This workbook contains worksheets which accompany many of the lessons from the *Teacher Guide* for Unit 5. Each worksheet is identified by the lesson number in which it is used. 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. The motion for ‘b’ can be described as 1. long line down.

2. circle to the right. Encourage students to say the sounds while writing the letters.
Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should then write the name of the item on the line.
Dear Family Member,

On the front and back of this worksheet, have your child draw a line from each word on the left to the matching picture. If necessary, identify the pictures for your child.

1. cab
2. bed
3. bag
4. cat
5. zip

6. pig

7. hat

8. van

9. sad
Directions: Have students trace and copy the letters and words. The motion for 'l' can be described as 1. long line down.

Encourage students to say the sounds while writing the letters.

Name __________________________

Unit 5

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Directions: Have student write each word under the matching picture.

1. lip

2. log

3. leg
Dear Family Member,

Ask your child to cut out the letter cards. Show the cards to your child and have him or her say the sounds, not the letter names. Extension: Arrange the cards to make the words “bed,” “led,” “pen,” “zen,” “den,” “hen,” “bad,” “ban,” “lab,” “lap,” “lad,” “pal,” “pad,” “pan,” “zap,” “nab,” “nap,” and “had.” Have your child blend and read the words. Further extension: Say one of the words listed above and ask your child to spell the word by selecting and arranging letter cards.
Directions: Have students trace and copy the letters and words. The motion for ‘r’ can be described as 1. short line down, 2. half a hump. Encourage students to say the sounds while writing the letters.

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<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>r</td>
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<td></td>
<td>r</td>
</tr>
<tr>
<td>r</td>
<td></td>
</tr>
</tbody>
</table>

ran  ran  ran
<table>
<thead>
<tr>
<th>rip</th>
<th>rim</th>
<th>rat</th>
</tr>
</thead>
<tbody>
<tr>
<td>rib</td>
<td>ran</td>
<td>ram</td>
</tr>
</tbody>
</table>

Directions: Have students write each word under the matching picture.
Directions: For each picture, have students circle the matching word.

1. let  leg  beg
2. bat  sag  bag
3. lot  log  hog
4. bib  bit  did
5. bet  bed  led
6. bat bag hat
7. lip tip lit
8. cat lab cab
9. ran ram ham
10. mat rat rag
Directions: Have students trace and copy the letters and words. The motion for ‘u’ can be described as 1. cup, 2. short line down. Encourage students to say the sounds while writing the letters.
Directions: Have students write each word under the matching picture.

sun rug bug

nut mud mug
Dear Family Member,

Help your child cut out the two circles. Pin the smaller circle on top of the larger circle with a brass fastener. Ask your child to spin the smaller circle to make words. Have your child read the words he or she makes.

Handwriting Practice: Ask your child to copy the words on a sheet of paper.
Directions: Have students write each word under the matching picture.

1. mud

2. leg

3. rat
4. rip

5. nut

6. bat
1. lip

2. mug

3. ram

4. bug

5. bag

Directions: Draw a line from each word on the left to the matching picture.
6. leg

7. rat

8. log

9. bed

10. sun
Dear Family Member,

Please help your child cut out the picture cards on this page. On Worksheet 5.4 have your child glue or tape the pictures beginning with the /b/ sound (bed, bug, bike) under the ‘b’ heading. Next, glue or tape pictures beginning with the /p/ sound (pan, pig, pen) under the ‘p’ heading.
Dear Family Member,

Please have your child glue or tape cards from Worksheet 5.3 here. Affix pictures beginning with the /b/ sound under the ‘b’ heading and pictures beginning with the /p/ sound under the ‘p’ heading.
Directions: Have students trace and copy the letters and words. The motion for ‘w’ can be described as:
1. diagonal right,
2. diagonal up,
3. diagonal right,
4. diagonal up. Encourage students to say the sounds while writing the letters.

W W W W
W W W W
W W W W
W W W W
W W W W
W W W W
W W W W
W W W W

win win
win win
win win
Directions: Have students write each word under the matching picture.

1. **web**

2. **wig**

3. **wet**
Dear Family Member,

On the front and back of this worksheet, have your child copy each word under the matching picture. If necessary, identify and name the pictures for your child.

1. nut
   [Picture of a nut]

2. bat
   [Picture of a bat]

3. rip
   [Picture of a piece of paper with a tear]

   [Picture of a goat]
4. mud

5. web

6. run
Directions: Have students trace and copy the letters and words. The motion for ‘j’ can be described as 1. fish hook ending below bottom line, 2. dot on top. Encourage students to say the sounds while writing the letters.
Directions: Have student write each word under the matching picture.

1. jog

2. jet

3. jug
Dear Family Member,

On the front and back of this worksheet, please ask your child to blend and read each word in the list. Then, review the names of each illustration with your child. Ask him or her to copy the correct word from the box on the line next to the matching picture. Your child should be able to complete this work independently.

jug  run  wet  log  jet

------------------------

______________________

______________________

______________________

______________________

______________________

______________________

______________________

______________________

______________________
ram  rat  bug  rib  wig
Directions: Have students trace and copy the letters and words. The motion for 'y' can be described as 1. diagonal right, 2. diagonal left ending below the bottom line. Encourage students to say the sounds while writing the letters.

- yes
- yes
- yes
Directions: Have students write each word under the matching picture.

1. yes

2. yap

3. yam
Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should write the name of the item on the line.

Name ________________________________

8.2

Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should write the name of the item on the line.

1. [Image of a van] w e n
   - v a t

2. [Image of a jug] j u j
   - g e g

3. [Image of a jar] y o n
   - j a m

4. [Image of a spider web] m e d
   - w a b

5. [Image of nuts] n u d
   - m o t

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<table>
<thead>
<tr>
<th>Image</th>
<th>v e m</th>
<th>y a n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Image</td>
<td>r u j</td>
<td>n e g</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Image</td>
<td>n u k</td>
<td>m i g</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Image</td>
<td>b a g</td>
<td>d e t</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Image</td>
<td>t u p</td>
<td>l i g</td>
</tr>
</tbody>
</table>
Directions: Draw a line from each word on the left to the matching picture.

1. jet

2. leg

3. ram

4. nut

5. wig
6. bib

7. yes

8. wet

9. rip

10. jug
Dear Family Member,

Help your child cut out the word cards. Show the cards to your child and have your child blend and read them. Please encourage your child to read the words by saying the individual sounds and blending them together to make the word.

Extension: Read the words aloud and have your child write down the sounds, one at a time. Please keep the cards for future practice.

<table>
<thead>
<tr>
<th>yes</th>
<th>big</th>
<th>win</th>
</tr>
</thead>
<tbody>
<tr>
<td>bit</td>
<td>jet</td>
<td>run</td>
</tr>
<tr>
<td>wet</td>
<td>cup</td>
<td>lid</td>
</tr>
<tr>
<td>jam</td>
<td>rip</td>
<td>bed</td>
</tr>
</tbody>
</table>
Directions: Have students trace and copy the letters and words. The motion for ‘x’ can be described as 1. diagonal right, 2. diagonal left. Encourage students to say the sounds while writing the letters.
Directions: Have students circle the picture that matches the phrase and write the phrase on the lines.

1. big box

2. big six

3. hot wax
Dear Family Member,

Please help your child cut out the picture cards on this page. On Worksheet 9.3 have your child glue or tape pictures beginning with the /l/ sound (log, lip, leg) under the ‘l’ heading. Next, glue or tape the pictures beginning with the /r/ sound (rat, ram, rug) under the ‘r’ heading.
Dear Family Member,

Please have your child glue or tape the pictures from Worksheet 9.2 here. Affix pictures beginning with the /l/ sound under the ‘l’ heading and pictures beginning with the /r/ sound under the ‘r’ heading.
Directions: Have students trace and copy the letters and words. The motion for ‘k’ can be described as 1. long line down, 2. diagonal left, 3. diagonal right. Encourage students to say the sounds while writing the letters.

k k k k k k k k
yk yk yk yk yk yk yk
yk yk yk yk yk yk yk
Directions: Have students circle the picture that matches the phrase and write the phrase on the lines.

1. wig on kid

2. kid ran

3. kid in mud
Directions: Have students write the words that begin with the /k/ sound spelled ‘c’ under the ‘c’ header and words that begin with the /k/ sound spelled ‘k’ under the ‘k’ header.

<table>
<thead>
<tr>
<th>cat</th>
<th>cub</th>
<th>cot</th>
<th>kit</th>
<th>kin</th>
</tr>
</thead>
<tbody>
<tr>
<td>cab</td>
<td>ken</td>
<td>cut</td>
<td>cop</td>
<td>kid</td>
</tr>
</tbody>
</table>

as in cup

as in kid
Directions: Have students write each word under the matching picture.
Directions: Have students write each word under the matching picture.

rat  bat  fig
lip  nap  lid
Dear Family Member,

On the front and back of this worksheet, have your child draw a line from each word on the left to the matching picture. If necessary, identify the pictures for your child.

1. yam
2. wax
3. bus
4. web
5. box
6. jet
7. kid
8. jam
9. six
Directions: For each picture, have students read the phrases and put a checkmark in the box next to the matching phrase.

1. □ bug on bed
   □ bug on rug

2. □ big van
   □ big jet

3. □ big jet
   □ big jug

4. □ fan in box
   □ hat in box

5. □ rub cat
   □ rub dog
6. □ rip in rug
□ rip in map

7. □ mom got mad
□ dad got mad

8. □ dog in tub
□ pig in tub

9. □ zip it up
□ rip it up

10. □ rat in box
□ fox in box
Directions: Have students trace each letter inside the outline, using a different-colored crayon each time. Make sure students start tracing at the black dots.
Record Sheet for Unit 5 Word Reading

Place a check next to each word read correctly. For words that are misread, write exactly what the student says as he sounds out the word. If a student misreads a word, prompt him or her to try to read the word again.

<table>
<thead>
<tr>
<th>WORD</th>
<th>FIRST ATTEMPT</th>
<th>SECOND ATTEMPT/NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. leg</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. kid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. rat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. jug</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. jet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. log</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. box</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. web</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. rug</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL CORRECT /30

SUBTOTAL: __________________________

‘l’ >/l/ (1,7) ___/2  ‘e’ >/e/ (1, 5,6,9) ___/4  ‘g’ >/g/ (1,4, 7, 10) ___/4  ‘k’ >/k/ (1) ___/1
‘i’ >/i/ (2) ___/1  ‘d’ >/d/ (2) ___/1  ‘r’ >/r/ (3,10) ___/2  ‘a’ >/a/ (3) ___/1
‘t’ >/t/ (3,6) ___/2  ‘j’ >/j/ (4,6) ___/2  ‘u’ >/u/ (4,10) ___/2  ‘y’ >/y/ (5) ___/1
‘s’ >/s/ (5) ___/1  ‘o’ >/o/ (7, 8) ___/2  ‘b’ >/b/ (8, 9) ___/2  ‘x’ >/x/ (8) ___/1
‘w’ >/w/ (9) ___/1
Directions: In each row, have the students circle the word the teacher says aloud.

1. beg  jig  let  leg

2. kid  cap  lid  kin

3. fat  rat  rut  rag

4. jug  pug  jig  cab

5. yet  pan  yes  jay
6. jot yet jet wax

7. log law fog pig

8. bop box sit lox

9. wet rib hen web

10. rug bug rag zip
Dear Family Member,

Help your child cut out the word cards. Show the cards and have your child blend and read them. Please encourage him or her to read the words by saying the individual sounds and then blending them together to make the word.

Extension: Read the words aloud and have your child write down the sounds, one at a time. Please keep the cards for future practice.

<table>
<thead>
<tr>
<th>lid</th>
<th>log</th>
<th>yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>web</td>
<td>tub</td>
<td>jet</td>
</tr>
<tr>
<td>bun</td>
<td>kid</td>
<td>job</td>
</tr>
<tr>
<td>six</td>
<td>rot</td>
<td>kin</td>
</tr>
</tbody>
</table>
Directions: Have students write each word under the matching picture.

box   jet   leg
wig   rug   kid

______  ______  ______
______  ______  ______
______  ______  ______
______  ______  ______
______  ______  ______
______  ______  ______
Directions: For each picture, have students circle the matching word.

1. mug  mat  bug

2. tab  tub  tip

3. fox  box  lox

4. jet  bet  wet

5. lid  hid  kid
6. mug hug bug

7. rug rag run

8. job ham jam

9. wet web wed

10. lit hip lip
Directions: Have students circle the dictated words and copy them on the lines.

1. kit fit
2. lip lid
3. rat pat
4. fin win
5. yet get
6. it sit
Directions: Have students draw a line from each phrase on the left to the matching picture.

1. kid at bat

2. sun up

3. kid in box

4. big bus
5. bib on pig

6. fox in box

7. rat in pot

8. elf in hat
Directions: Have students write the words that contain the /i/ sound spelled ‘i’ under the ‘i’ header and words containing the /e/ sound spelled ‘e’ under the ‘e’ header.

<table>
<thead>
<tr>
<th>wig</th>
<th>let</th>
<th>jet</th>
<th>bet</th>
<th>rip</th>
<th>fix</th>
<th>wet</th>
<th>win</th>
<th>yes</th>
<th>bin</th>
</tr>
</thead>
</table>

as in it

as in wet
Directions: Have students write the words with the /u/ sound spelled ‘u’ under the ‘u’ header and words with the /o/ sound spelled ‘o’ under the ‘o’ header.

<table>
<thead>
<tr>
<th>box</th>
<th>lot</th>
<th>sun</th>
<th>bun</th>
<th>cup</th>
<th>run</th>
<th>rub</th>
<th>pop</th>
<th>dot</th>
<th>rot</th>
</tr>
</thead>
</table>

as in cup

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as in top

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- - - - - - - - - -
```
Dear Family Member,

On the front and back of this worksheet have your child copy each word under the matching picture. If necessary, identify the pictures for your child.

1. wig

2. jug

3. box
4. jam

5. mug

6. ram
Directions: Have students write each word under the matching picture.

1. box

2. rug

3. wig
4. leg

5. jug

6. lid
Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should write the name of the item on the line.

1. [Picture of a chicken]  h e p
   _________

2. [Picture of the sun]  c u n
   _________

3. [Picture of a box]  p o k
   _________

4. [Picture of a man]  l e k
   _________

5. [Picture of a bus]  b u z
   _________
<table>
<thead>
<tr>
<th>Image</th>
<th>Words</th>
<th>Blank Line</th>
</tr>
</thead>
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<td><img src="image1" alt="Bathtub" /></td>
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<td></td>
</tr>
<tr>
<td><img src="image2" alt="Hat" /></td>
<td>hadikt</td>
<td></td>
</tr>
<tr>
<td><img src="image3" alt="Fox" /></td>
<td>fokvax</td>
<td></td>
</tr>
<tr>
<td><img src="image4" alt="Lips" /></td>
<td>lundip</td>
<td></td>
</tr>
<tr>
<td><img src="image5" alt="Fan" /></td>
<td>funvn</td>
<td></td>
</tr>
</tbody>
</table>
Directions: For each picture, have students read the phrases and put a checkmark in the box next to the matching phrase.

<table>
<thead>
<tr>
<th></th>
<th>1. rat in cup</th>
<th>rat in hat</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>jug in bag</td>
<td>bag on bed</td>
</tr>
<tr>
<td>3.</td>
<td>ant on bat</td>
<td>ant on bed</td>
</tr>
<tr>
<td>4.</td>
<td>pup in tub</td>
<td>fox in tub</td>
</tr>
<tr>
<td>5.</td>
<td>kid in mud</td>
<td>pig in mud</td>
</tr>
</tbody>
</table>
6. □ fox in box
□ fox on box

7. □ bug in tub
□ bug on rug

8. □ kid in mud
□ kid in tub

9. □ hug mom
□ hug dog

10. □ dog in sun
□ cat in sun
Dear Family Member,

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

Ox ran and ran.

Jin ran at him,

but Ox ran on.
Kim had him,

but Ox ran on.

Min fed Ox

and led him

and sat on him.
Directions: Have students hold up this worksheet when you say /p/.
Directions: Have students hold up this worksheet when you say /bl/.
Directions: Have students hold up this worksheet when you say /l/.
Directions: Have students hold up this worksheet when you say /d/. 

---

Name _______________________________
Directions: Have students hold up this worksheet when you say /k/.
Directions: Have students hold up this worksheet when you say /g/.
Directions: Have students hold up this worksheet when you say /f/.
Directions: Have students hold up this worksheet when you say /v/.
Directions: Have students hold up this worksheet when you say /s/.
Directions: Have students hold up this worksheet when you say /z/.

Z
Directions: Have students write the words with the /k/ sound spelled 'c' under the 'c' header and words with the /k/ sound spelled 'k' under the 'k' header.

<table>
<thead>
<tr>
<th>cup</th>
<th>ask</th>
<th>elk</th>
<th>kin</th>
<th>cod</th>
</tr>
</thead>
<tbody>
<tr>
<td>doc</td>
<td>cap</td>
<td>kit</td>
<td>cab</td>
<td>kid</td>
</tr>
</tbody>
</table>

as in **cat**

as in **kit**
Directions: Have students cut out the word cards and place them on the matching words on Worksheet PP13.

<table>
<thead>
<tr>
<th>gum</th>
<th>lid</th>
<th>web</th>
</tr>
</thead>
<tbody>
<tr>
<td>rub</td>
<td>win</td>
<td>yes</td>
</tr>
<tr>
<td>bad</td>
<td>fix</td>
<td>job</td>
</tr>
<tr>
<td>kid</td>
<td>bat</td>
<td>rat</td>
</tr>
<tr>
<td>jam</td>
<td>ox</td>
<td>nut</td>
</tr>
</tbody>
</table>
Directions: Have students read the word cards from Worksheet PP12 and place them on the matching words on this worksheet.

<table>
<thead>
<tr>
<th>bad</th>
<th>yes</th>
<th>win</th>
</tr>
</thead>
<tbody>
<tr>
<td>fix</td>
<td>job</td>
<td>rub</td>
</tr>
<tr>
<td>kid</td>
<td>bat</td>
<td>web</td>
</tr>
<tr>
<td>jam</td>
<td>rat</td>
<td>lid</td>
</tr>
<tr>
<td>ox</td>
<td>nut</td>
<td>gum</td>
</tr>
</tbody>
</table>
Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing the letters.
Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing each letter.
Directions: Have students trace and copy the words. Encourage students to say the sounds while writing each letter.

- lap
- bat
- kit
- kin
- jam
- rib
Directions: Have students trace and copy the words. Encourage students to say the sounds while writing each letter.

- box
- yes
- wit
- wag
- bug
- yuk
box
yes
wit
wag
bug
yuk
Directions: Have students write each word under the matching picture.

1. jam

2. win

3. bag
Directions: Have students write each word under the matching picture.

jet  box  run
kid  wax  lip
Directions: Have students write the words with the /i/ sound spelled 'i' under the 'i' header and words with the /e/ sound spelled 'e' under the 'e' header.

<table>
<thead>
<tr>
<th>as in it</th>
<th>as in wet</th>
</tr>
</thead>
<tbody>
<tr>
<td>hip</td>
<td>as</td>
</tr>
<tr>
<td>net</td>
<td>in</td>
</tr>
<tr>
<td>bit</td>
<td>it</td>
</tr>
<tr>
<td>him</td>
<td>in</td>
</tr>
<tr>
<td>wed</td>
<td>wet</td>
</tr>
<tr>
<td>sit</td>
<td>as</td>
</tr>
<tr>
<td>let</td>
<td>in</td>
</tr>
<tr>
<td>win</td>
<td>as</td>
</tr>
<tr>
<td>hen</td>
<td>in</td>
</tr>
<tr>
<td>red</td>
<td>wet</td>
</tr>
</tbody>
</table>
Directions: Have students write the words with the /u/ sound spelled 'u' under the ‘u’ header and words with the /a/ sound spelled 'a' under the ‘a’ header.

<table>
<thead>
<tr>
<th>cab</th>
<th>cup</th>
<th>hat</th>
<th>bus</th>
<th>sad</th>
</tr>
</thead>
<tbody>
<tr>
<td>sun</td>
<td>tan</td>
<td>pug</td>
<td>tub</td>
<td>jam</td>
</tr>
</tbody>
</table>

as in rub

as in rat
Directions: Have students write the words with the /x/ sound next to the 'x' header, the words with the /y/ sound next to the 'y' header, and words containing the /w/ sound next to the 'w' header.

<table>
<thead>
<tr>
<th>yes</th>
<th>wig</th>
<th>fix</th>
</tr>
</thead>
<tbody>
<tr>
<td>win</td>
<td>tax</td>
<td>yuk</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>x</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>y</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>w</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
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Unit 5
Skills Workbook

Skills Strand
KINDERGARTEN