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Unit 4
Workbook

This Workbook contains worksheets that accompany many of the lessons from the Teacher Guide for Unit 4. Each worksheet is identified by the lesson number in which it is used. Some of the worksheets in this book do not include written instructions for students because the instructions would have contained nondecodable words. The expectation is that teachers will explain these worksheets to students orally, using the guidelines in the Teacher Guide. Nondecodable instructions are also included along the side of each of these worksheets, and are only meant to be read aloud by a teacher or family member. The Workbook is a student component, which means each student should have a Workbook.
Dear Family Member,

Today our class started the Unit 4 of the Core Knowledge Language Arts program. The Reader for this unit is called *The Green Fern Zoo*. Your child will bring home stories you can read together about zoo keeper Vern and the different types of animals he cares for at the Green Fern Zoo. Remember that reading at home with your child is important for their success as a reader.

In addition, your child’s spelling words for this week include the days of the week. Students will practice writing the date, including the days of the week. All of the spelling words this week are Tricky Words. Tricky Words do not play by the rules, meaning there are spellings that do not sound the way students would expect them to. These words need to be memorized, so your child will benefit from practice reading and writing them.

1. Monday
2. Tuesday
3. Wednesday
4. Thursday
5. Friday
6. Saturday
7. Sunday
8. would
Directions: Have students trace and copy the digraph and words. Students should say the sounds while writing the letters.

er
her
Bert
perk
Print the words on the lines where they fit best.

1. **fern**

2. **herd**

3. **perch**
Directions: Have students write the words with the /r/ sound under the ‘red’ header and the words with the /er/ sound under the ‘her’ header.

/r/ as in red

/rat/

/fern/

/rog/

/cherk/

/room/

/er/ as in her

/rat/

/fern/

/pech/

/rag/

/verb/

/term/
Dear Family Member,

Your child has been taught to read words with the vowel digraph, or letter team, ‘er’ as in *her*. To practice this new spelling, ask your child to cut out the word cards below. In addition to the ‘er’ spelling, some of the words below are Tricky Words and previously taught spellings. Have your child read all of the words aloud, and arrange the cards to make phrases such “the herd” and “one fern.” You may also ask your child to copy the phrases onto a sheet of paper. Please keep the cards for future practice.

<table>
<thead>
<tr>
<th>the</th>
<th>all</th>
<th>big</th>
</tr>
</thead>
<tbody>
<tr>
<td>herd</td>
<td>clerk</td>
<td>perch</td>
</tr>
<tr>
<td>food</td>
<td>book</td>
<td>one</td>
</tr>
<tr>
<td>pound</td>
<td>coin</td>
<td>hawk</td>
</tr>
</tbody>
</table>
Directions: Have students read each sentence and write the word from the word box that best fits the sentence.

her  clerk  round  coin
verb  paws  scoops  food

1. The plate is ________________.

2. The ________________ gave her a dime.

3. Dogs have ________________.

4. I would like three ________________!
Directions: Have students read each sentence and write the word from the word box that best fits the sentence.

5. I can cook a lot of ____________.

6. ____________ dad is at home.

7. I will flip a ____________.

8. Is this word a ____________?
Meet Vern

1. Where will Vern take you?
   - the shop
   - the Green Fern Zoo
   - the bus

2. What is Vern’s job?

Directions: Have students reread the story and answer the questions.
3. What **could** be **some** things with wings?

4. Name **some** things that you **could** see at the zoo.
Directions: Have students trace and copy the digraph and words. Students should say the sounds while writing the letters.

-ar

ar ar

ar

art art

art

farm farm

farm

yarn yarn

yarn
Print the words on the lines where they fit best.

1. arm

2. car

3. star

4. yarn

5. cart
Dear Family Member,

Your child has been taught to read words with the vowel digraphs ‘er’ as in *her*, and ‘ar’ as in *car*. Ask your child to cut out the word cards. Have your child arrange the cards to make phrases or sentences. You may also ask your child to copy the phrases or sentences on the sheet of paper. Please keep the cards for future practice.

<table>
<thead>
<tr>
<th>verb</th>
<th>herd</th>
<th>perch</th>
</tr>
</thead>
<tbody>
<tr>
<td>the</td>
<td>march</td>
<td>one</td>
</tr>
<tr>
<td>yard</td>
<td>a</td>
<td>green</td>
</tr>
<tr>
<td>farm</td>
<td>chart</td>
<td>fern</td>
</tr>
<tr>
<td>this</td>
<td>big</td>
<td>is</td>
</tr>
<tr>
<td>stars</td>
<td>tree</td>
<td>bark</td>
</tr>
</tbody>
</table>
Spelling Test

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

Things That Swim

1. What is a trout?
   - a dog
   - a bug
   - a fish

2. What parts of a trout help it hide?
   - spots and marks
   - mouth and teeth
   - fins and scales
3. What big fish makes wee fish run and hide?
   - trout
   - reef shark
   - squid

Page ________

4. Why do reef sharks make their home close to reefs?

___________________________________________________________

___________________________________________________________

___________________________________________________________

___________________________________________________________

___________________________________________________________

5. What do reef sharks like to feed on?

___________________________________________________________

___________________________________________________________

___________________________________________________________

___________________________________________________________

___________________________________________________________

Page ________
Dear Family Member,

This is a story your child has probably read 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, and the new sound-spellings in this unit are bolded.

Repeated oral reading is an important way to improve reading skills. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

Meet Vern

My name is Vern, and I have the best job! My job is to take you kids in to see the Green Fern Zoo.

We will see things with wings and things with scales, things that bite and things that sting, things that creep and things that swim.

I have lots of fun facts and tales to share with you. So let’s see the zoo and have some fun!
Dear Family Member,

Your child’s spelling words for this week include the ‘er’, ‘ar’, and ‘or’ spellings that your child has been learning in this unit. Your child should practice reading and writing these words. The last spelling word is a Tricky Word. Tricky Words do not play by the rules, meaning there are spellings that do not sound the way students would expect them to. These words need to be memorized.

Spelling Words Lesson 6

1. sharp

2. fern

3. start

4. spoil

5. verb

6. shark

7. crawl

8. Tricky Word: because
Directions: Have students read the words in the box and write each word in the sentence where the word fits best.

stars  perk  look  fern  shout

oil  claws  moon  shark  herd

1. There is not a ____________ in this lake.

2. The car needs ____________ in it.

3. That cat has sharp ____________!

4. The flag has ____________ and stripes.

5. My mom had to ask us not to
   ____________.
<table>
<thead>
<tr>
<th>stars</th>
<th>perk</th>
<th>look</th>
<th>fern</th>
<th>shout</th>
</tr>
</thead>
<tbody>
<tr>
<td>oil</td>
<td>claws</td>
<td>moon</td>
<td>shark</td>
<td>herd</td>
</tr>
</tbody>
</table>

6. She must _______ up and not sleep!

7. I saw a _______ of deer in the woods.

8. I would like to see the Green _______ Zoo.

9. _______ at that big wave!

10. We look up at the stars and the _______ when it gets dark.
Directions: Have students match the words to their contracted form.

- it is
- here is
- she is
- can not
- he is

- he’s
- can’t
- she’s
- it’s
- here’s
Directions: Have students fill in the blanks with the correct contraction.

1. can’t sad.
2. let’s hot out.
3. she’s run to the park.
4. it’s a good pal.
5. here’s my class.
6. We see the sharks.
Directions: Have students trace and copy the digraph and words. Students should say the sounds while writing the letters.

or or

corn corn

fork fork

short short
In the box are six words. Print them on the lines where they fit best.

stork  fork  thorns

corn   shorts  cord
Dear Family Member,

Your child has been learning to read and write contractions. Work with your child to write each sentence with the contracted form of the words in parentheses. Extension: Use contractions orally with your child, pausing to discuss the formation of the contracted form.

1. ____________ glad we can have cake. (he is)

2. ____________ with her gran. (she is)

3. ____________ run to the park! (let us)

4. I ____________ ride a bike. (can not)

5. ____________ the book! (here is)
Directions: Have students 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.
Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in tricky words are underlined in gray. Please note that the multi-syllable words that students encounter in the Readers and Workbook will be divided between syllables with a dot. This dot serves as an early cue to assist students in chunking words, and will be omitted in later units.

Repeated oral reading is an important way to improve reading skills. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

Things That Swim

I hope you kids like things that swim, be·cause this is the room where we keep all the fish.

The fish here are trout. A trout is a fish that swims in cool lakes and creeks. You can see that they have lots of spots and marks. The spots and marks help the trout hide. They make the trout look a lot like the sand on the bed of a creek.
Here’s a big fish that makes all of the wee fish run and hide. This is a reef shark. It has that name because it likes to make its home close to a reef, where there are lots of fish.

You can see that the reef shark has fins and a set of gills on its side. You can not see them from here, but this shark has lots of sharp teeth in its mouth.

Would a reef shark bite you? Well, you are not the lunch that this shark would like best. A reef shark likes to feed on squid, crabs, and shrimp. But it would be smart not to get the reef shark mad at you all the same!
Chimps

1. Green Fern Zoo has ______ chimps.
   - one
   - five
   - ten

2. Who is Bess?
   - a chimp
   - Vern’s pal
   - a shark

3. What do chimps not like to munch on?
   - plants
   - seeds
   - rocks
4. What will Bart have for lunch?

5. What will Max do for fun?

6. Why were Carl and Norm not pals last week?
Spelling Test

1. __________________________

2. __________________________

3. __________________________

4. __________________________

5. __________________________

6. __________________________

7. __________________________

8. __________________________
Mandrills

1. Is a male mandrill’s nose green?

2. What makes mandrills look and feel good?
3. What is the verb in, “We feed man·drills ants, grass·es, nuts, bark, plant shoots, and roots.”
   o man·drills
   o feed
   o bark

4. List 4 nouns that you found in “Man·drills.”
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Please note that the multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

Repeated oral reading is an important way to improve reading skills. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

Chimps

Next, let’s see the chimps. We have ten chimps here at the Green Fern Zoo. You can see them all out there if you look hard.

The one you see here is Bess. She has a snack in her mouth. Bess and the rest of the chimps like to munch on plants, nuts, and seeds.

Do you see that chimp with the stick? That’s Bart. Bart likes to have ants for lunch. To get the ants, he takes a stick and sticks it in an ant hill. Then he lifts it up
and licks off the ants. Yum, yum!

The chimp with the rope in his hand is Max. He’s just a babe. He was born in March. Bess is his mom.

Max is a lot of fun. He likes to swing on the rope and splash in the pool.

The two chimps up on the rocks are Carl and Norm. Carl is the one on the left. Carl and Norm are pals. But they were not pals last week.

Last week we gave them a branch from a fig tree for lunch. Norm took the branch and ran off with it. He ate all of the figs. Carl was mad at Norm all week.

But that was last week. This week the two of them are pals.
Dear Family Member,

Our class has begun reading and writing two-syllable words. The spelling words this week are two-syllable words which may be more challenging than the previous one-syllable words. Your child may find it helpful to practice writing and remembering the spelling words syllable by syllable.

Spelling Words Lesson 11

1. zipper
2. barking
3. perfume
4. morning
5. carpet
6. forest
7. border
8. Tricky Word: today
Mark the words that are said and print them on the lines.

1. arm·pit       art·ist

2. sneez·ing   sniff·ing

3. bas·kets     bask·ing

4. nap·kin      napp·ing

5. broil·ing    boil·ing
<table>
<thead>
<tr>
<th></th>
<th><strong>twist·er</strong></th>
<th><strong>tweez·er</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td><strong>un·like</strong></td>
<td><strong>un·less</strong></td>
</tr>
<tr>
<td>8.</td>
<td><strong>cor·ner</strong></td>
<td><strong>cor·net</strong></td>
</tr>
<tr>
<td>9.</td>
<td><strong>win·ter</strong></td>
<td><strong>winn·er</strong></td>
</tr>
<tr>
<td>10.</td>
<td><strong>ant·hill</strong></td>
<td><strong>ant·ler</strong></td>
</tr>
</tbody>
</table>
Dear Family Member,

Your child has been taught to read words with the vowel digraphs ‘er’ as in *her*, ‘ar’ as in *car*, and ‘or’ as in *for*. Ask your child to cut out the word cards. Show the cards to your child and have your child read them. Then have your child read the word cards from previous take-home worksheets. Extension: Ask your child to copy the words onto a sheet of paper. Further extension: Read the words aloud and have your child write the words down, one sound at a time, paying attention to the vowel digraphs. Please keep the cards for future practice.
1. The pig snorts.

2. The dog barks.

3. The car stops.

4. The shark hunted.

5. The man helped.

Directions: Have students read the sentences, circle the nouns, and underline the verbs with a squiggly line. Then have students write a few original sentences on the lines.
Things with Wings

1. The puffin makes his home ____________
   o in hot lands
   o up north
   o in the grass

Page _________

2. The puffin’s feet help him ____________
   o swim
   o sleep
   o get a snack

Page _________
3. What can a puff•in use to get fish?
   o his feet
   o his eggs
   o his bill

Page __________

4. Puff•ins are born from _______________.
   The puff•in mom and ________________ sit on their egg. In the end, the ____________ pops out of the shell.

5. What can a finch use to get food?

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Please note that the multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

Repeated oral reading is an important way to improve reading skills. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

### Mandrills

Here you can see two man·drills. Man·drills are a lot like chimps.

Do you like the red nose? The man·drill with the red nose is a male.

The man·drill on the left is groom·ing the male with the red nose. She is look·ing for ticks and bugs. Man·drills like groom·ing be·cause it makes them look good and feel good, too.
Look! One of the man-drills is yawning! You can see that he has long, sharp teeth. Those sharp teeth help him chop up his food.

Man-drills like a lot of foods. We feed our man-drills ants, grass, nuts, bark, plant shoots, and roots.

Man-drills have sacks inside their cheeks. They can stuff food in the sacks and keep it there until they need a snack. Then they pop the food out and munch on it!
Directions: Have students underline the past-tense marker ‘ed’ in each verb. Then have students write the past-tense verbs that end in /ed/ under the /ed/ header, the verbs that end in /d/ under the /d/ header, and the verbs that end in /t/ under the /t/ header.

<table>
<thead>
<tr>
<th>/ed/</th>
<th>/d/</th>
<th>/t/</th>
</tr>
</thead>
<tbody>
<tr>
<td>started</td>
<td>grinned</td>
<td>helped</td>
</tr>
<tr>
<td>smiled</td>
<td>baked</td>
<td>waved</td>
</tr>
<tr>
<td>pointed</td>
<td>lifted</td>
<td>hiked</td>
</tr>
<tr>
<td>sounded</td>
<td>formed</td>
<td>parked</td>
</tr>
</tbody>
</table>
Dear Family Member,

Your child has been learning about contractions, nouns, and verbs. For the first part of this worksheet, have your child circle the nouns in the sentence, and underline the verbs with a squiggly line. Review with your child that a noun is a person, place, or thing, and a verb is a word that shows action. Please note that the number of nouns in each sentence is noted in parentheses. For the second part, have your child draw a line to match the words with its contraction.

1. The cat naps in the yard. (2)
2. The cook made a cake. (2)
3. The kid rides a bike to the park. (3)
4. The tree shakes. (1)
5. A big dog barks. (1)
Directions: Have students match the words to their contracted forms.

- it is
- there is
- let us
- here is
- she is

- there’s
- she’s
- it’s
- let’s
- here’s
Directions: For each word, have students circle and count the spellings, then write the number of sounds in the box and copy the word on the lines. For an extra challenge, ask students to write the number of syllables in the circle.

1. ham·ster

2. green

3. win·ter

4. slime

5. good

6. gar·lic

7. shout
Directions: For each word, have students circle and count the spellings, then write the number of sounds in the box and copy the word on the lines. For an extra challenge, ask students to write the number of syllables in the circle.

8. paws
9. popcorn
10. campers
11. monster
12. woods
13. forget
14. zippers
Yes or No?

1. Is green slime a good food?  ____________

2. Do garlic and a rose smell the same?  ____________

3. Do cats have paws?  ____________

4. Is a pumpkin black?  ____________

5. Can a pig ride a bike?  ____________

6. Is popcorn a good snack?  ____________
7. Do camp·ers sleep in tents? ____________________________

8. Is a verb a word? ____________________________

9. Would you like to win a prize? ____________________________

10. Can a dog tell time? ____________________________

11. Is it hot in the win·ter? ____________________________

12. Do coins have zipp·ers? ____________________________
Big Cats

1. Name three things that a bobcat hunts.

2. Why should you not keep a bobcat in your home?
3. What helps a panther hunt?

- __________
- __________
- __________
- __________
- __________
- __________
- __________
- __________
- __________
- __________

4. A panther can be...

- green with stripes.
- black or tan, or can have spots.
- red with tan dots.
Spelling Test

1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________
Groundhogs

1. What do ground-hogs use their claws for?

2. Why do ground-hogs have to be on the look-out when they are not in their holes?
3. Where was Pepper when she got out from her pen?

4. What did Pepper stuff herself with?
Dear Family Member,

The spelling words for this week are two-syllable words that contain the ‘er’, ‘ar’, and ‘or’ spelling. Your child can practice reading and writing these words, as well as clap the syllables for them. The last spelling word is a Tricky Word. Tricky Words do not play by the rules, meaning there are spellings that do not sound the way students would expect them to. These words need to be memorized.

Spelling Words Lesson 16

1. sounded
2. lifted
3. pointed
4. parked
5. waved
6. grinned
7. tripped
8. Tricky Word: have
The Reptile Room

1. What do garter snakes feed on?

2. Why are garter snakes harmless for us?

Directions: Have students reread the story and answer the questions.
3. A ratt·ler has a patt·ern on his scales so that... 

4. **Why** is a ratt·ler not harm·less for us?
1. To·day kids march in line.

2. Yes·ter·day kids marched in line.

3. To·mor·row kids will march in line.

4. To·day the cat naps on the car·pet.

5. Yes·ter·day the cat napped on the car·pet.

6. To·mor·row the cat will nap on the car·pet.

7. To·day the man bikes at the park.

8. Yes·ter·day the man biked at the park.

9. To·mor·row the man will bike at the park.

Directions: For each sentence, have students circle the nouns and underline the verbs with a squiggly line.
Dear Family Member,

Your child has been practicing reading two-syllable words. Below are two sections from a story about reptiles at the Green Fern Zoo. Have your child read the story and fill in the blank with the correct word.

This is a _________________ snake. Gar·ter

snakes feed on slugs, in·sects, and frogs. For

those ___________________, the gar·ter snake is

a ___________________. A gar·ter snake could

bite you, but its bite would not make you sick. For

us, a gar·ter snake is ___________________.

crit·ters    gar·ter    harm·less    kill·er
This is a _________________. A ratt·ler is a des·ert ________________ that hunts for rats and rabb·its. He has a __________ on his scales that helps him blend in and hide in the ________________ sands. When the ratt·ler is hid·den, it is hard for rats and rabb·its to see him.
Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Please note that the multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

Repeated oral reading is an important way to improve reading skills. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

**Things With Wings**

Next, let’s see some things with wings.

This is a puff·in. He makes his home up north, not too far from the North Pole.

Look at those cute feet! But they are not just cute. The puff·in’s feet help him swim.

Note, as well, his big bill. The puff·in can use his bill to get fish.
Puff·ins are born from eggs. The puff·in mom and dad sit on their egg. The mom sits. Then the dad sits. In the end, the chick pops out of the shell. The mom and dad take care of the chick un·til it can care for it·self. Look! That puff·in has fish in her bill! She will feed those fish to her chick.

In this next room, we have a finch. Un·like the puff·in, the finch makes a home in wood·lands. He can use his bill to snap up grass seeds for food.

I’m sad to tell you that the finch is gett·ing to be quite rare. We are proud to have five of them here at the Green Fern Zoo.
Directions: Have students underline the past-tense marker ‘ed’ in each verb. Then have students write the final sound(s) in each word in the slashes. Then have students write the past-tense verbs that end in /ed/ under the /ed/ header, the verbs that end in /d/ under the /d/ header, and the verbs that end in /t/ under the /t/ header.

- started /ed/
- grinned /d/
- helped /t/
- marched
- added

- seemed /
- snorted /ed /
- wished /
- rubbed /
Termites

1. What are termites?

2. What is inside a termite mound?

Directions: Have students reread the story and answer the questions.
3. What do ter·mites look like?

4. Why would a ter·mite munch on your home?
Spelling Test

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 
In the box are six words. Print them on the lines where they fit best.

garlic dinner cooler
hammer jumper hornet
In the box are six words. Print them on the lines where they fit best.

blend·er  pop·corn  num·ber
car·pet  for·est  gar·den

48
Check the Draft
Step by Step

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Check that the name of the thing is there.</td>
<td></td>
</tr>
<tr>
<td>2. Check that you described what it looks like.</td>
<td></td>
</tr>
<tr>
<td>3. Check that you described the feel, sound, and taste of the thing.</td>
<td></td>
</tr>
<tr>
<td>4. Check that you ended with a fun fact or if you like the thing.</td>
<td></td>
</tr>
<tr>
<td>5. Aa, Bb, Cc</td>
<td></td>
</tr>
<tr>
<td>6. ? . !</td>
<td></td>
</tr>
<tr>
<td>7. Check that the words are spelled well.</td>
<td></td>
</tr>
</tbody>
</table>
River Otters

1. What do river otters like to do?

2. Which is NOT the river otters’ home?
   - nests on land
   - the river
   - up in trees

3. What part helps river otters swim fast?
   - webbed paws
   - pointed nose
   - sharp claws

Directions: Have students reread the story and answer the questions.
4. What do riv·er ott·ers like for food?
Directions: Have students respond to the prompts, using the Reader as a resource.

Name of Critter:

I will describe:

What it looks like:
What it sounds like: ____________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

What it feels like: ___________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Where is its home? __________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

What food would it like? _____________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Directions: Have students respond to the prompts, using the Reader as a resource.

Name of Critter: ________________________________

I will describe: ________________________________

What it looks like: ________________________________
What it sounds like: ________________________________

What it feels like: ________________________________

Where is its home? ________________________________

What food would it like? ___________________________
Directions: Have students respond to the prompts, using the Reader as a resource.

Name of Critter: ____________________________

I will describe: ____________________________

What it looks like: ____________________________
What it sounds like: 

What it feels like: 

Where is its home? 

What food would it like?
Directions: Have students respond to the prompts, using the Reader as a resource.

Name of Crit·er: ________________________________

I will des·cribe: __________________________________________________________

What it looks like: ________________________________________________________

© 2013 Core Knowledge Foundation
What it sounds like: ____________________________

What it feels like: ____________________________

Where is its home? ____________________________

What food would it like? ________________________
Directions: Have students respond to the prompts, using the Reader as a resource.

Name of Critter: ________________________________

I will describe: ____________________________________________

________________________________________________________________________

What it looks like: ____________________________________________

________________________________________________________________________

________________________________________________________________________
What it sounds like:

What it feels like:

Where is its home?

What food would it like?
Directions: Have students respond to the prompts, using the Reader as a resource.

Name of Critter: ________________________________

I will describe: ________________________________________________________________

What it looks like: _____________________________________________________________
What it sounds like:

What it feels like:

Where is its home?

What food would it like?
1. Yes·ter·day the dog ___________ (lick) the food on the car·pet.

2. My pal ___________ at us.
   (grin)

3. Fran lost her tem·per and ___________.
   (yell)

4. She ___________ wood in her back·yard.
   (chop)

5. I ___________ a cake yes·ter·day for my class.
   (bake)

Directions: Have students write the verb in its past tense form.
Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Please note that the multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

Repeated oral reading is an important way to improve reading skills. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

Big Cats

Do you like cats? If you do, look there in the grass. Do you see the cat?

That is not the sort of cat that you keep in your home and feed cat food. That is a bob-cat.

Bob-cats are good hunt-ers. They hunt rabb-its, rats, and some-times deer and sheep.

That bob-cat’s name is Rob-ert, or Bob for short. Get it?
If you look up on that rock, you will see a cat that’s bigger than a bob-cat. It’s a pan-ther.

Pan-thers can have spots. They can be tan, too. Here at the Green Fern Zoo, we have two black pan-thers. The name of this one is Jet.

That’s Jet’s sister, Flash, up on the tree branch. Flash has strong legs that help her run fast. She has sharp teeth and sharp claws that help her hunt rabbits and deer. She can use her claws to scam-per up a tree if she needs to.

You can see that she is not all black like Jet. She has some spots.
Name of Critter:

I will describe

Describe what it looks like, sounds like, and feels like:
Home:

Food:

Fun Fact:

End:
Dear Family Member,

Your child has been learning about nouns and verbs. The dot in words shows that this is a two-syllable word. Please have your child read the sentences, then circle the nouns and underline the verbs with a squiggly line. You may ask your child to act out the action.

1. The dog barks.

2. Today my sister will take a nap.

3. Tomorrow the kid will sing a song.

4. Yesterday the cat licked her paws.

5. Tomorrow Gran will bake a cake.
6. To·day the man point·ed to the clouds.

7. Yes·ter·day my pal took a trip.

8. To·day the shark swims.

9. The kid grinned at us.

10. Yes·ter·day the ground·hog was stuffed with food.
Check the Draft Step by Step

Name of Partner: ____________
Edited by: ____________

<table>
<thead>
<tr>
<th>Step</th>
<th>Check?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check that the name of the critter is there.</td>
<td></td>
</tr>
<tr>
<td>Check that you described what it looks like.</td>
<td></td>
</tr>
<tr>
<td>Check that you described its home.</td>
<td></td>
</tr>
<tr>
<td>Check that you described its food.</td>
<td></td>
</tr>
<tr>
<td>Check that you listed a fun fact.</td>
<td></td>
</tr>
<tr>
<td>Aa, Bb, Cc and ? . !</td>
<td></td>
</tr>
<tr>
<td>Check that the words are spelled well.</td>
<td></td>
</tr>
</tbody>
</table>
Dear Family Member,

Your child has been learning about compound words. Please have your child read the compound words in the box and place them in the correct sentence. Your child will practice making up their own silly compound words on the back of the worksheet.

bath·tub  pop·corn  gum·drop
back·pack  lunch·box

1. My snack is in my ____________.

2. I like ______________ for a snack.

3. This ______________ is sweet!

4. I take a bath in the ____________.

5. The book is in my ____________.
Directions: Have students make up their own silly compound words. In the first box, they will draw a picture of the first part of the compound word, and in the second box, the picture of the second part of the compound word.
Part I
1. The dog barks.
2. Today the shark swims.
3. Tomorrow the kid will sing.
4. Yesterday the cat walked.
5. Tomorrow Gran will bake.

Part II
it is  there’s
there is  she’s
let us  it’s
here is  let’s
she is  here’s

Directions: Have students circle the noun and underline the verb with a squiggly line. In Part II, have students match the words with its contraction. In Part III, have students write the past-tense form of the verbs.
Part III

Today I bake.

Yesterday I ________________.

Tomorrow I will ________________.

Today you smile.

Yesterday you ________________.

Tomorrow you will ________________.

Today I hike.

Yesterday I ________________.

Tomorrow I will ________________.

Today she points.

Yesterday she ________________.

Tomorrow she will ________________.
Amber the Bat

This is Amber. Amber looks a bit like a fox. But she has wings and swings from trees. In fact, Amber is a bat.

Amber needs a lot of room to glide back and forth because she has a wing-span of five feet. In fact, bats like Amber are the biggest bats there are!

Amber makes her home here at Green Fern Zoo. She has all the room she needs at the zoo. Some bats like Amber make their homes in the tropics, where the sun shines and it is hot.
Bats like Am·ber feed on plant parts and poll·en. They can smell lots of things, so they use their nose to look for food. They use their wings to glide from plant to plant to gath·er their food. In fact, they can trav·el up to 40 miles to gath·er food!

Look at Am·ber here in the tree. Am·ber likes to do things up·side down. She hangs out up·side down. She sleeps up·side down. When she has food, she clings to the branch with her feet and will munch on her food up·side down! What can you do up·side down?
1. What is Am·ber?
   - a fox
   - a bat
   - a dog
   - a cat

2. Am·ber's wings are ______ long.
   - three feet
   - three wing-spans
   - two feet
   - five feet

Directions: Have students use the story on the previous pages to answer the questions.
3. **Where do bats like Am·ber make their homes?**
   - up in the north
   - in the trop·ics
   - in the des·ert
   - in cool lakes

4. **What do bats like Am·ber feed on?**
   - fish
   - grubs and slugs
   - milk
   - plant parts and poll·en

5. **What part do bats like Am·ber use to look for food?**
   - nose
   - legs
   - teeth
   - fins
6. Bats like Am·ber can trav·el . . .
   - up to 10 miles to gath·er food
   - up to 40 miles to gath·er food
   - as far as three miles to gath·er food
   - as far as five feet to gath·er food

7. What things can Am·ber do up·side down?
   - sing a sweet song, sleep, and munch on food
   - hang out, trav·el, and sleep
   - hang out, sleep, and munch on food
   - just munch on food
8. It says, “Am·ber needs a lot of room to glide back and forth . . .”

Glide is a word for:

○ swim
○ trav·el
○ hop
○ sleep

9. Why would Am·ber need a lot of room to glide back and forth?

○ be·cause there are lots of bats at the zoo
○ be·cause she is one of the bigg·est bats there are
○ be·cause there are lots of in·sects at the zoo
○ be·cause there are trees at the zoo
Directions: Have students trace and copy the digraphs and words. Students should say the sounds while writing the letters.

- er
- er
- er
- herd
- herd
- ar
- ar
- barn
- barn
- or
- or
- corn
- corn
Count the sounds in the words. Print the number of sounds in the boxes and print the words on the lines.

1. hammer
2. born
3. barns
4. darker
5. cooler
6. pepper
7. river
8. sharks
9. horns
10. blister
11. cooked
12. carpet
13. chilled
14. letter
15. snoring
16. garlic
Directions: Have students write the /r/-controlled vowel sound in each word in the slashes. Then have students write the words with the /er/ sound under the /er/ header and the words with the /ar/ sound under the /ar/ header.

<table>
<thead>
<tr>
<th>/er/</th>
<th>/ar/</th>
</tr>
</thead>
<tbody>
<tr>
<td>her</td>
<td>barn</td>
</tr>
<tr>
<td>hard</td>
<td>better</td>
</tr>
<tr>
<td>carpet</td>
<td>lantern</td>
</tr>
<tr>
<td>herd</td>
<td>arm</td>
</tr>
<tr>
<td>darkness</td>
<td>perfect</td>
</tr>
</tbody>
</table>

/her/  /ar/

- - - her - - -
- - - barn - - -
Directions: Have students write the /r/-controlled vowel sound in each word in the slashes. Then have students write the words with the /ar/ sound under the /ar/ header and the words with the /or/ sound under the /or/ header.

barn /ar/ horn /or/
parked / / forks / /
yard / / pop·corn / /
formed / / gar·den / /
har·vest / / torch / /
Directions: Have students cut out the word cards and place them on the matching words on Worksheet PP5.

<table>
<thead>
<tr>
<th>could</th>
<th>asked</th>
<th>number</th>
</tr>
</thead>
<tbody>
<tr>
<td>hard</td>
<td>started</td>
<td>seemed</td>
</tr>
<tr>
<td>short</td>
<td>horn</td>
<td>two</td>
</tr>
<tr>
<td>liked</td>
<td>spelled</td>
<td>runners</td>
</tr>
<tr>
<td>porch</td>
<td>cars</td>
<td>helped</td>
</tr>
</tbody>
</table>
Directions: Have students read the word cards from Worksheet PP4 and place them on top of the matching words on this worksheet.

<table>
<thead>
<tr>
<th>two</th>
<th>horn</th>
<th>short</th>
</tr>
</thead>
<tbody>
<tr>
<td>could</td>
<td>number</td>
<td>asked</td>
</tr>
<tr>
<td>started</td>
<td>hard</td>
<td>liked</td>
</tr>
<tr>
<td>porch</td>
<td>spelled</td>
<td>runners</td>
</tr>
<tr>
<td>cars</td>
<td>helped</td>
<td>seemed</td>
</tr>
</tbody>
</table>
Mark the words that are said and print them on the lines.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>short·en</td>
</tr>
<tr>
<td>2.</td>
<td>gar·den</td>
</tr>
<tr>
<td>3.</td>
<td>snor·ing</td>
</tr>
<tr>
<td>4.</td>
<td>hor·net</td>
</tr>
<tr>
<td>5.</td>
<td>mar·ket</td>
</tr>
<tr>
<td>6.</td>
<td>bett·er</td>
</tr>
<tr>
<td>7.</td>
<td>for·tress</td>
</tr>
<tr>
<td>8.</td>
<td>har·vest</td>
</tr>
<tr>
<td>9.</td>
<td>bor·der</td>
</tr>
<tr>
<td>10.</td>
<td>sharp·er</td>
</tr>
</tbody>
</table>
Print the words.

barn

barn

barn

yard

yard

yard

sharp

sharp

sharp

dark

dark

dark

arm

arm

arm
Print the words.

- barn
- yard
- sharp
- dark
- arm
Print the words.

horn

horn

sport

sport

north

north

short

short

thorn

thorn
Print the words.

horn

sport

north

short

thorn
Print the words.

herd
herd
herd
perk
perk
perk
fern
fern
fern
verb
verb
verb
perch
perch
perch
Print the words.

herd

perk

fern

verb

perch
Print the words on the lines where they fit best.

1. shark

2. hammer

3. hornet

4. zipper

5. stork
In the box are six words. Print them on the lines where they fit best.

shark
fork
hang·er

scarf
cake
horn
In the box are six words. Print them on the lines where they fit best.

<table>
<thead>
<tr>
<th>hornet</th>
<th>hamster</th>
<th>hawk</th>
</tr>
</thead>
<tbody>
<tr>
<td>garlic</td>
<td>cloud</td>
<td>popcorn</td>
</tr>
</tbody>
</table>
Directions: Have students 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.
Print the words.

today  today  today
yesterday  yesterday  yesterday
tomorrow  tomorrow  tomorrow
to  to  to
too  too  too
two  two  two
here  here  here
there  there  there
said  said  said
says  says  says
Print the words.

today

eyesterday

tomorrow

to

too

two

here

there

said

says
Mark the words that are said.

1. big storm  
   big step

2. after class  
   after dark

3. strong legs  
   strong arms

4. could not run  
   should not run

5. boiled eggs  
   soft eggs

6. a red carpet  
   a red car

7. coiled up snake  
   coiled up rope

8. plant a garden  
   keep a garden

9. use a fork  
   use a broom

10. farther north  
    farther south
Fill in the ______ with the words that are in the box.

- out·side
- sing·ing
- bark·ing
- car·pet
- book·case
- for·est

1. Jen went out·side to the yard.

2. Kate set the books on the
   ____________________
   ____________________
   ____________________.

3. Brent was ____________ a song.

4. There are lots of trees in a
   ____________________
   ____________________
   ____________________.

5. The dog was ____________ all morn·ing.
   ____________

6. There is a red ____________ in this room.
Fill in the ______ with the words that are in the box.

fast·er    jump·ing
ant·lers    lunch·time
tem·per    tool·box

1. Ben likes ___________ on the bed.

2. Dad got his ___________ so he could fix the pipe.

3. Trish is fast, but Beth is ___________.

4. Mom lost her ___________ and yelled at the dog.

5. The deer has sharp ___________.

6. Is it ___________ yet?
Fill in the ______ with the words that are in the box.

- blisters
- parking
- mattress
- licked
- sandwich
- Firemen

1. After the hike I had ____ blisters on my feet.

2. Fran ate her _________.

3. Dad found a _________ spot for the car.

4. ________ ride on a red truck.

5. I have a soft ________ on my bed.

6. The man was ________ by a dog.
Fill in the ______ with the words that are in the box.

melt·ed   muff·ins
pop·corn  nos·trils
art·ist   sev·en

1. The flame ______ the wax.

2. Can you bake ______ for me?

3. An ______ makes art.

4. Af·ter six we count to ______.

5. Is it fun to pop ______?

6. Your nose has two ______.
Yes or no? Print yes or no on the lines.

1. Do kids have a bedtime? 

2. Are your bones soft? 

3. Do artists use brushes? 

4. Can a backyard have grass? 

5. Should you make a campfire inside? 

6. Can children drive cars? 

7. Do kittens have teeth? 

8. Could a plant sip a milkshake?
Yes or no? Print yes or no on the lines.

1. **Should** you drop trash on the ground? ___ ___ ___ ___ ___ ___ ___ ___

2. **Do some** parks have slides? ___ ___ ___ ___ ___ ___ ___ ___

3. **Can you** bake a cake in a round pan? ___ ___ ___ ___ ___ ___ ___ ___

4. Is a trip to the dentist fun? ___ ___ ___ ___ ___ ___ ___ ___

5. **Can you** hike outside in the summer? ___ ___ ___ ___ ___ ___ ___ ___

6. **Would** a pet fish like to sleep in a bed? ___ ___ ___ ___ ___ ___ ___ ___

7. Are piglets cute? ___ ___ ___ ___ ___ ___ ___ ___

8. Is **seven** a number? ___ ___ ___ ___ ___ ___ ___ ___
Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Please note that the multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

Repeated oral reading is an important way to improve reading skills. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

**Mandrills**

Here you can see two man·drills. Man·drills are a lot like chimps.

Do you like the red nose? The man·drill with the red nose is a male.

The man·drill on the left is grooming the male with the red nose. She is looking for ticks and bugs. Man·drills like grooming be·cause it makes them look good and feel good, too.
Look! One of the man-drills is yawning! You can see that he has long, sharp teeth. Those sharp teeth help him chop up his food.

Man-drills like a lot of foods. We feed our man-drills ants, grass, nuts, bark, plant shoots, and roots.

Man-drills have sacks inside of their cheeks. They can stuff food in the sacks and keep it there until they need a snack. Then they pop the food out and munch on it!
Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Please note that the multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

Repeated oral reading is an important way to improve reading skills. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

Groundhogs

Here you can see a ground-hog.

Ground-hogs have sharp claws that help them dig holes in the ground. They spend a lot of time down in those dark holes.

Ground-hogs like to feed on grass and plants. But when they run out of their holes to get food, they have to be on the look-out. Some crit-ers, like bob-cats and snakes, like to dine on ground-hogs. This ground-hog here is sitting up to see if there is a snake or a bob-cat close by.
This ground-hog is named Pepper. We feed her grass, tree bark, and insects, but the food that she likes best is corn. We found that out yesterday morning when she got out from her pen.

We found her in the petting zoo. She ate a lot of the corn that was there for the ducks and hens.
Termites

What do you kids like to have for lunch? Hot dogs? Chicken nuggets?

What if I gave you a lump of wood or a big tree stump for lunch? Would you like that?

Well, if you were a termite, you would like it. Termites are insects that like to munch on wood.

See this big spike sticking up from the ground? It looks sort of like a rock, but it is a termite mound. If you could look inside, you would see lots of termites.
If you would like to see what ter·mites look like, take a peek in this box.

As you can see, ter·mites look a lot like ants. They have six legs like ants. A ter·mite mound has a queen who makes eggs, just like in an ant·hill. Here you can see that the ter·mite queen is much bigger than the rest of the ter·mites.

Would a ter·mite munch on your home? It would if your home is made of wood. The ter·mites from a big mound could have your liv·ing room for lunch and your bed·room for dinn·er!
The Ostrich

1. The os·trich at the Green Fern Zoo tips the scales at . . .
   ○ three hun·dred pounds.
   ○ two pounds.
   ○ two hun·dred pounds.

2. Can an os·trich run fast?

   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
Directions: Have students write about the animal in the picture or copy their favorite sentences from the story that tell something about the animal.
Deer

1. Was Hope born in the zoo?

2. What happened to Hope’s leg?

Directions: Have students reread the story and answer the questions.
Directions: Have students write about the animal in the picture or copy their favorite sentences from the story that tell something about the animal.
The Petting Zoo

1. What is the rabbit’s name?

2. What scares the chickens?
3. Which crit·er from the pett·ing zoo do you like best? Why?
Cut out the cards.
Directions: Have students underline the past-tense marker ‘ed’ in each word. Then have the student write the final sound(s) in each word in the slashes. Then have the student write the past-tense verbs that end in /ed/ under the /ed/ header, the verbs that end in /d/ under the /d/ header, and the verbs that end in /t/ under the /t/ header.

- started /ed/  
- grinned /d/  
- helped /t/  
- nodd-ed / /  
- horned / /  
- marked / / 
- plant-ed / /  
- snar-led / /  
- smoked / /  
- greet-ed / /  
- dozed / /  
- shaped / / 

/ed/  
________________________  
- started

/d/  
________________________  
- grinned

/t/  
________________________  
- helped
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


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SCHOOLS

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