Unit 9
Skills Workbook
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This workbook contains worksheets that accompany many of the lessons from the *Teacher Guide* for Unit 9. 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.
Print the caps and the words.

A A A A A A A A

B B B B B B B B

C C C C C C C C

D D D D D D D D

word word

when when
Directions: Have students draw lines connecting the uppercase letters to the matching lowercase letters.
Dear Family Member,

Your child is learning to write uppercase letters of the alphabet. Ask your child to practice naming and writing the following uppercase letters. All of these letters start at or near the top line. Then complete the back.

A
B
C
D
Have your child first read aloud the Tricky Words in the box. Then ask your child to read each sentence aloud, filling in the blank with a word from the box.

- **when**
- **from**
- **of**

1. Sam has a box ______ gum.

2. Kit got chips ______ a shop.

3. ______ will Seth get his gifts?

- **was**
- **word**
- **all**

4. Sam drank ______ the milk.

5. Kit can spell the ______ thing.

6. Seth ______ hot from running.
Directions: Have students copy and then write from memory each Tricky Word.

1. ______   ______

2. ______   ______

3. ______   ______

4. ______   ______

5. ______   ______

6. ______   ______

7. ______   ______
The Bad Crab

1. Is Zack six?
   - [ ] Zack is six.
   - [ ] Zack is not six.

2. Did the crab pinch Ann?
   - [ ] The crab did pinch Ann.
   - [ ] The crab did not pinch Ann.

3. Did Mom run from the crab?
   - [ ] Mom ran from the crab.
   - [ ] Mom did not run from the crab.

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

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.
Print the caps and the words.

E E E E E E E E E E E

F F F F F F F F F F F

G G G G G G G G G G G

H H H H H H H H H H H

to to to to to to to to to

why why why why why why why
Directions: Have students draw lines connecting the uppercase letters to the matching lowercase letters.
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

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

Ask your child to practice reading and writing the following Tricky Words.

when  when  when

word  word  word

why  why  why

to  to  to

one  one  one

from from from

was  was  was
Dear Family Member,

Ask your child to practice naming and writing the uppercase letters. All of these letters start at or near the top line.

E
F
G
H
Ann’s Dress

1. The cab hit . . .
   - a rock.
   - a bump.
   - the dress.

2. Why did Ann get the cab man to stop the cab?
   - Ann had to get a snack.
   - Ann had to pick up trash.
   - Ann had to get the dress.

3. Why was Ann’s dress a mess?
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 tricky parts of words are underlined in gray. You may want to encourage your child to point with his finger word by word as he reads, especially on the back page.

The Bad Crab

This is Zack Chang.
Zack is six.

This is Ann Chang.
Ann is ten.
Zack and Ann sit in the sun. Mom and Dad sit with them. Zack spots a crab on the sand. The crab runs up. Then it snaps at Zack’s leg. Zack jumps up on the bench.

The bad crab snaps at Dad. Dad lifts up his legs. The bad crab snaps at Mom. Mom kicks sand at the crab. The bad crab runs off. Ann jumps up and yells at the kids on the next bench, “Bad crab on the sand! Pass the word!”

The kids on the next bench spot the crab and jump up. The bad crab snaps at them. Then it runs past them. When it is past them, the kids yell, “Bad crab on the sand! Pass the word!”
The duck flaps its wings.

The dress is long.

A kid gets a kiss.
An egg is in the pan.

The fish has fins.

The kid went to bed.
1. _______ is Jess mad at Ann?

2. The kids went _____ the pond.

3. _____________ is the shop?
| I | When | word |

4. Jeff can not spell the
   __________
   __________
   __________.

5. __________ did Jill get back?

6. ___ can not stand that cat!
Print the caps and the words.

I I I I I I I
J J J J J J J
K K K K K K K
L L L L L L L
M M M M M M M
where where
no no

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Directions: Have students copy the uppercase letters next to the matching lowercase letters.
Zack Gets a Pet

1. Why can’t Zack get a cat?
   - Cats smell bad.
   - Cats run up trees.
   - A cat is not a pet.

2. Why can’t Zack get a bug?
   - Bugs run up trees.
   - Bugs smell bad.
   - A bug is not a pet.

3. Where did Zack get his fish?

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

shrug
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

buck
Dear Family Member,

Ask your child to practice writing the uppercase letters. All of the letters start at the top of the line.

I

J

K

L

M
Print the caps and the words.

N N N N N N N
O O O O O O O O
P P P P P P P
Q Q Q Q Q Q Q Q
R R R R R R R R
what what
so so
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is an ant big?</td>
<td></td>
</tr>
<tr>
<td>2. Can a cat swing a bat?</td>
<td></td>
</tr>
<tr>
<td>3. Can a man sit?</td>
<td></td>
</tr>
<tr>
<td>4. Is the sun hot?</td>
<td></td>
</tr>
<tr>
<td>5. Can a dog shop?</td>
<td></td>
</tr>
<tr>
<td>6. Can a plant run?</td>
<td></td>
</tr>
</tbody>
</table>
Dear Family Member,

Ask your child to read the Tricky Words and then practice writing them. Then ask your child to tell you a sentence using each word,

word
word

when
when

to
to
to

why
why

where
where

no
no

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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 tricky parts of words are underlined in gray. You may want to encourage your child to point with her finger word by word as she reads.

Ann’s Dress

Ann went to Gwen’s Dress Shop.
The shop had a red dress.
Ann got the dress.

Ann got in a cab with the dress.
The cab man sped off.
His cab went fast.
Then the cab hit a big bump.
Thump!
Ann’s dress fell from the cab.
Ann had the cab man stop the cab. Then Ann ran back to get the dress. Ann had to run ten blocks.

Ann’s dress was in a trash can. A bus had hit it. A dog bit it. The dress had mud on it. The dress had rips and missing bits. Ann’s dress was a mess!
Directions: Have students write each word on the line where it fits best.

1. A fish has _____ legs.

2. I can’t find the shop.

   ____________ is it?

3. Can _____ ring the bell?
4. Ross got a black pen ___ Ned.

5. That dog is ___ bad.

6. ___ is in the chest?
On the Mat

1. What did the kids get on?

2. Where was Ed?
3. Why did Zack slip?

- Zack went to smack a bug.
- Zack felt sick.
- Zack’s hand was wet.
Print the caps and the word.

S

T

U

V

W

which
Directions: Have students draw lines connecting the uppercase letters to the matching lowercase letters.
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

mast
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.

rust
sand

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. The tricky parts of words are underlined in gray. You may want to encourage your child to point with his finger word by word as he reads.

Zack Gets a Pet

“Can I get a cat?” Zack asks.
Dad tells Zack, “No cats!
Cats run up trees and can’t get back”

“Can I get a rat?” Zack asks.
Mom adds, “No, no! No rats!”
“Rats smell bad.”


Zack runs to the pet shop. “Can I get that fish?” Zack asks. “This one?” the pet shop man asks. Zack nods. “This one costs six bucks.” Zack hands the man the cash. Then Zack runs to Mom and Dad with his pet fish.
Fix That Ship

1. Why can’t Dan fish?

2. The mast of the ship...
   - [ ] has a drip.
   - [ ] has rust.
   - [ ] has a crack.
3. What must Dan sand?
Dear Family Member,

Please ask your child to read the Tricky Words and then practice writing them.

Extension: Ask your child to use the Tricky Words in a meaningful sentence.

word  word  word
when  when
to  to  to
why  why  why
where  where  where
no  no  no
what  what  what
so  so  so
Print the caps and the words.

X

Y

Z

one

once
1. ___________ can the cat drink milk?

2. ___________ bus will stop at the gift shop?

3. ___________ is Pam’s best pal, Tess?

4. ___________ can’t I skip as fast as Fred?
The Tent

1. Where did Zack and Ann get the tent?
   - ○ from a shop
   - ○ from the shed
   - ○ from Dad

2. What hit the tent?
   - __________________________
   - __________________________
   - __________________________

3. What got in the tent?
   - ○ red ants and a slug
   - ○ a fish and a frog
   - ○ a dog and a cat
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 tricky parts of words are underlined in gray. You may want to encourage your child to point with her finger word by word as she reads.

On the Mat

Zack and Ann had fun on a mat.
Zack got on the mat.
Then Ann got on next to Zack.
Then Quinn got on next to Ann.

Nell got up on top of Zack and Ann.
Rod got up on top of Ann and Quinn.
Then Ed got up on the tip top.
It was so much fun!
Then, buzz, buzz!

What was that?
It was a bug.
The bug was on Zack’s chin.
Zack went to smack the bug.

Flop!
Zack fell flat on the mat.
Nell fell on top of Zack.
Then all the rest of the kids fell.
It was a big mess.
Directions: Have students copy and then write from memory each Tricky Word.

1. ____________________  |  ____________________

2. ____________________  |  ____________________

3. ____________________  |  ____________________

4. ____________________  |  ____________________

5. ____________________  |  ____________________

6. ____________________  |  ____________________

7. ____________________  |  ____________________
Directions: Have students copy the uppercase letters next to the matching lowercase letters.

A  _,_  B  _,_  C  _,_  D  _,_  
E  _,_  F  _,_  G  _,_  H  _,_  
I  _,_  J  _,_  K  _,_  L  _,_

b  _,_  k  _,_  h  _,_  
d  _,_  l  _,_  a  _,_  
c  _,_  f  _,_  j  _,_  
i  _,_  e  _,_  g  _,_
Directions: Have students copy the uppercase letters next to the matching lowercase letters.

L M N O P
Q R S T U
V W X Y Z

o w r
v s z
q m p
y x n
t u l
A Gift from Mom

1. What did Mom bring Zack and Ann?
   - a cat
   - a box
   - a snack

2. What was in the box?

3. Was Zack glad to get a dog?
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 tricky parts of words are underlined in gray.

Fix That Ship

Zack’s dad, Dan, has a ship.
It’s fun to fish on the ship.
But Dan can’t fish on the ship yet.
Dan must fix up his ship.
The ship has a big crack in its mast.
It has dents which Dan must fix.
It has rust which Dan must sand.
Dan gets the ship up on the land.
Then Dan gets a mask.
The mask will help block the dust.
Dan sands the deck.
Dan rubs and scrubs.
Dan drills and bangs.
At last, Dan’s ship is all set.
The kid rings a bell.
The kid sings a song.
This is a dish.
This is a clock.
The dog is strong.
The man is strong.
It’s a bag of trash.
It’s a can of trash.
The dog is on a mat.
The dog is in a tub.

Directions: For each picture, have students read the sentences and put a check mark in the box next to the matching sentence.
6. The man chops.  
   The man shops.

7. This is a desk.  
   This is a bench.

8. A kid sits on a quilt.  
   A kid sits on a step.

9. This is a pig and a hen.  
   This is a rat and a cat.

10. A kid is on a bed.  
    A kid is on a bench.
Directions: Have students write each word on the line where it fits best.

1. Sam says no, but Beth ___ ___ ___ yes.

2. I went to the shop ___ ___ ___ ___ ___ ___ .

3. ___ ___ ___ glass is Ann’s?
4. That is what Trish ___________.

5. The plums smell _______ fresh.

6. Brad had _________ chip.
Bug and Frog

1. Where are Zack and Ann?

2. Zack says . . .
   - “I wish I were a cat.”
   - “I wish I were a frog.”
   - “I wish I were a bug.”

3. Ann says . . .
   - “Bugs are no fun.”
   - “Bugs are the best.”
   - “Bugs spin webs.”

Directions: Have students reread the story and answer the questions.
4. Can a frog munch on a bug?

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.

web
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 tricky parts of words are underlined in gray. Encourage your child to point with his finger word by word as he reads.

The Tent

Once Zack’s dad got the kids a tent. Zack and Ann set up the tent. Then the kids sang a song: “This big tent, it is the best, is the best, is the best! This big tent, it is the best. Yes, it’s the best!”

The kids had fun in the tent. But then a big wind hit the tent. Flop! The tent fell on Zack and Ann.
Then Zack felt a drip.
Drip, drop, drip, drop.
Splish, splash, splish, splash.
Zack and Ann got wet.
The kids set the tent back up.

Red ants got in and bit Zack.
A slug got on Ann.
Once the ants and slug got in,
that was it.
Zack and Ann ran from the tent.
Directions: Have students copy and then write from memory each Tricky Word.

1. ___________________________  ___________________________
2. ___________________________  ___________________________
3. ___________________________  ___________________________
4. ___________________________  ___________________________
5. ___________________________  ___________________________
6. ___________________________  ___________________________
7. ___________________________  ___________________________
Swing That Net

1. What did Zack say to the frogs?

2. Did Zack get lots of frogs?

3. Did Zack get wet?
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

slick
Dear Family Member,

Your child has been taught to read a number of Tricky Words. Tricky Words are difficult to read and write because some parts of the word do not follow the letter-sound correspondences your child has been taught. These tricky parts are underlined with a gray line. Ask your child to cut out the word cards. Show the cards to your child and have your child read them. Extension: Read the words aloud and have your child write the words down. Please keep and use the cards for future practice.

<table>
<thead>
<tr>
<th>word</th>
<th>no</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>to</td>
<td>when</td>
<td>where</td>
</tr>
<tr>
<td>why</td>
<td>what</td>
<td>which</td>
</tr>
<tr>
<td>so</td>
<td>once</td>
<td>said</td>
</tr>
</tbody>
</table>
Directions: Have students fill in the blanks while the phrases are said.

1. ________ ________ one

2. Ann ________ ________ no

3. gifts ________ ________ here

4. ________ ________ am I
5. ________to shop

6. ________did Scott

7. one ___________

8. ________Ann said
Directions: Have students write each word on the line where it fits best.

1. The kid went ______ the shop.

2. The rocks ______ big.

3. ________ is his mitt.
no | There | are

4. ___________ are eggs in the nest.

5. I said _____.

6. The stamps _______ red and black.
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 tricky parts of words are underlined in gray. Encourage your child to point with her finger word by word as she reads.

A Gift from Mom

Once Mom got the kids a gift.
The gift was in a big black box.
Mom set the box on the rug.
“Is it a truck?” Zack said.
“No,” Mom said. “It’s not a truck.”
“I bet it’s a hat,” Ann said.
“No,” Mom said. “It’s not a hat.”
Then the box said, “Ruff, ruff!”

Zack slid the lid off the box.

A dog sat up.

“It’s a dog!” said Ann.

“Yes!” said Zack.

“Mom’s the best!”
Directions: Have students trace and copy the punctuation marks.
1. Can Stan help us __
2. Stop the bus __
3. Did Jim get a bag of chips __
4. Tom sang a song __
5. Where are the kids __
6. Help __
7. A dog is a fun pet __
Spot’s Bath

1. What got on Spot?
   ○ mud
   ○ jam
   ○ sand

2. Where were Spot’s pals?

3. Was Spot a bad dog?
1. which  wimp  word

2. sock  so  sop

3. here  there  hem

4. bet  are  ask

5. hut  wet  what
6. zed says said

7. a I it

8. no not next

9. one once when

10. when win went
Directions: Have students write the corresponding uppercase letter next to each lowercase letter.

w_____ h_____ o_____ 
_______ _______ _______ 

a_____ q_____ x_____ 
_______ _______ _______ 

u_____ e_____ i_____ 
_______ _______ _______ 

c_____ l_____ s_____ 
_______ _______ _______ 

m_____ y_____ f_____ 
_______ _______ _______ 

p_____ t_____ j_____ 
_______ _______ _______ 

r_____ v_____ z_____ 
_______ _______ _______ 

d_____ g_____ b_____ 
_______ _______ _______ 

n_____ k_____ 
_______ _______ 

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Directions: Have students fill in the punctuation marks as the sentences are read aloud.

1. **Which desk is his**

2. **A dog just bit him**

3. **Why is it so hot**

4. **The dress is red**

5. **I can not stand it**

6. **His dad has a truck**
Circle any misread word. 1 point per correct word

1. Rob and Ed were sad. _____ / 5

2. Which pet is fun? _____ / 4

3. When can I get a snack? _____ / 6

4. Why are the dogs here? _____ / 5

5. Dad says, “This cab is so fast.” _____ / 7

Total Correct _____ / 27

For further consideration:

1. Does the student misread words in particular parts of the sentence? (e.g. the student always misreads the first word of each sentence or the last word of each sentence?) If so, note here: _________________________________
   a. The student may benefit from reading with deliberate finger pointing to each word.

2. Does the student read too slowly? _____ If so, is the student laboring over decoding or does the student need instruction in automaticity?
   a. If the student needs instruction in automaticity, you may consider using word cards displayed for one to two seconds, then ask student to identify the letter. This will help the student understand the depth of their knowledge and gain confidence.
   b. If the student is struggling to decode, consider using the Assessment and Remediation Guide to remediate specific letter-sound correspondences.
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 tricky parts of words are underlined in gray. Encourage your child to point with his finger word by word as he reads.

Bug and Frog

Zack and Ann sit next to the pond.

Zack says, “The pond is a lot of fun! I wish I were a bug.”

“Why?” says Ann. “Bugs are no fun.”

“Bugs zip and hum” says Zack.
“Frogs hop and splash and munch on bugs,” says Ann.

“I will not wish I was a bug.” Zack quips.

Zack and Ann had fun at the pond. They will tell Mom and Dad.
Directions: Have students complete each sentence with the correct question word. Remind students the first word in a sentence must begin with a capital letter.

1. ___________ will Pat get here?

2. ___________ is that?

3. ___________ did the cat hiss at him?

4. ___________ pan is hot?
5. _____________ can Dad rest his legs?

6. _____________ is it so hot in here?

7. _____________ can I get a pet, Mom?

8. _____________ cap is the black one?
There is an ant in the grass.

A fish has fins.
The pup gets a bath.

The hen has six eggs.
Directions: Have students draw lines connecting the uppercase letters to the matching lowercase letters.
Directions: Have students copy the uppercase letters next to the matching lowercase letters.

O_________________________Q_________________________R_________________________

S_________________________T_________________________U_________________________V_________________________

W_________________________X_________________________Y_________________________Z_________________________

o_________________________s_________________________r_________________________

t_________________________p_________________________w_________________________

u_________________________q_________________________v_________________________

y_________________________x_________________________z_________________________
The Pots and Pans Band

1. What is a pots and pans band?

2. Did Mom bang on the pots and pans?
3. What did the kids get from Mom in the end?

- snacks
- pots and pans
- lunch
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 tricky parts of words are underlined in gray. Encourage your child to point with her finger word by word as she reads.

Swing That Net

Zack is at the pond.

There are lots of frogs in the pond.

Zack runs in to get one.

But the frogs are so quick!

The frogs are so slick!

When Zack runs in,

the frogs hop off.
Zack gets a net and runs in.  
The frogs all jump.  
Zack swings his net and yells,  
“Get in here, frogs!”  
Swish!  
Zack gets a frog in his net!  

Zack yells and swings the net.  
Swish, swish, swish!  
Swish, swish, swish!  
Zack gets lots of frogs.  
There are six big ones in his net!
1. Is there a king in this class?  
2. Are ants as big as pigs?  
3. Is a jet fast?  
4. Are pots the best pets?  
5. Are there kids in this class?  
6. Can a frog swim?
7. Can a bug buzz?

8. Are all fish wet?

9. Can dogs run fast?

10. Can a chimp swing from a branch?

11. Can crabs sing?

12. Is a rock a snack?
When It’s Hot

1. When it’s hot, Zack and his dad . . .
   - jump, skip, and hop.
   - camp, swim, and grill.
   - golf, fish, and grill.

2. Where did Zack’s dad sit to cast?

3. What did Zack and his dad grill?
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 tricky parts of words are underlined in gray. Encourage your child to point his finger word by word as he reads.

Spot’s Bath

Spot is in his bathtub.
Spot and his dog pals went in a mud pit.
The kids must get the mud off.
Spot is ___ sad dog.
His dog pals ___ still in the mud pit.
But Spot is stuck in the tub.
Zack grips Spot with his hands.
Then his hands slip.
Spot runs off.
The kids run to the mud pit.
There’s Spot, back in the mud with the rest of his dog pals.
“Spot!” Zack yells. “Bad dog!”
“Spot!” Ann yells.
“Get back in that tub!”
Directions: For each picture, have students fill in the circle next to the matching sentence and then copy it on the line.

○ No dogs are in the box.
○ Dogs are in the box.

○ This is a bed.
○ This is a bath.
There is a man here.
There is a mat here.

Beth has a doll.
Beth has a dog.
Ann’s Hat Box

1. What did Ann set on the bed?

2. Which hat had a dent?

3. Did Zack pick the nap cap?
4. Zack said that ____________ was the best.

○ the red hat
○ the nap cap
○ the top hat

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.

top hat
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 tricky parts of words are underlined in gray. Encourage your child to point with her finger word by word as she reads.

The Pots and Pans Band

Zack and Ann are in a band.
It’s a pots and pans band.
Zack and Quinn bang on pots.
Ann and Nell bang on pans.
Bang, bang! Ding, ding!
Mom wants to sing songs.
“Stop!” Mom says.
Mom asks the band to sing not bang.
Mom sets up snacks and says, “Snacks!”
The kids drop the pots and pans and run to get the snacks.
Mom grabs the pots and pans and sets them on a shelf.
And that is the end of the pots and pans band!
Dan the Cab Man

1. Was Dan’s cab fast?

2. What did the cab pass?
   - a van and a bus
   - a truck
   - a ship

3. What did the man hand to Dan?
Help from Pals

1. What tasks did Ann get from Dad?

2. What tasks did Ann get from Mom?

3. Did Zack’s pals help Ann?
4. What is a task?

Directions: In the box, have students illustrate a part of the story and then write a caption below.
Ann’s Cut

1. Where did Ann get a cut?

2. What did Mom get to help?
   - a glass of milk
   - a pad to scrub the cut
   - a bag with pills

3. Did the cut sting?
4. Did Ann get well?
Dear Family Member,

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Dan the Cab Man

Zack’s dad, Dan, has a cab.

A man jumps in the cab.

“Where to?” Dan asks.

“Tenth and Hill,” says the man.

“And step on it!” the man adds.

“I’m in a big rush!”

Dan nods and steps on the gas.
Dan zips past a van.
Dan zips past a bus.
In a flash, the cab is there.
“This is the spot!” says Dan.
The man grabs a bunch of cash and hands it to Dan.
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 tricky parts of words are underlined in gray. Encourage your child to point with her finger word by word as she reads.

Help from Pals

Ann has a lot of tasks.
“Cut the grass!” says Dad.
“Scrub the pots!” says Mom.
“Trim the shrubs,” says Dad.
“Brush the dog!” says Mom.
“Ug!” says Ann.
“What a lot of tasks!”
Ann asks Zack to help with the tasks.
Zack runs and gets Rod and Ed.
Ann cuts the grass.
Zack and Ed scrub the pots.
Ann trims the shrubs.
Rod scrubs the dog.
Then there are no tasks left!
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 tricky parts of words are underlined in gray. Encourage your child to point with his finger word by word as he reads.

Ann’s Cut

Ann has a cut on ___ leg.
It’s not just a cut.
It’s a red gash.
“Mom!” Ann yells. “Dad!”
Mom and Dad run up.
Mom gets a pad to scrub the cut.
“**No!**” yells Ann. “That will sting!”
“It will sting,” says Dad, “but it will help.”
Mom rubs the cut with the pad.
“It stings! It stings!” yells Ann.
“There!” Mom says. “**All set**!”
Ann gets a kiss from Dad and a big hug from Mom.
Directions: Have students trace each uppercase letter several times inside of the outline, using a different-colored crayon each time. Make sure students start to trace the letters at the starting dots.
Fill in the gaps.

A__C__
F G__H__J
L__O__
P_R__T__U
W__Y__Z
Directions: Have students copy the uppercase letters next to the matching lowercase letters.

A _______ B _______ C _______ D _______

e _______ f _______ g _______ h _______

i _______ j _______ k _______ l _______

b _______ c _______ d _______ e _______

f _______ g _______ h _______ i _______

a _______ j _______ k _______ f _______
Directions: Have students draw lines connecting the uppercase letters to the matching lowercase letters.
Directions: Have students trace and copy the words. Encourage students to say the letter names while writing the words.

- to -
- no -
- so -
- I -
- once -
- word -
to

no

so

I

once

word
Directions: Have students trace and copy the words. Encourage students to say the letter names while writing the words.

when
when

where
where

why
why

what
what

which
which

which
which
when

where

why

what

which

which
Directions: Have students trace and copy the words. Encourage students to say the letter names while writing the words.

said  said  said

says  says  says

are  are  are

were  were  were

there  there  there

here  here  here
said
says
are
were
there
here
Directions: Have students complete each sentence with the correct question word.

1. ____________ are Kim and Scott?

2. ____________ can’t I jump on one leg?

3. ____________ dog ran up to Tim?

4. ____________ did Pam get a snack?
5. ________ dog has black spots?

6. ________ was in the box?

7. ________ did Jill get there?

8. ________ is the best snack?
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