Unit 5
Skills Workbook
Unit 5
Workbook
Skills Strand
KINDERGARTEN

Core Knowledge Language Arts®
New York Edition
Creative Commons Licensing
This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

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

Under the following conditions:
  Attribution — You must attribute the work in the following manner:
  This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

  Noncommercial — You may not use this work for commercial purposes.

  Share Alike — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

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

Copyright © 2013 Core Knowledge Foundation
www.coreknowledge.org

All Rights Reserved.

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

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.
Unit 5
Workbook

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.

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.

1. 
   - b e p
d   a   g
   ______________

2. 
   - c e d
   p   a   b
   ______________

3. 
   - p e k
   b   i   d
   ______________

4. 
   - b e t
   h   a   z
   ______________

5. 
   - d o b
   b   i   p
   ______________
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.
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.

1. ____________ ____________ ____________ ____________ ____________ ____________
2. r         r         r         r         r         r
3. ____________ ____________ ____________ ____________ ____________ ____________
4. r         r         r         r         r         r
5. ____________ ____________ ____________ ____________ ____________ ____________
6. r         r         r         r         r         r
7. ____________ ____________ ____________ ____________ ____________ ____________
8. r         r         r         r         r         r
9. ____________ ____________ ____________ ____________ ____________ ____________
10. r        r        r        r        r        r
11. ____________ ____________ ____________ ____________ ____________ ____________
12. r        r        r        r        r        r
13. ____________ ____________ ____________ ____________ ____________ ____________
14. r        r        r        r        r        r
15. ____________ ____________ ____________ ____________ ____________ ____________
16. r        r        r        r        r        r
17. ____________ ran    ran    ran    ran    ran
Directions: Have students write each word under the matching picture.

- rip
- rim
- rat
- rib
- ran
- ram
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 for 'u':
1. Cup
2. Short line down
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.

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.

Name ____________________________

1. ____________ 2. ____________ 3. ____________ 4. ____________

1. W W W W W W W W W W
2. W W W W W W W W W W
3. W W W W W W W W W W
5. W W W W W W W W W W
7. W W W W W W W W W W
8. W W W W W W W W W W
10. W W W W W W W W W W
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

2. bat

3. rip
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

<table>
<thead>
<tr>
<th>________________</th>
<th>________________</th>
<th>________________</th>
<th>________________</th>
<th>________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

© 2013 Core Knowledge Foundation
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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
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.

yes | big | win
---|---|---
bit | jet | run
wet | cup | lid
jam | rip | bed
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.

---

\[ \text{Directions: Have students trace and copy the letters and words. The motion for ‘x’ can be described as 1. diagonal right, 2. diagonal left. Encourage students to say the sounds while writing the letters.} \]
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.

Name ____________________________

10.1
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.
Directions: Have students write each word under the matching picture.

ox  jog  pot
hat  mud  tub
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 several times inside of 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/ (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
<table>
<thead>
<tr>
<th></th>
<th>jot</th>
<th>yet</th>
<th>jet</th>
<th>wax</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>log</td>
<td>law</td>
<td>fog</td>
<td>pig</td>
</tr>
<tr>
<td>8</td>
<td>bop</td>
<td>box</td>
<td>sit</td>
<td>lox</td>
</tr>
<tr>
<td>9</td>
<td>wet</td>
<td>rib</td>
<td>hen</td>
<td>web</td>
</tr>
<tr>
<td>10</td>
<td>rug</td>
<td>bug</td>
<td>rag</td>
<td>zip</td>
</tr>
</tbody>
</table>
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
wig
box
wig
jet
rug
jet
rug
leg
kid
leg
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
1. kit    fit

2. lip    lid

3. rat    pat

4. fin    win

5. yet    get

6. it     sit

Directions: Have students circle the dictated words and copy them on the lines.
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.

as in it

wig       let       jet       bet       rip
fix       wet       win       yes       bin

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>
</tr>
</thead>
<tbody>
<tr>
<td>run</td>
<td>rub</td>
<td>pop</td>
<td>dot</td>
<td>rot</td>
</tr>
</tbody>
</table>

as in cup

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

1. box

2. rug

3. wig
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. Chicken:  
   h e p
   d a n

2. Sun:  
   c u n
   s e m

3. Box:  
   p o k
   b i x

4. Frisbee:  
   l e k
   h a g

5. Bus:  
   b u z
   p o s
Directions: For each picture, have students read the phrases and put a checkmark in the box next to the matching phrase.

1. □ rat in cup  
   □ rat in hat

2. □ jug in bag  
   □ bag on bed

3. □ ant on bat  
   □ ant on bed

4. □ pup in tub  
   □ fox in tub

5. □ kid in mud  
   □ pig in mud
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 /b/.
Directions: Have students hold up this worksheet when you say /t/.
Directions: Have students hold up this worksheet when you say /d/. 
Directions: Have students hold up this worksheet when you say /kl/. 
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/.

S
Directions: Have students hold up this worksheet when you say /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 as in cat and kit.

<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.
I

b

k

j

f
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
lap

bat

kit

kin

jam

rib
Directions: Have students trace and copy the words. Encourage students to say the sounds while writing each letter.
Directions: Have students write each word under the matching picture.

1. jam

2. win

3. bag
4. box

5. rug

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

as in it

________________________
________________________
________________________
________________________
________________________
________________________
________________________

as in wet

________________________
________________________
________________________
________________________
________________________
________________________
________________________

hip  net  bit  him  wed

sit  let  win  hen  red

as in it

________________________
________________________
________________________
________________________
________________________
________________________
________________________

as in wet

________________________
________________________
________________________
________________________
________________________
________________________
________________________

Name ____________________________________________________________
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>as in rub</th>
<th>as in rat</th>
</tr>
</thead>
<tbody>
<tr>
<td>cab</td>
<td>sun</td>
</tr>
<tr>
<td>cup</td>
<td>tan</td>
</tr>
<tr>
<td>hat</td>
<td>pug</td>
</tr>
<tr>
<td>bus</td>
<td>tub</td>
</tr>
<tr>
<td>sad</td>
<td>jam</td>
</tr>
</tbody>
</table>
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.

yes    wig    fix
win    tax    yuk

x

y

w
ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS


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

SCHOOLS

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

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmín Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.
Credits
Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

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

Illustrators and Image Sources

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