Unit 3
Skills Workbook
Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

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

Under the following conditions:
  Attribution — You must attribute the work in the following manner:
  Noncommercial — You may not use this work for commercial purposes.
  Share Alike — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

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

Copyright © 2013 Core Knowledge Foundation

www.coreknowledge.org

All Rights Reserved.

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

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.
This workbook contains worksheets which accompany many of the lessons from the 
*Teacher Guide* for Unit 3. Each worksheet is identified by the lesson number in which 
it is used. The worksheets in this book do not include written instructions for students 
because the instructions would have words that are not decodable. Teachers will explain 
these worksheets to the students orally, using the instructions in the teacher guides. The 
workbook is a student component, which means each student should have a workbook.
Directions: Have students trace and copy the letter. The motion can be described as 1. short line down, 2. hump, 3. hump. Student should say the sound as he or she writes the letter.
Directions: Have students write ‘m’ under the pictures of items beginning with the /m/ sound.
Directions: Have students trace and copy the letter. The motion can be described as 1. circle to the left, 2. short line down.

Student should say the sound as he or she writes the letter.
Directions: Have students write 'a' under the pictures of items beginning with the /a/ sound.
Directions: Have students trace and copy the letter. The motion can be described as:
1. long line down (left),
2. short line across.
Student should say the sound as he or she writes the letter.

1
2
1
2
1
2
Directions: Have students write 't' under the pictures of items beginning with the /t/ sound.
Directions: Have students trace and copy the letter. The motion can be described as 1. circle to the left, 2. long line down.

Student should say the sound as he or she writes the letter.
Directions: Have students write ‘d’ under the pictures of items beginning with the /dl/ sound.
Dear Family Member,

Please help your child cut out the picture cards on this page. On Worksheet 4.3, have your child glue or tape the cards with pictures beginning with the /m/ sound (moon, monkey, mouse) under the ‘m’ heading. Next, glue or tape cards with pictures beginning with the /t/ sound (toes, teeth, tiger) under the ‘t’ heading.
Dear Family Member,

Please have your child glue the pictures from Worksheet 4.2 here. Affix pictures of things beginning with the /m/ sound under the ‘m’ heading and pictures beginning with the /t/ sound under the ‘t’ heading.
1. mad

2. dad

3. mat

Directions: Draw a line from each word on the left to the matching picture.
Directions: Have students trace and copy the letters. Students should say the sounds as he or she writes the letters.
Directions: Have students trace and copy the letter 'o'. The motion can be described as 1. circle to the left.

Student should say the sound as he or she writes the letter.
Directions: Have students write 'o' under the pictures of items beginning with the /o/ sound.

- Octopus
- Leaf
- Cat
- Ostrich
- Otter
- Cow
Dear Family Member,

In class we have been learning some letter-sound correspondences. Your child is learning to read words printed in lowercase letters by saying the sounds and blending them to make a word. Some words your child should be able to blend and read with practice are printed below. Help your child cut out the word cards. Show the cards to your child and have him or her blend and read them. Please encourage your child to read the words by saying the individual sounds and blending them together to make the word. Do not try to teach your child to recognize a word as a whole unit. It can be difficult to make sounds and blend them. If that is the case for your child, provide help by saying the individual sounds and asking your child to say the whole word, i.e., blend the sounds into a word.

As an extension of this activity, you may ask your child to copy the words on a sheet of paper and/or copy selected words and illustrate them.

Please keep the word cards for future practice.

<table>
<thead>
<tr>
<th>ad</th>
<th>dot</th>
<th>dad</th>
</tr>
</thead>
<tbody>
<tr>
<td>am</td>
<td>mad</td>
<td>mom</td>
</tr>
<tr>
<td>at</td>
<td>mat</td>
<td>tot</td>
</tr>
</tbody>
</table>
Directions: Have students trace and copy the letter 'c'. The motion can be described as 1. most of a circle to the left. Student should say the sound as he or she writes the letter.
Directions: Have students write 'c' under the pictures of items beginning with the /k/ sound.
Dear Family Member,

Please help your child cut out the picture cards on this page. On Worksheet 7.3, have your child glue or tape the cards with pictures beginning with the /a/ sound (ax, apple, alligator) under the ‘a’ heading. Next, glue or tape cards with pictures beginning with the /o/ sound (octopus, otter, ostrich) under the ‘o’ heading.
Dear Family Member,

Please have your child glue or tape the pictures from Worksheet 7.2 here. Affix pictures beginning with the /a/ sound under the ‘a’ heading and pictures beginning with the /o/ sound under the ‘o’ heading.
Directions: Have students trace and copy the letter ‘g’. The motion can be described as 1. circle to the left, 2. fish hook ending below the bottom line. Student should say the sound as he or she writes the letter.
Directions: Have students write "g" under the pictures of items beginning with the /g/ sound.
Directions: Have students trace and copy the letters and words. The motion for “i” can be described as
1. short line down (lift), 2. dot on top. Student should say the sound as he or she writes the letter.

did
did
did
Directions: Have students write ‘i’ under the pictures of items beginning with the ‘i’ sound.
Dear Family Member,

Help your child cut out the letter cards. Arrange the cards to make the words “mat,” “dad,” “got,” “cat,” “dog,” “dig,” “did,” “mad,” “tag,” and “cot.” Have your child blend and read the words.

Handwriting Practice: Have your child copy the words on a sheet of paper.
Directions: Have students hold up this worksheet when you say /a/.
Directions: Have students hold up this worksheet when you say /il/.
Directions: Have students trace each letter several times, using a different-colored crayon each time. Make sure students start to trace the letter at the black dot.
Dear Family Member,

Have your child draw a line from each word on the left to the matching picture. If necessary, identify the pictures for your child. Please complete the back of the worksheet in the same manner.

1. cat
2. dog
3. tag
4. mom
5. mad

6. dig

7. dot

8. dad

9. mat
1. cat

2. dog

3. dam

Directions: Have students copy each word under its matching picture.
4. dig

5. dad

6. cot
Record Sheet for Unit 3 Word Reading

Place a check next to each word read correctly. For words that are misread, write exactly what the student says as he sounds out the word. If a student misreads a word, prompt him or her to try to read the word again, letting him or her know their first attempt was incorrect.

<table>
<thead>
<tr>
<th>WORD</th>
<th>FIRST ATTEMPT</th>
<th>SECOND ATTEMPT/NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. cat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. mom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. dog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. tag</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. mat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. dad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. dot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. mad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. dig</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. cot</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL CORRECT /30

SUBTOTAL:

‘c’ > /k/ (1,10) ___/2  ‘a’ > /a/ (1,4,5,6,8) ___/5  ‘t’ > /t/ (1,4,5,7,10) ___/5

‘m’ > /m/ (2,5,8) ___/4  ‘o’ > /o/ (2,3,7,10) ___/4  ‘d’ > /d/ (3,6,7,8,9) ___/6

‘g’ > /g/ (3,4,9) ___/3  ‘i’ > /i/ (9) ___/1
Directions: In each row, have students circle the word the teacher pronounces.

<table>
<thead>
<tr>
<th></th>
<th>cot</th>
<th>cat</th>
<th>mat</th>
<th>dot</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>dog</th>
<th>got</th>
<th>did</th>
<th>tag</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>at</th>
<th>cat</th>
<th>mad</th>
<th>mat</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>dot</th>
<th>tot</th>
<th>got</th>
<th>dog</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>gig</th>
<th>cot</th>
<th>dig</th>
<th>dim</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. mad    mom    dot    dim

7. tot    dig    tag    dad

8. cat    did    dad    dog

9. mad    tad    mat    dad

10. cat    mat    got    cot
Dear Family Member,

Help your child cut out the word cards. Show the cards to your child and have your child blend and read them. Please encourage your child to read the words by saying the individual sounds and then blending them together to read the word. Do not try to teach your child to read whole words. It can be difficult to make sounds and blend them. If that is the case for your child, help by saying each individual sound and ask your child to say the whole word, i.e., blend the sounds into a word.

Extension: Read the words aloud and have your child write the sounds down, one at a time.

Please keep the cards for future practice.

<table>
<thead>
<tr>
<th>mom</th>
<th>cat</th>
<th>tag</th>
</tr>
</thead>
<tbody>
<tr>
<td>it</td>
<td>did</td>
<td>dig</td>
</tr>
<tr>
<td>got</td>
<td>cot</td>
<td>dim</td>
</tr>
</tbody>
</table>
Directions: Have students write each word under its matching picture.

1. doc

2. mat

3. tag
4. mad

5. cat

6. cot
Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should then write the name of the item on the line.

Cat

d c a h
c i t

d o g
d h e t

t o g
c a t
Dear Family Member,

Please help your child cut out the picture cards on this page. On Worksheet 13.3, have your child glue or tape the cards with pictures beginning with the /i/ sound (insect, igloo, ink) under the ‘i’ heading. Next, glue or tape the cards with pictures beginning with the /o/ sound (octopus, otter, ostrich) under the ‘o’ heading.
Dear Family Member,

Please have your child glue or tape the pictures from Worksheet 13.2 here. Affix pictures beginning with the /i/ sound under the ‘i’ heading and pictures beginning with the /o/ sound under the ‘o’ heading.
Directions: Have students write each word under its matching picture.

1. dad

2. dog

3. cod
Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should then write the name of the item on the line.

t c a g t

________________________________________

---

d m a g t

________________________________________

---

t o a g t

________________________________________
Dear Family Member,

Help your child cut out the two circles. Pin the smaller circle on top of the larger circle with a brass fastener. Ask your child to spin the smaller circle to make words. Have your child blend and read the words he or she makes.

Handwriting Practice: Ask your child to copy the words on a sheet of paper.
Directions: Have students write each word under its matching picture.
Directions: Have students write each word under its matching picture.

1. cot

2. mom

3. cat
4. dot

5. dad

6. dam
Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing the letters.
Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing the letters.
Directions: Have students trace and copy the words. Encourage students to say the sounds while writing the letters.

cat

dot

dog

dig

cot
Directions: Have students trace and copy the words. Encourage students to say the sounds while writing the letters.

- it
- did
- dad
- dim
- tag
- mad
Directions: Have students trace and copy the words. Encourage students to say the sounds while writing the letters.
Directions: Have students sort the six words by their first sounds, copying each word twice.
Directions: Have students sort the six words by their first sounds, copying each word twice.
Directions: Have students sort the six words by their middle sounds, copying each word twice.
Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should then write the name of the item on the line.

d  a  h

c  i  d

---

---

---

---

---

---

---

---

---
ACKNOWLEDGMENTS

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

CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

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

SCHOOLS

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

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

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

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

ILLUSTRATORS AND IMAGE SOURCES

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