Unit 1 Workbook
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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 ________________________________

1. a a a
   A A A
   P P P
   N N N
   C C C
   G G G

2. 1 1 1
   1 1 1
   1 1 1
Directions: Have the student write each word under its matching picture.

pan
nap
cap
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.
<table>
<thead>
<tr>
<th>Word</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>cat</td>
<td><img src="image1" alt="Cat" /></td>
</tr>
<tr>
<td>pot</td>
<td><img src="image2" alt="Pot" /></td>
</tr>
<tr>
<td>dot</td>
<td><img src="image3" alt="Dot" /></td>
</tr>
<tr>
<td>dad</td>
<td><img src="image4" alt="Dad" /></td>
</tr>
<tr>
<td>cap</td>
<td><img src="image5" alt="Cap" /></td>
</tr>
<tr>
<td>dig</td>
<td><img src="image6" alt="Dad Digging" /></td>
</tr>
</tbody>
</table>

Directions: Have the student write each word under its matching picture.
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.
Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

Name ________________________________

i i i i i i i i

I I I I I I

a a a a a a a

A A A A A A

o o o o o o

O O O O O O

c c c c c c

C C C C C C

g g g g g g

G G G G G G

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Name ________________________________

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

pan dot dad

dog pin nap

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

__________________________
__________________________
__________________________

__________________________
__________________________
__________________________

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

Name ____________________________

Mm m

Ff f

Vv v
Directions: Have the student write each phrase under its matching picture.

a dog

mom and dad

a fat pig

a tin can

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

Name ________________________________

Ss  Zz  Hh

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

S   S   S   S   S   S

S   S   S   S   S   S

Z   Z   Z   Z   Z   Z

Z   Z   Z   Z   Z   Z

H   H   H   H   H   H

H   H   H   H   H   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>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>zip</td>
<td>zap</td>
<td>sip</td>
<td>vat</td>
</tr>
<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>
</tr>
<tr>
<td>5</td>
<td>rot</td>
<td>rob</td>
<td>rod</td>
<td>red</td>
</tr>
<tr>
<td>6</td>
<td>fox</td>
<td>fix</td>
<td>fax</td>
<td>fan</td>
</tr>
<tr>
<td>7</td>
<td>spill</td>
<td>grab</td>
<td>stop</td>
<td>spit</td>
</tr>
<tr>
<td>8</td>
<td>clip</td>
<td>drip</td>
<td>drop</td>
<td>drum</td>
</tr>
<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>
</tr>
<tr>
<td></td>
<td>kong</td>
<td>king</td>
<td>kin</td>
<td>ken</td>
</tr>
<tr>
<td>---</td>
<td>------</td>
<td>------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>13.</td>
<td>wack</td>
<td>wax</td>
<td>wick</td>
<td>wicks</td>
</tr>
<tr>
<td>14.</td>
<td>ships</td>
<td>chops</td>
<td>chips</td>
<td>chaps</td>
</tr>
<tr>
<td>15.</td>
<td>chin</td>
<td>shin</td>
<td>shun</td>
<td>sin</td>
</tr>
<tr>
<td>16.</td>
<td>that</td>
<td>fin</td>
<td>this</td>
<td>thin</td>
</tr>
<tr>
<td>17.</td>
<td>chin</td>
<td>jill</td>
<td>chill</td>
<td>spill</td>
</tr>
<tr>
<td>18.</td>
<td>quest</td>
<td>chest</td>
<td>quill</td>
<td>best</td>
</tr>
<tr>
<td>19.</td>
<td>bus</td>
<td>buzz</td>
<td>boss</td>
<td>buff</td>
</tr>
<tr>
<td>20.</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, 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 can run.

Kit can skip.
Kit can flip and flop.

Kit can swim.
Kit and Stan

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
Code Knowledge Diagnostic Test

<table>
<thead>
<tr>
<th></th>
<th>m</th>
<th>s</th>
<th>f</th>
<th>v</th>
<th>z</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>r</td>
<td>l</td>
<td>n</td>
<td>e</td>
<td>u</td>
</tr>
<tr>
<td>3.</td>
<td>l</td>
<td>o</td>
<td>a</td>
<td>t</td>
<td>y</td>
</tr>
<tr>
<td>4.</td>
<td>d</td>
<td>g</td>
<td>h</td>
<td>j</td>
<td>k</td>
</tr>
<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>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a</td>
<td>w</td>
<td>e</td>
</tr>
<tr>
<td>2</td>
<td>t</td>
<td>y</td>
<td>u</td>
</tr>
<tr>
<td>3</td>
<td>o</td>
<td>p</td>
<td>s</td>
</tr>
<tr>
<td>4</td>
<td>f</td>
<td>g</td>
<td>h</td>
</tr>
<tr>
<td>5</td>
<td>k</td>
<td>l</td>
<td>z</td>
</tr>
<tr>
<td>6</td>
<td>c</td>
<td>v</td>
<td>b</td>
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<td>7</td>
<td>d</td>
<td>x</td>
<td>j</td>
</tr>
<tr>
<td>8</td>
<td>n</td>
<td>i</td>
<td>m</td>
</tr>
<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’s Hats

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.
Seth’s Finch

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!
Directions: Have students draw a picture for each phrase.

1. big dog

2. red cap

3. mad Dad
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.
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.
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.
Pip’s cat Vic got lost.

Pip felt sad.

Kit ran and got Vic.

Kit set Vic on Pip’s lap.

Pip felt glad.
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: 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.

<table>
<thead>
<tr>
<th>s</th>
<th>m</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>i</td>
<td>t</td>
</tr>
<tr>
<td>a</td>
<td>h</td>
<td>v</td>
</tr>
</tbody>
</table>
Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

- Bb
- Ll
- Rr

Name ____________________________
<table>
<thead>
<tr>
<th></th>
<th>Word</th>
<th>Number of Sounds</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>rat</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>land</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>trip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>lip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>trim</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>stop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>hip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>cup</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>drop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>plot</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
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.

W  W  W
E  E  E
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.

   _____________________________
   _____________________________

   _____________________________
   _____________________________

   _____________________________
   _____________________________
3. all of us

4. a hint of it

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

Name ________________________________

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 o o o o o o o 

O O O O
Directions: Have the student write each word under its matching picture.
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 J J
jam
y y y y
Y Y Y Y
yes
Directions: Have the student write each word under its matching picture.

1. bed

2. jet

3. jog

4. jam
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>
</tbody>
</table>

* are
* were
* yes
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 kit
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  ch  ch  ch

ch  ch  ch  ch

ch

ch

ch

ch

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ch

ch
<table>
<thead>
<tr>
<th>ship</th>
<th>chimp</th>
<th>chips</th>
</tr>
</thead>
<tbody>
<tr>
<td>fish</td>
<td>bench</td>
<td>dish</td>
</tr>
</tbody>
</table>

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>is</td>
<td>two</td>
<td>to</td>
</tr>
<tr>
<td>are</td>
<td>from</td>
<td>do</td>
</tr>
</tbody>
</table>

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>
Name ________________________________

19.1

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 . . .

  o a fish.
  o Mom.
  o Beth.
Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.
Directions: Have the student write each word under its matching picture.
Nat

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.
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?

   [Blank space for answer]

Directions: Have the student reread the story and answer the questions.
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 paste the sentences from Worksheet 22.1 onto this worksheet in the correct order. Then have the student illustrate each sentence.
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.

- cat
- kit
- Jack
- king
- sock
- cot
- cost
- pick
- camp

/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.
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 snap shot of the U.K. flag?

4. egg  doll  Nat  boss  brick

5. Beth  flag  mat  dog  shell

6. cat  stiff  yell  plum  Bud
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?

4. steps  Jack  rocks  Dot  dress

5. kid  moms  glass  Beth  pill

6. huff  sock  said  Nat  bed

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.
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.
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.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10.
The Man in the Kilt

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

2. The kilt tells us that the man is . . .
   - a Scot.
   - French.
   - 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.

I
E
A
U
O
Directions: Have the student trace and copy the letters.
Directions: Have the student trace and copy the double-letter spelling.

- gg
- gg
- tt
- ff
- bb
- dd
- pp
- 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  sit on grass
bring a stick   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.

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.

pig fish from
licks sand cracks
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>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>When</td>
<td>Where</td>
</tr>
<tr>
<td>Who</td>
<td>are</td>
</tr>
<tr>
<td>here</td>
<td>did</td>
</tr>
<tr>
<td>kids</td>
<td>that</td>
</tr>
<tr>
<td>the</td>
<td>jump</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?
Some  Once  All
says  Where  from

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?

Directions: Have the student reread the story and answer the questions.
3. The pub has the best . . .
   o squid and chips.
   o plush beds.
   o 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?**

Directions: In the box, have the student illustrate a part of the story and then write a caption below.
The Trip Back

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

2. Who got on the jet?

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

brush  pal  plum  Kate

clock  nest  Bob  man
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.
Template for Caps Wrap

Directions: Have the student connect the lowercase letters to their uppercase letters in alphabetical order using a pencil or string.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>F</td>
<td>L</td>
<td>A</td>
<td>E</td>
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<td>I</td>
<td>K</td>
<td>B</td>
<td>G</td>
</tr>
<tr>
<td>J</td>
<td>D</td>
<td>H</td>
<td>C</td>
</tr>
</tbody>
</table>

Directions: Have the student copy the uppercase letters next to the matching lowercase letters.

<p>| | | | |</p>
<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
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Directions: Have the student read the sentences and add a period or question mark at the end of each sentence.

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?
ACKNOWLEDGMENTS

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

CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS


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

SCHOOLS

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

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