fire.

“Let’s _all tell tales,_” said Ling. “Then _we can vote on which tale is the best!_”

“Let _me_ tell mine!” Mike said. “My _tale will scare you_.

“No!” said Dave, “You can’t scare _me_!”
“Well,” said Mike, “we will see!” “There’s a grump,” Mike said, “that makes its home close to this spot. It’s big. It has long fangs. It sleeps up and wakes when the sun sets. The grump can smell kids. It likes to grab them and . . .”

Just then, there was a snap.

“What was that?” Dave said.

“It was just a twig,” Ling said.

“But what made it snap like that?” said Dave.

Dave was scared.

“EEEEEEEEEEEEEEEEEE!” he said. “IT’S THE GRUMP! RUN! RUN FROM THE GRUMP!”

Dave got up to run, but Ling said, “It’s not the Grump! It’s just Meg!”
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.

**Green Grove Glade**

Dave and Scott hike to Green Grove Glade with their moms and dads.

They stop at the gate and a man says, “Moms and dads, rest here where you can see your kids as they run, jump, and slide.”

Scott and Dave are glad this is a spot for kids. They are glad their moms and dads are close if they get tired.
The kids swing on the swings. They slide on the slides. They ride on the rides. When they get tired, they get their moms and dads and hike back to their homes.

“Was it fun, Scott?” his mom asks when they get home.

Scott nods and smiles.

“What was it like?” she asks.

Scott grins and quips, “It was fun, Mom! Green Grove Glade is a fun spot for kids!”
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.

The Boss

“Meg,” Scott says, “when Mom and Dad are on their trip, I will be the boss here.”

“You are not the boss of me!” says Meg.

“I’m the boss!” says Scott.

“You are not!” says Meg.
Scott glares at Meg. Meg glares back at him. Just then Mom steps in and taps Scott on the back. “Scott,” she says, “meet Jen. Jen will be the boss till Dad and I get back.”

“Meg’s boss?” Scott asks.

“Meg’s boss and Scott’s boss,” his mom says.

“Rats!” says Scott. “When will I get to be the boss?”
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.

The King of Kites

“What’s that?” Dave asks.

“It’s a kite I made,” says Scott.

“Can I help you test it?” Dave asks.

“Yes,” says Scott.

The kids take the kite close to the lake to test it. Scott grabs the string. Then he runs as fast as he can.
The wind grabs Scott’s kite. The kite zips up. It rides on the wind. It shines in the sun. The wind lifts it up till it is just a speck.

Dave cheers.

“Scott,” he yells, “you are the man! That kite you made is the best kite of all time! You are the King of Kites!”
Mike’s Tale

1. Which kid had a tale to tell?

2. What scared Dave?
3. What **made** the twig snap?

- [ ] the grump
- [ ] Meg
- [ ] Mike
Directions: Have students reread the story and answer the questions.

1. What is Green Grove Glade?

2. What is one fun thing at Green Grove Glade?
3. What will Scott tell his mom Green Grove is like?

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

1. What made Meg mad?

2. Tell what Mom said to Scott.
3. What is a boss?

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

1. What did Scott make?

2. Where did Scott and Dave test the kite?
3. Dave said Scott is . . .

  ○ the King of Kites.
  ○ the Kite Kid.
  ○ the Kite Man.

Directions: In the box, have students illustrate a part of the story and write a caption below.
Directions: Have students reread the story “Scott Bakes a Cake,” and have students paste the sentences onto Worksheet PP16 in the correct order.

Scott cracks three eggs and drops them in the dish, one by one.

Mom tells Scott that he can help make the cake.

Meg says, “See, Scott. It’s fun to bake a cake!”

Scott asks Mom if he can add in the cake mix.
Directions: Have students paste the sentences from Worksheet PP15 on this worksheet in the correct order. Then have students illustrate each sentence.
Fill in the gaps.

1. c___t___
2. c___t
3. b___t
4. b___t
5. b___t___
6. book

7. book

8. work

9. work

10. check
Directions: Have students write the words containing the /i/ sound spelled "i" under the "i" header and the words containing the /ie/ sound spelled "i_e" under the "i_e" header.

spin
shin
quit
shine
spine
pine
pin
quite

as in bit
as in bite
Directions: Have students write the words containing the /u/ sound spelled ‘u’ under the ‘u’ header and the words containing the /ue/ sound spelled ‘u_e’ under the ‘u_e’ header.

- cub
- cut
- fuse
- mute
- us
- fuzz
- mutt
- cube
- cute
Print the word where it fits best.

1. cake

2. bike

3. robe
4. cube

5. cane

6. smile
Print the names of the things.

grape  grade

home  hand

frill  fire

mute  mule
In the box are the names of the 6 things. Print the names on the lines.

<table>
<thead>
<tr>
<th>lake</th>
<th>globe</th>
</tr>
</thead>
<tbody>
<tr>
<td>feet</td>
<td>mule</td>
</tr>
<tr>
<td>bike</td>
<td>snake</td>
</tr>
</tbody>
</table>

Directions: Have students write each word under its matching picture.
Directions: Ask students to write the matching word under the picture.

- rope
- cone
- nose
- stone
Print the words.

he
she
we
be
me
me
he

she

we

be

me

me
Print the words.

they

they

they

their

their

their
they
they
they
their
their
their
Print the words.

my
by
you
your
ACKNOWLEDGMENTS

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.

CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS


We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.
Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Illustrators and Image Sources

Cover: Shutterstock; Title Page: Shutterstock; Take Home Icon: Core Knowledge Staff; 1.1: Shutterstock; 3.1: Shutterstock; 5.2: Gail McIntosh; 7.1: Shutterstock; 7.2: Gail McIntosh; 8.2: Shutterstock; 9.1: Shutterstock; 9.5: Gail McIntosh; 10.3: Gail McIntosh; 11.1: Shutterstock; 11.4: Gail McIntosh; 13.2: Shutterstock; 14.1: Shutterstock; 14.3: Gail McIntosh; 16.4: Gail McIntosh; 17.1: Shutterstock; 17.3: Gail McIntosh; 19.4: Gail McIntosh; 20.1: Shutterstock; 21.2: Gail McIntosh; 22.1: Shutterstock; 22.4: Gail McIntosh; 23.2: Shutterstock; 24.3: Gail McIntosh; 26.8: Gail McIntosh; 27.5: Gail McIntosh; 28.3: Shutterstock; 28.4: Gail McIntosh; 29.2: Gail McIntosh; PP2: Shutterstock; PP3: Shutterstock; PP5: Shutterstock; PP6: Gail McIntosh; PP7: Gail McIntosh; PP8: Gail McIntosh; PP9: Gail McIntosh; PP10: Gail McIntosh; PP19: Shutterstock; PP20: Shutterstock; PP21: Shutterstock; PP22: Shutterstock

Regarding the Shutterstock items listed above, please note: No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content.