Unit 1
Workbook

This Workbook contains worksheets that accompany many of the lessons from the Teacher Guide for Unit 1. 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 Guide. The Workbook is a student component, which means each student should have a Workbook.
Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

Name ________________________________

a  a  a
A  A  A
p  p  p
N  N  N
C  C  C
g  g  g
G  G  G
Directions: Have the student write each word under its matching picture.

- pan
- cap
- nap
- can
Dear Family Member,

It is exciting to start the school year—a warm welcome back to you and your child!

During the early weeks of school, we will review the skills taught in Kindergarten. This review period will also give us the opportunity to get to know your child better so we can identify his or her particular areas of strength and weakness in reading. It is important that we determine exactly what level of instruction is most appropriate for your child.

Once we have completed our evaluations, your child will be placed in the instructional materials most appropriate for his or her learning needs. You will begin to see more examples of class work, as well as homework, on a regular basis.

It is important that parents become involved in the education of their child. If you would like information on how you can help your child at home, please do not hesitate to contact me. You will continue to receive periodic parent letters that will give you tips and activities to do with your child at home. I look forward to teaching your child this year and helping each student to grow as a reader!
Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.
Directions: Have the student write each word under its matching picture.

cat  pot  dot

dad  cap  dig
Dear Family Member:

Ask your child to cut out the letter cards. Arrange the cards to make the word cat. Have your child read the word, sound by sound. Repeat with the following words: *pat, pot, pit, nap, it, got, dog, dig, not*. If your child does well reading the words, read the words aloud one at a time, and ask him to spell the word by arranging the letter cards.

<table>
<thead>
<tr>
<th>a</th>
<th>p</th>
<th>n</th>
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</thead>
<tbody>
<tr>
<td>c</td>
<td>g</td>
<td>i</td>
</tr>
<tr>
<td>o</td>
<td>t</td>
<td>d</td>
</tr>
</tbody>
</table>
Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

Name ________________________________

Directions:

- i
- I
- A
- O
- C
- G

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

- pan
- dot
- dad
- dog
- pin
- nap
Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

Name __________________________

M m F f V v

m
M M M
f f f f
F F F F
V V V V
Directions: Have the student write each phrase under its matching picture.

- a dog
- mom and dad
- a fat pig
- a tin can
Dear Family Member,

Your child has been taught to read words by saying the sounds and then blending them together to make a word. Below are some words your child should be able to read with practice. Ask your child to cut out the word cards. Show the cards to your child and have him or her read them. Please encourage your child to read the words by saying individual sounds and then blending them together to make a word. The words marked with a star are Tricky Words. These are words that are not pronounced as students may expect; we say that Tricky Words do not play by the rules. As an extension of this activity, ask your child to copy the words onto a sheet of paper. Please keep the word cards for future practice.

<table>
<thead>
<tr>
<th>fat</th>
<th>did</th>
<th>pig</th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
<td>dog</td>
<td>not</td>
</tr>
<tr>
<td>mad</td>
<td>cat</td>
<td>mats</td>
</tr>
<tr>
<td>vet</td>
<td>damp</td>
<td>gift</td>
</tr>
<tr>
<td>* a</td>
<td>* I</td>
<td></td>
</tr>
</tbody>
</table>

Name _____________________________
Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

- S
- Z
- H
Directions: Have the student write each word under its matching picture.

stamp  hat  ham
fist  mop  ants

---  ---  ---

---  ---  ---

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<table>
<thead>
<tr>
<th></th>
<th>met</th>
<th>man</th>
<th>mat</th>
<th>bat</th>
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<tbody>
<tr>
<td>1</td>
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<td>2</td>
<td>zip</td>
<td>zap</td>
<td>sip</td>
<td>vat</td>
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<tr>
<td>3</td>
<td>cut</td>
<td>cot</td>
<td>got</td>
<td>gut</td>
</tr>
<tr>
<td>4</td>
<td>pet</td>
<td>vet</td>
<td>vat</td>
<td>fat</td>
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<td>5</td>
<td>rot</td>
<td>rob</td>
<td>rod</td>
<td>red</td>
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<tr>
<td>6</td>
<td>fox</td>
<td>fix</td>
<td>fax</td>
<td>fan</td>
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<tr>
<td>7</td>
<td>spill</td>
<td>grab</td>
<td>stop</td>
<td>spit</td>
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<tr>
<td>8</td>
<td>clip</td>
<td>drip</td>
<td>drop</td>
<td>drum</td>
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<tr>
<td>9</td>
<td>cabs</td>
<td>dogs</td>
<td>crabs</td>
<td>crust</td>
</tr>
<tr>
<td>10</td>
<td>flint</td>
<td>flag</td>
<td>print</td>
<td>flap</td>
</tr>
<tr>
<td>11</td>
<td>mess</td>
<td>mass</td>
<td>miss</td>
<td>muss</td>
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<td>---</td>
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<td>------</td>
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<td></td>
<td>kong</td>
<td>king</td>
<td>kin</td>
<td>ken</td>
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<td></td>
<td>wack</td>
<td>wax</td>
<td>wick</td>
<td>wicks</td>
</tr>
<tr>
<td></td>
<td>ships</td>
<td>chops</td>
<td>chips</td>
<td>chaps</td>
</tr>
<tr>
<td></td>
<td>chin</td>
<td>shin</td>
<td>shun</td>
<td>sin</td>
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<tr>
<td></td>
<td>that</td>
<td>fin</td>
<td>this</td>
<td>thin</td>
</tr>
<tr>
<td></td>
<td>chin</td>
<td>jill</td>
<td>chill</td>
<td>spill</td>
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<tr>
<td></td>
<td>quest</td>
<td>chest</td>
<td>quill</td>
<td>best</td>
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<td></td>
<td>bus</td>
<td>buzz</td>
<td>boss</td>
<td>buff</td>
</tr>
<tr>
<td></td>
<td>ebb</td>
<td>edd</td>
<td>odd</td>
<td>bibb</td>
</tr>
</tbody>
</table>
21. the was of to

22. a from your are

23. have one who their

24. you said were says

25. here I is no
### Scoring Sheet for Word Recognition Test

<table>
<thead>
<tr>
<th>Lines</th>
<th>Code Knowledge Tested</th>
<th>Items Correct</th>
<th>Specific Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–6</td>
<td>CVC word with single-letter spellings, e.g., <em>fax</em>, <em>fat</em></td>
<td>__/6</td>
<td>Sound spellings missed and/or confusion, e.g., ‘b’ and ‘d’, ‘s’ and ‘z’, ‘a’, and ‘o’</td>
</tr>
<tr>
<td>7–13</td>
<td>Consonant clusters, e.g., ‘dr’ in <em>drip</em></td>
<td>__/7</td>
<td>Clusters missed:</td>
</tr>
<tr>
<td>14–20</td>
<td>Consonant digraphs and double-letter spellings, e.g., ‘ss’ and ‘th’</td>
<td>__/7</td>
<td>Consonant digraphs/double-letter spellings missed:</td>
</tr>
<tr>
<td>21–25</td>
<td>Tricky Words, e.g., <em>the</em> and <em>I</em></td>
<td>__/5</td>
<td>Tricky Words missed:</td>
</tr>
</tbody>
</table>

Total Score: ____________/20

- Students who scored **18 out of 20 (90%)** or above have strong word recognition skills and are making good progress. They will next take the **Story Reading Test, “Gwen’s Hens.”**
- Students who scored **17 or less** should be assessed one-on-one. They will first receive the **Pseudoword Reading Test.**
This is Seth Smith.

Seth is ten.

Seth must get in bed at ten.

Seth can jump on his bed, but not past ten.

Seth can stomp and romp and stand on his hands, but not past ten.

Seth’s dad gets mad if Seth is not in bed at ten.
Seth’s Mom

This is Pat.

Pat is Seth’s mom.

Pat can fix things.

Pat can scrub, plan, and think.
Pat can run fast.

Pat can sing songs.

Pat can sing songs.
Kit

Kit can run.

Kit can skip.
Kit can flip and flop.

Kit can swim.
Kit ran and hid.

Stan ran and got Kit.

Stan ran and hid.
Kit ran and got Stan.

Kit and Stan had fun.
Gwen's Hens

Gwen had a red hen.
Gwen kept the hen in a pen.
The hen sat on its eggs.
It sat and sat and sat.
When Gwen got up, the hen was still on its eggs.
When Gwen went to bed, the hen was still there.
Then the hen was a mom!
1. Gwen had a:
   - dog
   - cat
   - hen

2. The hen was:
   - wet
   - red
   - mad

3. Gwen kept the hen in a:
   - box
   - pen
   - pet
4. The hen sat on:
   - a bed
   - a mat
   - its eggs

5. When Gwen went to bed, the hen:
   - sat and sat
   - had a snack
   - went with Gwen

6. The hen sat and sat and was a:
   - kid
   - dad
   - mom
Pseudoword Scoring Sheet

Directions: If a student misreads a word, write the letter for the sound that is misread above the corresponding letter in the word. If student reads “wug” as /wag/, mark “wug” as follows: a

<table>
<thead>
<tr>
<th>CVC Words</th>
<th>1. wug rab sep zat het</th>
</tr>
</thead>
<tbody>
<tr>
<td>CVC Words</td>
<td>2. kem jid pog lum yod</td>
</tr>
<tr>
<td>CVC Words</td>
<td>3. lin fod cax ved mip</td>
</tr>
<tr>
<td>Consonant Cluster</td>
<td>4. nist brin clup stent glosp</td>
</tr>
<tr>
<td>Consonant Digraphs</td>
<td>5. thock shup chim quib ling</td>
</tr>
<tr>
<td>Double-Letter Spellings</td>
<td>6. muzz vell tass beff dagg</td>
</tr>
</tbody>
</table>

Words correct ____________ / 30

Error Analysis

Short Vowel Letter-Sound Errors:

Consonant Letter-Sound Errors:

Consonant Cluster Errors:

Consonant Digraph Errors:

Double-Letter Spellings
<table>
<thead>
<tr>
<th></th>
<th>m</th>
<th>s</th>
<th>f</th>
<th>v</th>
<th>z</th>
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<tbody>
<tr>
<td>2.</td>
<td>r</td>
<td>l</td>
<td>n</td>
<td>e</td>
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<tr>
<td>3.</td>
<td>l</td>
<td>o</td>
<td>a</td>
<td>t</td>
<td>y</td>
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<tr>
<td>4.</td>
<td>d</td>
<td>g</td>
<td>h</td>
<td>j</td>
<td>k</td>
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<tr>
<td>5.</td>
<td>b</td>
<td>p</td>
<td>c</td>
<td>w</td>
<td>x</td>
</tr>
<tr>
<td>6.</td>
<td>sh</td>
<td>ch</td>
<td>th</td>
<td>ng</td>
<td>qu</td>
</tr>
<tr>
<td>7.</td>
<td>ff</td>
<td>ss</td>
<td>ll</td>
<td>gg</td>
<td>ck</td>
</tr>
</tbody>
</table>

Letter/sounds correct ____________/35
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>a</td>
<td>w</td>
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<td>6</td>
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<td>b</td>
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<td>7</td>
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<tr>
<td>8</td>
<td>n</td>
<td>i</td>
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<tr>
<td>9</td>
<td>u</td>
<td>r</td>
<td>q</td>
</tr>
<tr>
<td>10</td>
<td>l</td>
<td>y</td>
<td>g</td>
</tr>
</tbody>
</table>

Letter names correct ____________ / 10
Seth’s Dad

This is Ted.

Ted is Seth’s dad.

Ted is strong.

Ted can chop big logs with his ax.
Ted can lift big stumps.

Ted can crush tin cans with his hands.
Pat and Seth went in Sal’s Fish Shop.

Sal had fresh fish.  
Sal had fresh shrimp.  
Sal had crabs.  
Sal had clams.  
Sal had squid.

Pat got fish and shrimp.
Directions: Have students draw a picture for each phrase.

1. flip flops

2. big drop

3. tin can
4. red mat

5. big hat

6. mom and dad
Kit has hats.

Kit has big hats.
Kit has flat hats.

Kit has fun hats.
Kit’s Cats

Kit has cats.

Kit’s cats run fast.
Kit’s cats lap up milk.

Kit’s cats jump up on Kit’s bed.
Lunch

Seth had lunch with his mom and dad.

Pat had shrimp and chips.

Ted had shrimp, fish, and chips.

Seth had ham and chips.

Munch, munch.

Crunch, crunch.

Yum, yum.
That’s Seth’s pet finch, Chip.

Chip can flap his wings.

Chip can munch on ants and bugs.

Chip can sing.

Chip can land on Seth’s hand.

That finch is fun!
1. big dog

2. red cap

3. mad Dad

Directions: Have students draw a picture for each phrase.
4. fat cat

5. wet frog

6. pig and hen
Kit’s Mom

Kit’s mom gets up at six.

Kit’s mom gets dad up.

Kit’s mom gets Kit up.

Kit’s mom gets dad fed.

Kit’s mom gets Kit fed.

Kit’s mom gets Kit’s pets fed.
Mumps

Kit has mumps.

Kit is in bed.

Kit can’t get up.

Kit can’t run and jump.

Kit can’t skip and hop.

Kit is sad.
Lost Finch

Seth’s pet finch, Chip, is lost.

Seth can’t spot him.

Pat can’t spot him.

Ted can’t spot him.

Chip is not on Seth’s bed.

Chip is not on Seth’s desk.

Then, at last, Pat spots Chip.

Chip hid in Pat’s hat and slept.
Seth’s Sled

Seth’s sled went fast.

Seth held on.

Seth hit bumps but did not stop.

Seth hit slush but did not stop.

Then Seth’s sled hit mud.

Splash!

Seth got mud on his sled.

Seth got mud on his pants.

Seth got mud on his hat.
Directions: Have students draw a picture for each phrase.

1. a cup

2. wet mop

3. big log
4. red ball

5. sad pal

6. hot dog
Up

Kit gets up on top.

Kit helps Max get up.

Max helps Jen get up.

Jen helps Kent get up.

Kent helps Ted get up.

Ted helps Peg get up.
Fast Fred

Kit’s pal Fred gulps his milk.

Fast Fred gulps and gulps.

Fred gets milk on his desk.

Fred gets milk on his pants.

Fred gets milk on Kit.

Kit gets mad at Fred.

“Stop it, Fred!”
This is Meg.
Meg is Pat’s best pal.

Pat has 1 lad—Seth.
Meg has 5 tots—Tom, Tim, Max, Sam, and Wes.
Meg has quints!

Pat and Ted help Meg.
Pat sets Tim and Tom on Seth’s rug.
Ted sets Sam on Seth’s quilt.
Pat sets Max on Seth’s bed.
Ted helps Wes stand up on Seth’s desk.
Hash and Milk

Pat and Ted had lunch with Meg’s tots.

Max got hash on his chin.

Wes got hash on his bib.

Tim’s milk is on Tom.

Then Tom got milk on Tim.

Sam got milk on Pat and Ted.
Pip’s Cats

Pip is Kit’s pal.

Pip has six cats.

Pip’s cats got in mud.

Pip’s cats left mud on his rug.

Pip’s mom got mad.
Vic Gets Lost

Pip’s cat Vic got lost.

Pip felt sad.

Kit ran and got Vic.

Kit set Vic on Pip’s lap.

Pip felt glad.
Name ________________________________

Directions: Tell students to cut out the letters and see how many words they can make. Ask them to write the words on a piece of paper.

Directions:

b x l
u o j
g r n
Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.
Directions: Have the student write each word under its matching picture.

fan       van       zip

sit       fin       cats
Directions: Have the student cut out the letter cards.
Dear Family Member,

Ask your child to cut out the letter cards and arrange the cards to make the word *sit*. Have your child read the word, sound by sound. Repeat with the following words: *sat, mat, man, van, hit, hat, fit, fan, in*. If your child does well reading the words, read the words aloud one at a time and ask your child to spell the word by arranging the letter cards.
Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.
Directions: Have the student count the sounds in each word, circle the spellings, and write the number of sounds in the box. Then have the student copy the words on the lines.

1. rat
2. land
3. trip
4. lip
5. trim
6. stop
7. hip
8. cup
9. drop
10. plot

3
rat
Directions: Have the student write each word under its matching picture.

1. bed

2. lamp

3. nest

4. rug
Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

Name ________________________________

W w W w

W W W

E e E e

E E E

U u U u
Directions: Read the Tricky Words in the box. Say and then write the Tricky Words in each sentence in the space provided below.

a  I  no  to  all  of  is

1. It is a big bus.

______ ______  ______  ______  ______

______ ______

2. No, it is not a tent.

______ ______  ______  ______  ______

______ ______  ______  ______  ______

______ ______  ______  ______  ______
<p>| | |</p>
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</table>

3. all of us

<p>| | |</p>
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</table>

4. a hint of it

<p>| | |</p>
<table>
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<tbody>
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</table>

4. I went to bed.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Dear Family Member,

Ask your child to cut out the word cards and arrange the cards to make phrases. You may ask your child to copy the phrases onto a sheet of paper. Modifications: Arrange the cards yourself and have your child read the phrases. Note that the tricky parts in Tricky Words are underlined in gray. Please keep the cards for future practice. Remember that the words marked with a star are Tricky Words, which are words that don’t play by the spelling rules.

<table>
<thead>
<tr>
<th>*</th>
<th>all</th>
<th>rest</th>
<th>*</th>
<th>to</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>must</td>
<td>sit</td>
<td></td>
<td>run</td>
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<tr>
<td>in</td>
<td>cats</td>
<td>*</td>
<td>some</td>
<td></td>
</tr>
<tr>
<td>men</td>
<td>bed</td>
<td>wet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*</td>
<td>a</td>
<td>*</td>
<td>I</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>*</td>
<td>no</td>
<td></td>
</tr>
</tbody>
</table>
Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

- p p p p
- P p p p
- b b b b
- B B B B
- u u u u
- U U U U
- o o o o
- O O O O
Directions: Have the student write each word under its matching picture.

- tub
- nuts
- bug
- grin
- rat
- wig
Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.

j j j
J J J
jam
Y Y Y
yes
<table>
<thead>
<tr>
<th>Word</th>
<th>Image 1</th>
<th>Image 2</th>
<th>Image 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. bed</td>
<td><img src="image1" alt="Bed Image" /></td>
<td><img src="image2" alt="Dress Image" /></td>
<td><img src="image3" alt="Boy Image" /></td>
</tr>
<tr>
<td>2. jet</td>
<td><img src="image1" alt="Jar Image" /></td>
<td><img src="image2" alt="Jet Image" /></td>
<td><img src="image3" alt="Net Image" /></td>
</tr>
<tr>
<td>3. jog</td>
<td><img src="image1" alt="Runner Image" /></td>
<td><img src="image2" alt="Pig Image" /></td>
<td><img src="image3" alt="Log Image" /></td>
</tr>
<tr>
<td>4. jam</td>
<td><img src="image1" alt="Pan Image" /></td>
<td><img src="image2" alt="Jar Image" /></td>
<td><img src="image3" alt="Globe Image" /></td>
</tr>
</tbody>
</table>
Dear Family Member,

Ask your child to cut out the word cards and arrange the cards to make phrases. You may ask your child to copy the phrases onto a sheet of paper. Modification: Arrange the cards yourself and have your child read the phrases. Note that the tricky parts in Tricky Words are underlined in gray. Please keep the cards for future practice.

<table>
<thead>
<tr>
<th>and</th>
<th>*have_</th>
<th>rug</th>
</tr>
</thead>
<tbody>
<tr>
<td>fast</td>
<td>sad</td>
<td>mad</td>
</tr>
<tr>
<td>jumps</td>
<td>gets</td>
<td>red</td>
</tr>
<tr>
<td>dog</td>
<td>frog</td>
<td>bug</td>
</tr>
<tr>
<td>*are</td>
<td>*were</td>
<td>yes</td>
</tr>
</tbody>
</table>
Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.

X X X

X X X

fox fox

k k k

K K K

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

1. box

2. mix

3. kid

4. six
Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.

ch  ch  ch  ch

ch

chop

sh  sh  sh  sh

sh

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

ship  chimp  chips
fish  bench  dish
Dear Family Member,

Your child has been taught to read Tricky Words. Tricky Words are hard to read because they contain parts that are not pronounced the way one would expect. Have your child read the Tricky Words in the box and the sentences below. Note that the tricky parts of the Tricky Words are underlined in gray. Have your child write the matching Tricky Words for each sentence on the line. Extension: Have your child copy the completed sentences on a blank sheet of paper or dictate the sentences to your child.

is  two  to
are  from  do

1. Mom and dad ____________ mad.

2. Max ____________ six.

3. Dad had ____________ cats.

4. Mom went ____________ bed.

5. Just ____________ it!

6. That gift is ____________ dad.
Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.

th th th th

thin thin

bath bath

that that

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

bath
cloth
moth
fifth
Dear Family Member,

Your child has been taught to read words with the digraphs ‘ch’ as in chips, ‘sh’ as in shin, and ‘th’ as in thin or then. Below are some words your child should be able to read with practice. Ask your child to cut out the word cards. Show the cards to your child and have him or her read them. Please encourage your child to read the words by saying sounds and then blending them to make a word. As an extension of this activity, ask your child to copy the words onto a sheet of paper. Please keep the word cards for future practice.

<table>
<thead>
<tr>
<th>dish</th>
<th>chop</th>
<th>shelf</th>
</tr>
</thead>
<tbody>
<tr>
<td>that</td>
<td>brush</td>
<td>rich</td>
</tr>
<tr>
<td>this</td>
<td>chin</td>
<td>bath</td>
</tr>
<tr>
<td>shop</td>
<td>thin</td>
<td>much</td>
</tr>
</tbody>
</table>
Beth

1. Who went on top of a path at the pond?

2. Who got some snap shots?
3. Did Beth get a snap shot of a cat?

4. Dad got a snap shot of . . .
   - a fish.
   - Mom.
   - Beth.
Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.

ng

ng ng ng

ng

song

qu qu qu qu

qu

quit
Directions: Have the student write each word under its matching picture.
1. Beth and Nat met . . .
   - in the U.K.
   - at camp.
   - on a bus.

2. Who got a lot of snap shots of Nat?
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
3. Beth got a snap shot of Nat with
   - a mask on.
   - a frog.
   - a fish.

4. Who got a job in the U.K.?
Dear Family Member,

Ask your child to cut out the letter cards. Have your child arrange the cards to make a series of real words and/or silly words (e.g. *shup*). Have your child read the words. Discuss whether each word is real or silly. Modification: Arrange the cards yourself and have your child read the words. Extension: Have your child copy the words onto a sheet of paper. Please keep the cards for future practice.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ch</td>
<td>p</td>
<td>i</td>
<td>s</td>
<td></td>
</tr>
<tr>
<td>m</td>
<td>a</td>
<td>j</td>
<td>z</td>
<td></td>
</tr>
<tr>
<td>u</td>
<td>sh</td>
<td>x</td>
<td>th</td>
<td></td>
</tr>
<tr>
<td>qu</td>
<td>b</td>
<td>t</td>
<td>o</td>
<td></td>
</tr>
<tr>
<td>w</td>
<td>e</td>
<td>ng</td>
<td>g</td>
<td></td>
</tr>
</tbody>
</table>
Directions: Have the student cut out the letter cards.
The Trip to the U.K.

1. Mom and Beth went to the U.K. on
   - a bus.
   - a ship.
   - a jet.

2. Who had a nap on the jet?

______________________________
3. **Who** met Mom and Beth at the end of the ramp?

   ____________________________________________________________________________

   ____________________________________________________________________________

   ____________________________________________________________________________

   ____________________________________________________________________________

   ____________________________________________________________________________

4. Beth slept...

   o next to Nat and Mom.

   o next to Dot.

   o on a rug.
Bud the Cat

The vet had to fix Bud’s leg.

Nat’s mom let him have Bud.

Bud had a bad leg.

Bud sat in a box with a cast on one leg.

Directions: Have the student copy or paste the sentences onto Worksheet 22.1 in the correct order.
Directions: Have the student paste the sentences from Worksheet 22.1 onto this worksheet in the correct order. Then have the student illustrate each sentence.

1.

2.

3.

4.
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you and talk about it together. Note that the tricky parts of the Tricky Words are underlined in gray.

Bud the Cat

This is a snapshot of Nat’s cat, Bud.

Nat got Bud from a vet.

Bud had a bad leg.

The vet had to fix Bud’s leg.

Bud had to sit in a box with a cast on one leg.


Dot said yes.
The Fish

1. Nat got . . .
   - fish.
   - two cats.
   - one dog.

2. The fish munch on . . .
   - a hot dog.
   - chips.
   - fish snacks.
3. Can the cat smell the fish?

4. Can the cat get the fish?
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you and talk about it together. Note that the tricky parts of the Tricky Words are underlined in gray.

The Fish

This is a snapshot of Nat’s fish.

The fish swim and splash and munch on fish snacks.

The cat can smell the fish.

It can press on the glass.

It can grab at the fish.

But it can not get them.
Directions: Have the student read the words in the box and underline all of the spellings for /k/. Then have the student write the words that contain the /k/ sound spelled ‘c’ under the /k/ > ‘c’ header, the words that contain the /k/ sound spelled ‘k’ under the /k/ > ‘k’ header, and the words that contain the /k/ sound spelled ‘ck’ under the /k/ > ‘ck’ header.

<table>
<thead>
<tr>
<th>cat</th>
<th>king</th>
<th>cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>kit</td>
<td>sock</td>
<td>pick</td>
</tr>
<tr>
<td>Jack</td>
<td>cot</td>
<td>camp</td>
</tr>
</tbody>
</table>

/k/ > ‘c’     /k/ > ‘k’     /k/ > ‘ck’
Dear Family Member,

Ask your child to cut out the word cards and arrange the cards to make phrases. Ask your child to copy the phrases onto a sheet of paper. Modification: Arrange the cards yourself and have your child read the phrases. Note that the tricky parts in Tricky Words are underlined in gray. Please keep the cards for future practice.

<table>
<thead>
<tr>
<th>his</th>
<th>all</th>
<th>pigs</th>
</tr>
</thead>
<tbody>
<tr>
<td>strong</td>
<td>two</td>
<td>with</td>
</tr>
<tr>
<td>have</td>
<td>run</td>
<td>the</td>
</tr>
<tr>
<td>kick</td>
<td>sniff</td>
<td>legs</td>
</tr>
</tbody>
</table>
The Flag Shop

1. The U.K. flag has . . .
   - a red dot.
   - a black box.
   - a red cross.

2. Who went to the shop?
3. Who is in the snapshot of the U.K. flag?

4. egg
doll
Nat
boss
brick

5. Beth
flag
mat
dog
shell

6. cat
stiff
yell
plum
Bud

Directions: In line 4, have the students mark the nouns that name a thing; in line 5, have them mark the nouns that name a person; in line 6, have them mark nouns.
Dear Family Member,

Have your child cut out the word cards. Tell your child that all of these words are nouns. Nouns are words that name people or things. Ask your child to sort the nouns: one column for nouns that name a person and one column for nouns that name a thing. Extension: Have your child make a sentence with each noun.

<table>
<thead>
<tr>
<th>egg</th>
<th>chick</th>
<th>man</th>
</tr>
</thead>
<tbody>
<tr>
<td>kid</td>
<td>Jeff</td>
<td>clock</td>
</tr>
<tr>
<td>rock</td>
<td>drum</td>
<td>king</td>
</tr>
</tbody>
</table>
Which is the Best?

1. **Who** had to **huff and puff** to get to the top?

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

2. **Where** are Nat and Beth in snap shot one?

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________
3. Why did Mom and Dot lift Nat up?

Directions: In line 4, have the students mark the nouns that name a thing; in line 5, have them mark the nouns that name a person; in line 6, have them mark nouns.

4. steps  Jack  rocks  Dot  dress

5. kid  moms  glass  Beth  pill

6. huff  sock  said  Nat  bed
Directions:

Ask your child to cut out the two circles. Pin the smaller circle on top of the larger circle using a brass fastener. Ask your child to spin the smaller circle to make words. Have your child read the words. Extension: Ask your child to copy the words onto a sheet of paper. Modification: Arrange the circles yourself and have your child read the words.
The Bus Stop

It was a big red bus with a top deck.

A thrush was all set to land on Nat’s hand.

Nat said that this is the best bus.

Nat, Dot, Beth, and Beth’s mom all went to the bus stop.
Directions: Have the student paste the sentences from Worksheet 29.1 onto this worksheet in the correct order. Then have the student illustrate each sentence.
On the Bus

1. Where did Nat and Beth sit on the bus?

2. The bus went past . . .
   - a wind mill.
   - Big Ben and two sheds.
   - a big shop and Big Ben.
3. **What is Big Ben?**

4. Big Ben went . . .

   - bam bam.

   - click clack.

   - ding dong.
Dear Family Member,

Ask your child to cut out the word cards. Have your child arrange the cards to make questions. Extension: Ask the child to copy the words onto a sheet of paper. Modification: Arrange the cards yourself and have your child read the questions. Note that the tricky parts in Tricky Words are underlined in gray. Please keep the cards for future practice.

<table>
<thead>
<tr>
<th>★</th>
<th>Who</th>
<th>★</th>
<th>the</th>
<th>★</th>
<th>was</th>
</tr>
</thead>
<tbody>
<tr>
<td>★</td>
<td>When</td>
<td>man</td>
<td>★</td>
<td>What</td>
<td></td>
</tr>
<tr>
<td>★</td>
<td>Why</td>
<td>there</td>
<td>is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>★</td>
<td>that</td>
<td>here</td>
<td>★</td>
<td>Where</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>?</td>
<td></td>
</tr>
</tbody>
</table>
Directions: Have the student copy the word onto the left side of the paper, fold it in half, and then write the word from memory on the right side of the paper.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________
8. __________________________
9. __________________________
10. __________________________
The Man in the Black Hat

1. What is the job of the man in the black hat?

2. Did Beth get the man to grin?
3. What did Nat do to get the man to grin?

4. Who did Nat get to grin?
Directions: Have the student copy the word onto the left side of the paper, fold it in half, and then write the word from memory on the right side of the paper.
The Man in the Kilt

1. Who was the man that Nat and Beth met?

2. The kilt tells us that the man is . . .
   - o a Scot.
   - o French.
   - o from the U.S.
3. What is a kilt?

Directions: In line 4, have the students mark the nouns that name a thing; in line 5, have them mark the nouns that name a person; in line 6, circle the nouns that name a place.

4. kilt  dog  clock  Todd  stamp

5. word  Scot  rug  king  man

6. pub  U.S.  twig  Rick  tell
Dear Family Member,

This is a story your child has read at school at least once, possibly several times. Encourage your child to read the story to you and talk about it together.

The Bus Stop

Dot led us to a bus stop. At the bus stop there was a thrush.

Nat held up his hand. The thrush was all set to land on his hand, but then Dot said, “Nat, stop that!”

Nat let his hand drop.

At the bus stop, Nat said, “Beth, this is the best bus!”

I said, “Why? Is it fast?”

“No,” Nat said, “it is not that fast.”

“Then why is it the best?”

Just then, Nat said, “There it is!”

It was a big red bus with a top deck!
Directions: Have the student trace and copy the letters. The student should say the sounds while writing in the letters.
**Directions:** Have the student trace and copy the letters. The student should say the sounds while writing the letters.

<table>
<thead>
<tr>
<th>I</th>
<th>I</th>
<th>I</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
</tr>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>
Directions: Have the student trace and copy the letters.
Directions: Have the student trace and copy the double-letter spelling.

- gg
- tt
- ff
- bb
- dd
- pp
Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.
Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.
Template for Fishing Pond Exercise
Directions:

Ask your child to cut out the word cards. Have your child arrange the cards to make phrases. Extension: Ask your child to copy the phrases onto a sheet of paper. Modification: Arrange the cards yourself and have your child read the phrases. Note that the tricky parts in Tricky Words are underlined in gray. Please keep the cards for future practice.

<table>
<thead>
<tr>
<th>the</th>
<th>a</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td>sat</td>
<td>and</td>
<td>has</td>
</tr>
<tr>
<td>Greg</td>
<td>in</td>
<td>one</td>
</tr>
<tr>
<td>pig</td>
<td>ran</td>
<td>shed</td>
</tr>
</tbody>
</table>
crack an egg
bring a stick
sit on grass
two bricks

Directions: Have the student write each phrase under its matching picture.
Directions: Have the student read the words and phrases. Then have the student write the matching word for each phrase on the line.

1. ___________________________ the bell

2. black ___________________________

3. ___________________________ chick

4. frogs in ___________________________

5. fill the ___________________________
Directions: Have the student read the words and phrases. Then have the student write the matching words for each phrase on the line.

<table>
<thead>
<tr>
<th>two</th>
<th>glass</th>
<th>word</th>
</tr>
</thead>
<tbody>
<tr>
<td>here</td>
<td>smell</td>
<td></td>
</tr>
</tbody>
</table>

1. milk in __________________________

2. __________________________ quilts

3. bad __________________________

4. spell the __________________________

5. sit __________________________
Directions: Have the student cut out the word cards. Have the student create phrases with the words and write them on a piece of paper.
Directions: Have the student read the words and sentences. Then have the student write the matching words for each sentence on the line.

1. Jack and Jill went up the _________.
   ____________________________
   ____________________________
2. _________ is no one here.
   ____________________________
3. Nat has a cat and ________.
   ____________________________
4. Beth and Nat met a man in a _________.
   ____________________________
   ____________________________
5. _________ did Dot’s map rip?
   ____________________________
6. _________ has a pet?
Directions: Have the student read the words and sentences. Then have the student write the matching words for each sentence on the line.

1. The crab runs on the ____________.
2. The cat runs ____________ the dog.
3. The chick ____________ the egg.
4. Do ____________ swim in the pond?
5. The ____________ digs in the mud.
6. The dog ____________ Mom’s hand.
Directions: Have the student cut out the cards. Then have the student create sentences with the words and write them on a piece of paper. Remind the student that sentences start with an uppercase letter and end with a period or question mark.

<table>
<thead>
<tr>
<th>?</th>
<th>When</th>
<th>Where</th>
<th>do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
<td>are</td>
<td>The</td>
<td></td>
</tr>
<tr>
<td>here</td>
<td>did</td>
<td>was</td>
<td></td>
</tr>
<tr>
<td>kids</td>
<td>that</td>
<td>cat</td>
<td></td>
</tr>
<tr>
<td>the</td>
<td>jump</td>
<td>run</td>
<td></td>
</tr>
</tbody>
</table>
Directions: Have the student read the question words and questions. Then have the student write the matching question word for each question on the line.

<table>
<thead>
<tr>
<th>When</th>
<th>Where</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>Who</td>
<td>Which</td>
</tr>
</tbody>
</table>

1. ________________ did the dog rip?

2. ________________ is Dot?

3. ________________ man had a kilt on?

4. ________________ did the man in the black hat stand?

5. ________________ was Bud at the vet?

6. ________________ was Beth sad?
Directions: Have the student read the Tricky Words and sentences. Then have the student write the matching Tricky Word for each sentence on the line.

1. I got a gift  ____________ Dad.

2. ____________ chicks are soft.

3. ____________ there was a strong king.

4. ____________ did Tom fling the rock?

5. Josh ____________ that one plus one is two.

6. ____________ kids have pets.
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.

The Flag Shop

Mom and I went in a lot of shops in the U.K. One of the shops was a flag shop.

The shop had the U.S. flag, the French flag, and the U.K. flag.

That’s Mom in the snap shot, with the U.S. flag.

The U.K. flag has a big red cross on it.

Nat and his mom held one up.

I got this snap shot of the two of them with the flag.
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.

**Which is the Best?**

This is a snap shot Mom got.

*All of us had to run up a bunch of steps to get to this spot.*

Nat and I ran up fast. The moms had to huff and puff to get to the top.

This next snap shot is one that I got. It is Nat with a bunch of big rocks.

Nat had Mom and Dot lift him up.

Then Nat said, “Beth, get a snap shot of this! I am the rock on top! Get it?”

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

**The Man in the Kilt**

Once Nat and I met a man in a kilt.

I said, “Why is that man in a dress?”

Nat said, “That is not a dress. It is a kilt.”

“A quilt?”


“What is a kilt?” I said.

Mom said, “The kilt tells us that the man is a Scot. The cloth on the kilt tells us where the man is from.”

“So the kilt tells us his past?” I said.

“Yes,” said Mom. “It is a bit of his past.”

Mom got this snap shot of us with the man in the kilt!
This is a story your child has probably read at least once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. Note that the tricky parts in Tricky Words are underlined in gray.

The Map

Once all of us were on a trip when a dog ran up and bit the map.

Dot said, “Bad dog! Stop that! Drop that map! Drop it!”

But the dog did not drop the map. The dog ran up the block with the map.

Nat ran to get the map, but Dot said, “It is just a map. Let the dog have it.”

Just then the dog let the map drop. Nat got it and held it up.

“Here it is,” Nat said. “But it’s got a big rip in it.”

“Well,” Dot said, “I am just glad the dog bit the map and not one of us.”
This is a story your child has probably read at least once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. Note that the tricky parts in Tricky Words are underlined in gray.

**Lunch at the King’s Pub**

At the King’s Pub, all of us had fish and chips.

All of the pubs in the U.K. sell fish and chips. The fish and chips I had in the King’s Pub were the best I had in the U.K.

Yum, yum!

Nat had a glass of milk with his fish and chips.

Then his hand hit the glass. Splash!

The milk went on Dot’s fish and chips.

This snap shot tells it all.
Lunch at King’s Pub

1. Nat, Dot, Beth, and Beth’s mom went to the King’s Pub to . . .
   - sit with the king.
   - get lunch.
   - have a chat.

2. Did Beth get to sit with the king?
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
3. The pub has the best . . .
   ○ squid and chips.
   ○ plush beds.
   ○ fish and chips.

4. squid   map    Dot   brush    pills

5. Nat    fish  Beth  lunch   Dot

6. chips  sit    cab   posh   with
Lunch at the King’s Pub

1. What did Beth, Nat, and the moms get at the pub?

2. What do all the pubs in the U.K. sell?
3. **What did Nat hit with the back of his hand?**
The Trip Back

1. Was Beth glad when the trip had to end?

2. Who got on the jet?
3. What did Beth get back in the U.S.?

4. What did Beth send Nat?
The Map

The dog ran off with the map.

A dog bit Dot’s map.

Nat said that the map got a big rip.

Nat ran and got the map back.
Directions: Have the student paste the sentences onto this worksheet in the correct order. Then have the student illustrate each sentence.
The Punt

Nat and Beth sat still in the punt and did not get wet.

All of them got in the punt.

The man said that the punt can tip.

There were two punts at the dock.
Directions: Have the student paste the sentences onto this worksheet in the correct order. Then have the student illustrate each sentence.

1. 
2. 
3. 
4.
Directions: Have the student reread the stories from the reader Snap Shots and find nouns that name persons or things. Have the student copy the nouns on the worksheet, the nouns that name a person under the picture of the girl and the nouns that name a thing under the picture of the brush.
Directions: Have the student write the nouns that name a person under the picture of the girl and the nouns that name a thing under the picture of the brush.

Name ____________________________

brush  pal  plum  Kate

clock  nest  Bob  man

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Template for Alphabet Wrap

Directions: Have the student connect the letters in alphabetical order with a pencil or string.
Directions: Have the student connect the letters in alphabetical order. Have the student say the letter names out loud.
Directions: Have the student connect the lowercase letters to their uppercase letters in alphabetical order using a pencil or string.
Directions: Have the student copy the uppercase letters next to the matching lowercase letters.

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1. Where can I get a snack?
2. Dogs and cats are pets.
3. I have a big quilt on the bed.
4. Who can spell this word?
5. The dog can do a lot of tricks.
6. When did Jeff get his drum?
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