

Unit 6

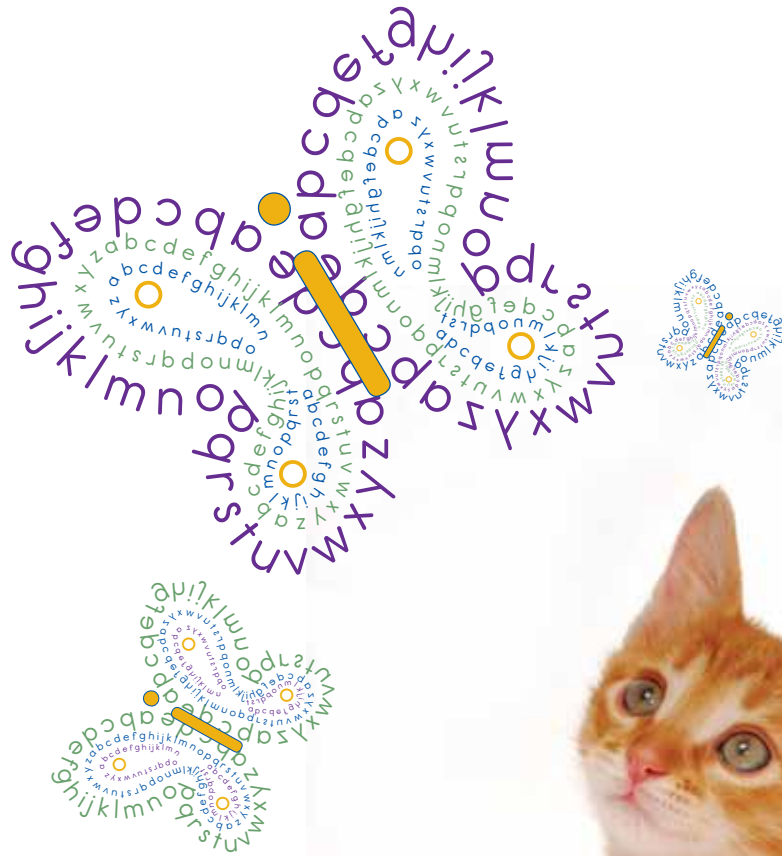
Workbook

Core Knowledge Language Arts® • Skills Strand



Core Knowledge®

GRADE 1





Unit 6

Workbook

Skills Strand

GRADE 1

Core Knowledge Language Arts®



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Unit 6

Workbook

This Workbook contains worksheets that accompany many of the lessons from the *Teacher Guide* for Unit 6. 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.

Name _____

1.1



Dear Family Member,

Today our class started Unit 6 of the Core Knowledge Language Arts program. The reader for this unit is called *Grace*. Your child will bring home stories you can read together about Grace and her life on a farm. 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 a review of previously taught sound-spellings. As usual, there is one 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. Tricky Words need to be memorized, so your child will benefit from practice reading and writing them.

Spelling Words

1. swimming
2. rotten
3. hidden
4. batter
5. shredded
6. popping
7. nodded
8. Tricky Word: their

In the Cave

When I went to visit with Nan, I was sad. I missed Mom and Dad. But Nan cheered me up and made things fun.

Nan took me on hikes. The land I saw in the West was not at all like the land I am used to. Where I am from, things are green in the summer, and there are lots of trees. In the West, there are hills and red rocks, but not a lot of trees. In some spots, you can hike for a mile and not see one tree!

Once, Nan and I were on a hike when it started to storm. Nan and I went into a cave so that we would not get wet.

As we were standing there, I saw something shimmer in the dark.

“Nan,” I said, pointing at the spot, “what’s that?”

“Well,” said Nan, “let’s have a look.”

We looked and saw something stuck in a crack in the rock. I grabbed it.

“It’s a coin!” I said.

“Well, I’ll be!” said Nan.

I said, “What sort of coin is it?”

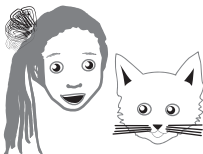
Nan said, “I can’t tell. It looks like it could be made of silver.”

Then she said, “I have a pal, Jack, who is an expert on coins. We can bring it to him tomorrow, and he will tell us what sort of coin it is.”


I dropped the coin in my pocket, and we went on with our hike.

The Name of the Tale:

Who?

An illustration of a young girl with a flower in her hair and a white cat with whiskers.

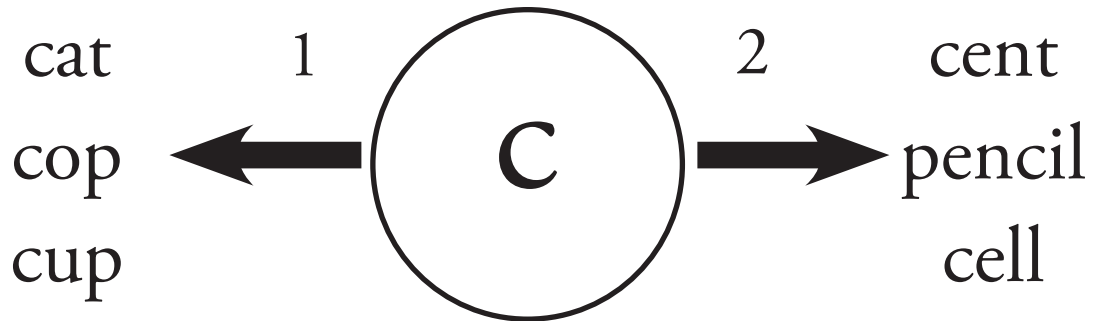
Where? When?

An illustration of a mountain range and a round clock showing the time as approximately 1:50.

What?	The tale starts with . . .
	Next in the tale . . .
	At the end of the tale . . .

Directions: Have students fill in the story map to describe the characters, setting, and plot of the story.

Sound out the words with the lines under them. Is the 'c' sounded /k/ as in *cat* or /s/ as in *cent*? Write the words where they fit best.



	/k/ as in <i>cat</i>	/s/ as in <i>cent</i>
1. She is a good <u>dancer</u> .		dancer
2. It's time to get in the <u>car</u> .		
3. That kite you have is so <u>cool</u> !		
4. Set it down in the <u>center</u> of the room.		
5. For lunch we had <u>crabs</u> .		
6. He gave me a lot of <u>choices</u> .		
7. Look up there! See that big <u>cloud</u> ?		

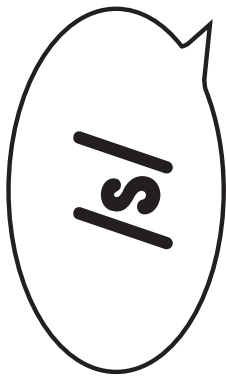
Dear Family Member,

We have been working on writing personal narratives at school. Your child has read personal narratives and we have drafted a personal narrative as a class. Now, each student will have an opportunity to write his or her own personal narrative describing something that has happened to him or her. As homework, please work with your child to brainstorm ideas that he or she might write about in a personal narrative. Remind your child that the personal narrative should tell about something that has really happened to him or her. Here are some ideas for topics your child might be interested in writing about:



- a special holiday or birthday
- a special present they received
- something a friend or sibling did for them
- a special visit or a trip to an interesting place
- a “first” or significant personal achievement
- a weather-related event

Have your child jot down ideas on the back of this page to bring back to school tomorrow.



s
sun

ss
dress

c
cent

ce
prince

se
rinse

Plan a Tale That Happened to You



Who?

Who was in the tale? Describe them.



Where?



When?

Where and when did the tale take place? Describe the setting.



What?

What happened at the start? What happened next? What happened after that? What happened last? Describe all parts of the tale.



Why?

Why did this happen?
Why was this important?

What happened at the start?

What happened next?

What happened after that?

What happened last?

Why did this happen?

Sort the words by their spellings for /s/.

prince	horse	since	rinse	choice
fence	dance	house	mouse	goose

/s/ → 'ce'

/s/ → 'se'

Name _____

Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.



Check the Draft

Step by Step

1. Check that you described who was in the tale.	
2. Check that you described where the tale took place.	
3. Check that you described when the tale took place.	
4. Check that you described what happened in the tale in order from start to finish.	
5. Check that you described why the tale happened or why it was important.	
6. Aa, Bb, Cc	
7. ? . !	
8. Check that the words are spelled well.	

Name _____

6.1



Dear Family Member,

Our class has been learning spelling alternatives for the /s/ sound. The /s/ sound can be written with the spellings 's', 'ss', 'c', 'ce', and 'se'. The spelling words this week contain these spellings for /s/, as well as spellings for its buzzy sister sound, /z/. The /z/ sound can be written with the spellings 'z', 'zz', and 's'.

As usual, there is one 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. Tricky Words need to be memorized, so your child will benefit from practice reading and writing them.

Spelling Words

1. sun
2. kiss
3. cent
4. prince
5. jazz
6. pigs
7. zip
8. Tricky Word: here

/s/ and /k/ spelled 'c'

Directions: Have students color the boxes that contain words that have 'c' > /k/ as in cat in one color and the boxes that contain words that have 'c' > /s/ as in cent in another color.

clip	pencil	carve
cells	cage	bouncing
cent	center	bobcat
catch	dancer	magic

Name _____

6.3

Cut out the word cards and stick them on the next sheet.

cell

center

voice

prince

twice

else

dense

chance

house

horse

percent

dancing

Sort the word cards by their spellings for /s/ and stick them in the boxes.

/s/ → 'se'						
/s/ or 'ce'						
/s/ → 'c'						

Mister Spencer and the Rabbits

1. What is the land like out in the Midwest?
- The land has red rocks.
 - The land has no plants.
 - The land has rich soil.

Page _____

2. What things are in Mister Spencer's garden?

- - - - -

- - - - -

- - - - -

- - - - -

- - - - -

Page _____

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

3. What is the problem with Mister Spencer's garden?
- He has rabbits in his garden.
 - He has a dog in his garden.
 - He has sprouts in his garden.

Page _____

4. Pepper helps Mister Spencer when he . . .
- has a snack from the garden.
 - barks at the rabbits so they run off.
 - sleeps out in the barn.

Page _____

Directions: Have students underline the pronouns and draw a connecting line from each pronoun to the noun it replaces. Then have students write the pronoun on the line below.

1. Kate is nine. She wrote a book.

she

2. Jack has a shop. He sells coins.

3. Kate went on a trip. It was fun.

4. Kate found a coin. It is Spanish.

Directions: Have students replace the underlined nouns with the proper pronouns, using he, she, or it.

1. Kate went on a trip. She had fun.
2. Jack likes the coin. Jack likes _____.
3. Was Jack Nan's pal? Yes, _____ was Nan's pal.
4. Kate made a book. _____ wrote the words.
5. Nan has a cabin. _____ is in the West.
6. Max is a kid. _____ is nine.

**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.

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.

Mister Spencer and the Rabbits

Grace Spencer's dad has a farm. Her dad is a farmer out in the Midwest, where the land is flat and the soil is rich.

In the spring Mister Spencer plants corn next to the farmhouse. All summer long, he takes care of the corn. By the end of the summer, the corn is ripe. Then Mister Spencer harvests it and sells it. That is how he makes a living.

Mister Spencer has a garden, too. In his garden he plants eggplants, beets, sprouts, and peppers.

Mister Spencer has had some problems with rabbits. They crawl under the fence, hop into his garden, and munch on his plants. When Mister Spencer sees the rabbits in his garden, he gets mad as a hornet. He shakes his fist and shouts at the rabbits.



Grace and her sister Jill like the rabbits. Grace says they are cute. She tells her dad to be nice and let the rabbits be. But Mister Spencer can't stand those rabbits, and the Spencers need the plants in the garden to feed them in the winter.

Last summer, Mister Spencer got a dog to force the rabbits out of his garden. The dog's name is Pepper. He is a black dog. He sleeps out in the barn.

When Pepper came to the farm, he gave the rabbits quite a scare. They were in the garden, munching on sprouts. Then Pepper came charging out into the yard, barking. The rabbits took off! They raced back into their hole as fast as they could.

Pepper ran to the rabbit hole and went in as far as he could. He started digging with his paws. But it was no use. It was a deep hole and he could not get down to where the rabbits were.

Mister Spencer was sitting in the living room at the time. He could tell what Pepper was up to. He smiled. "Good dog!" he said. "Good dog! I bet those rabbits will munch on sprouts somewhere else next time!"



The Picnic by the River

1. What was in the picnic basket?

Page _____

2. Where had the Spencers set down their picnic basket?

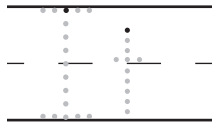
Page _____

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

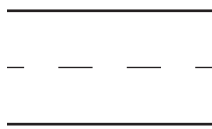
Directions: Have students underline the pronoun in each sentence pair and draw a connecting line from the pronoun to the noun it replaces. Then have students write the pronoun on the line.

he**she****it****I****you**

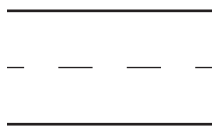
1. The **house** is big. It has lots of rooms.



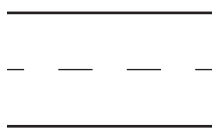
2. Mitch has a black **goose**. He likes the **goose**.



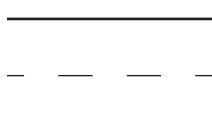
3. Ben said, "I have lots of red **pencils**."



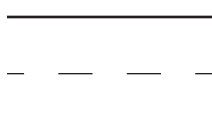
4. Mom asked Reese, "Can you feed the **horse**?"



5. The princess broke her leg. She has to use crutches.



6. The **mouse** is soft. It is a nice **mouse**.



Ants

1. What is an ant farm?

Page _____

2. Who is the queen?

Page _____

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



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.

- 1. choice _____

- 2. cent _____

- 3. glance _____

- 4. grouse _____

- 5. house _____

- 6. cells _____

- 7. prince _____

- 8. center _____

Name _____

Spelling Test

1.

2.

3.

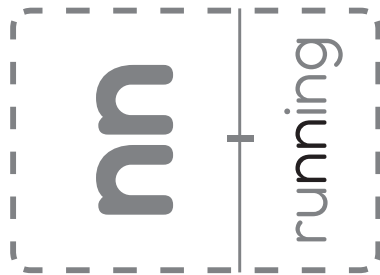
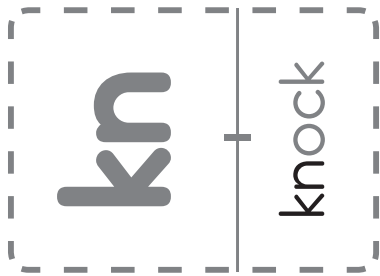
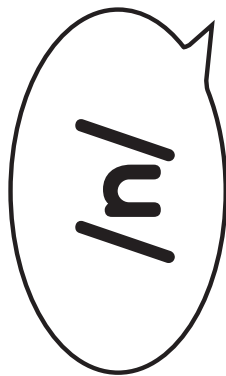
4.

5.

6.

7.

8.



The Band

1. What did Grace and Jill sound like at the start?

Page _____

2. How did Mister Spencer act when the children started out?

Page _____

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

3. Who is Mister Vance?

Handwriting practice lines for question 3, consisting of five sets of three horizontal lines (top solid, middle dashed, bottom solid).

Page _____

4. Describe the band concert.

Handwriting practice lines for question 4, consisting of five sets of three horizontal lines (top solid, middle dashed, bottom solid).

Page _____



Sort the words by their spellings for /s/.

sit	grass	dress	snake	hips
cell	sun	center	cent	kiss

/s/ → 's'

/s/ → 'ss'

/s/ → 'c'

_____	_____	_____	_____	_____
- - - - -	- - - - -	- - - - -	- - - - -	- - - - -
_____	_____	_____	_____	_____
- - - - -	- - - - -	- - - - -	- - - - -	- - - - -
_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____
- - - - -	- - - - -	- - - - -	- - - - -	- - - - -
_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____
- - - - -	- - - - -	- - - - -	- - - - -	- - - - -

Name _____

11.1



Dear Family Member,

Your child's spelling words for this week include a review of previously taught sound-spellings. As usual, there is one 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, so your child will benefit from practice reading and writing them.

Spelling Words

1. maps
2. mice
3. hammer
4. trimmed
5. skipped
6. scrub
7. space
8. Tricky Word: could

Sort the words by their spellings for /n/.

sense	knit	dinner	knee	nerve
running	winner	cent	knot	fence

/n/ → 'n'

/n/ → 'nn'

/n/ → 'kn'

_____	_____	_____
- - - - -	- - - - -	- - - - -
_____	_____	_____
- - - - -	- - - - -	- - - - -
_____	_____	_____
- - - - -	- - - - -	- - - - -
_____	_____	_____
- - - - -	- - - - -	- - - - -
_____	_____	_____
- - - - -	- - - - -	- - - - -
_____	_____	_____
- - - - -	- - - - -	- - - - -

Can you see the spelling pattern? Fill in the chart.

Root Word	<i>-ed</i> Word	<i>-ing</i> Word
tan	tanned	tanning
grin		
plan		
scan		

Write the words on the correct lines.

cent	goose	fence
knot	mouse	prince
dance	knee	moose





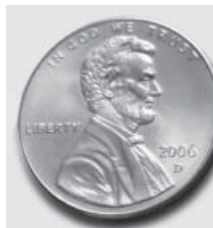














The Yard Sale

1. What is for sale at the yard sale?

Page _____

2. What is Grace's problem?

Page _____

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

The Storm

1. Describe the storm on the farm.

=====

=====

=====

=====

=====

Page _____

2. Did Grace like the storm?

=====

=====

=====

=====

=====

Page _____

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

3. Did Jill like the storm?

Handwriting practice lines for question 3, consisting of five sets of three horizontal lines (top solid, middle dashed, bottom solid).

Page _____

4. What did Grace tell Jill to make her feel better?

Handwriting practice lines for question 4, consisting of five sets of three horizontal lines (top solid, middle dashed, bottom solid).

Page _____

He

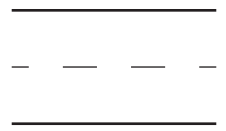
She

It

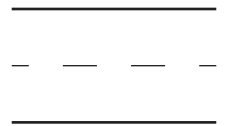
1. Vince is a good catcher.



2. The mouse is on the fence.



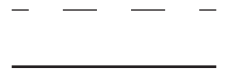
3. The prince had goose for dinner.



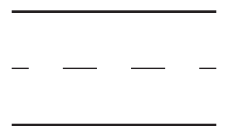
4. The horse ran in a race.



5. Mom has a red blouse.



6. Gran knits socks for her grandkids.



Directions: Have students write the pronouns that would replace the underlined nouns on the lines.

Dark Clouds and Wind

1. What did Mister Spencer see as they finished up lunch?

=====

=====

=====

=====

Page _____

2. What do the Spencers do when the clouds get darker and the wind picks up?

=====

=====

=====

=====

Page _____

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

3. What is a storm shelter?

Handwriting practice lines for question 3, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Page _____

4. What did Grace shout as Mister Spencer started to lock up the shutters?

Handwriting practice lines for question 4, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

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.

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.

The Band

Grace and Jill are in a band. Grace toots on her trumpet. Jill toots on her slide trombone.

When the children started out, they did not sound too good. Grace and her trombone sounded like a sick moose. Jill and her trumpet sounded like a flock of geese.

The two of them made quite a racket.

It was so bad that Mister Spencer would yell, "I can't take it!" Then he would run out of the house and hide in the barn.

But, since then, the children have gotten a lot better, just as Mister Vance said they would. Mister Vance is the band master. He spends a lot of time with the children, helping them get better.

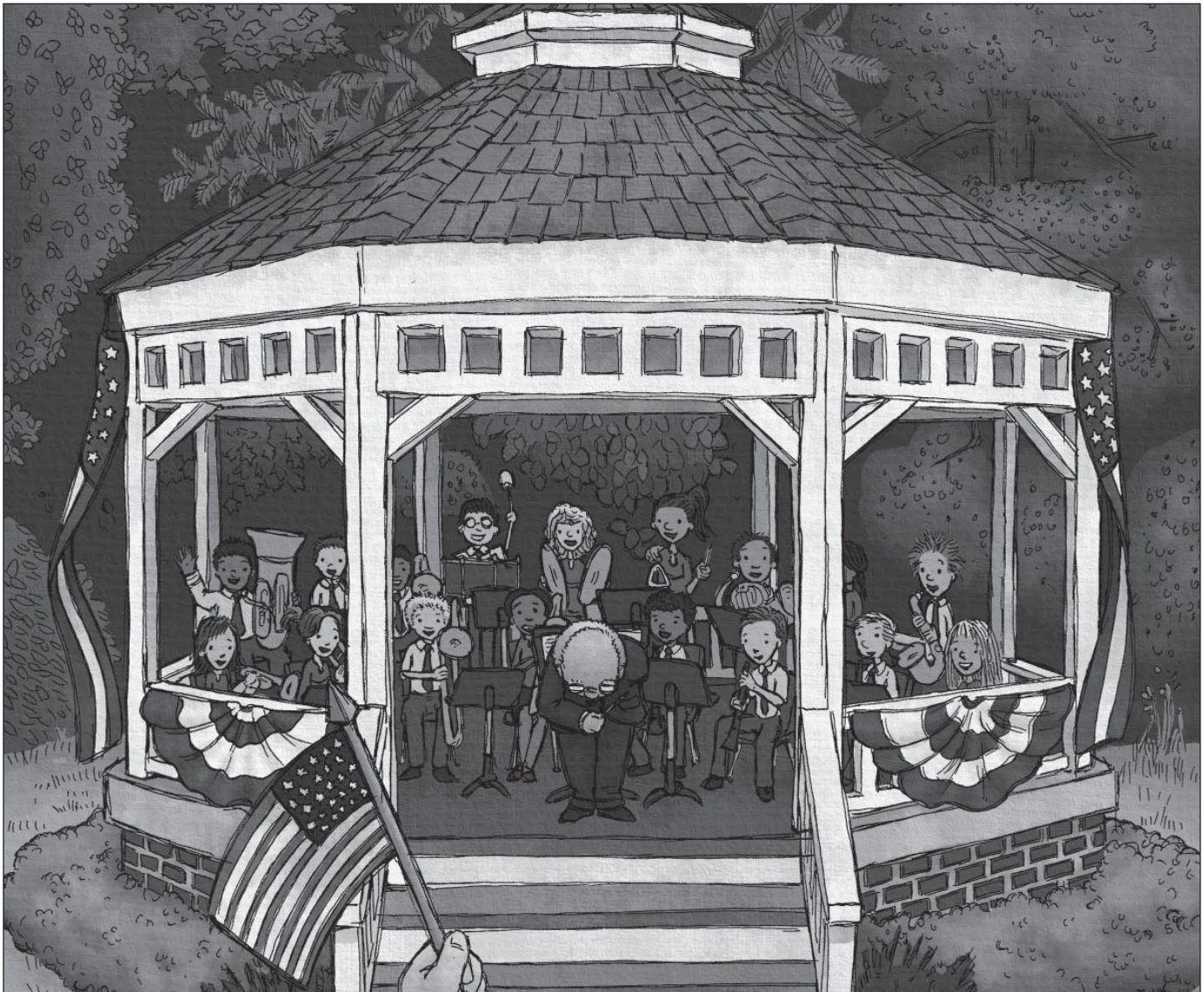


In the spring there is a band concert in the park.

Mister Vance gets up on the bandstand and waves his hands. The band starts belting out a jazz song. They sound good. Grace hits the notes on her trumpet. Jill's trombone sounds good, too. The drummer is drumming up a storm. The band is **knocking** it out of the park.

Mister Vance has a big smile on his face. He is proud of Grace and Jill.

Mister Spencer smiles, too. He has gotten tired of spending so much time in the barn.



In the Storm Shelter

1. Why are the Spencers down in the storm shelter?

=====

=====

=====

=====

Page _____

2. What did Mister Spencer see when he peeked out from the storm shelter?

=====

=====

=====

=====

Page _____

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

3. Describe what you do when it storms.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated five times.

Name _____

Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

Directions: Have students underline the plural marker in each word. Then have students write the plural words that end in /s/ under the /s/ header, the plural words that end in /z/ under the /z/ header, and the plural words that end in /ez/ under the /ez/ header.

<u>cats</u>	<u>dogs</u>	<u>foxes</u>	sharks	forks
kids	dishes	porches	hands	crabs

/s/

cats

/z/

dogs

/ez/

foxes

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

The Visit

1. How do Grace and Jill feel in the car ride to visit their Gran?

Page _____

2. What do Grace and Jill do to get set to swim?

Page _____

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

3. Name three things Grace and Jill do with Gran.

Page _____

Name _____

16.1

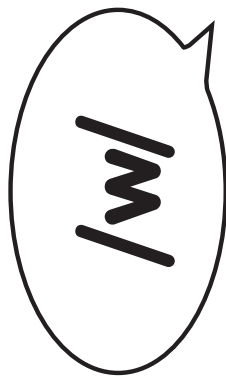


Dear Family Member,

Our class has been learning spelling alternatives for the /n/ sound. The /n/ sound can be written with the spellings 'n', 'nn', and 'kn'. The spelling words this week contain these spellings for /n/. As usual, there is one 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, so your child will benefit from practice reading and writing them.

Spelling Words

1. knit
2. kneel
3. nose
4. center
5. nugget
6. running
7. winner
8. Tricky Word: which



The Soccer Game

1. **Why** is Grace's soccer game this weekend such a big game?

=====

=====

=====

=====

Page _____

2. **Why** did Grace sit on the grass and pout?

=====

=====

=====

=====

Page _____

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

3. **What** advice did Grace's dad tell Grace **when** she got upset?

Handwriting practice lines for question 3, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Page _____

4. **What** happens at the end of the game?

Handwriting practice lines for question 4, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Page _____

Supper

1. **Why** are Kim and Jane **Knox** at Grace's house?

Page _____

2. List the steps Grace takes to make the cake with her mom.

Page _____

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

/ng/

n pink

ng sing



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.

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.

The Visit

The Spencers are on a trip to visit their Gran. It's a long car ride from the farm. Their dad drives in the morning. Then their mom drives after lunch. Grace and Jill feel like the trip will never end.

At last, they get to Gran's place. Grace and Jill run up to their Gran and hug her.

"It's so nice to see you!" says Gran.

"Gran," Jill says, "can we run down and swim?" After the long car ride, the children need some exercise.

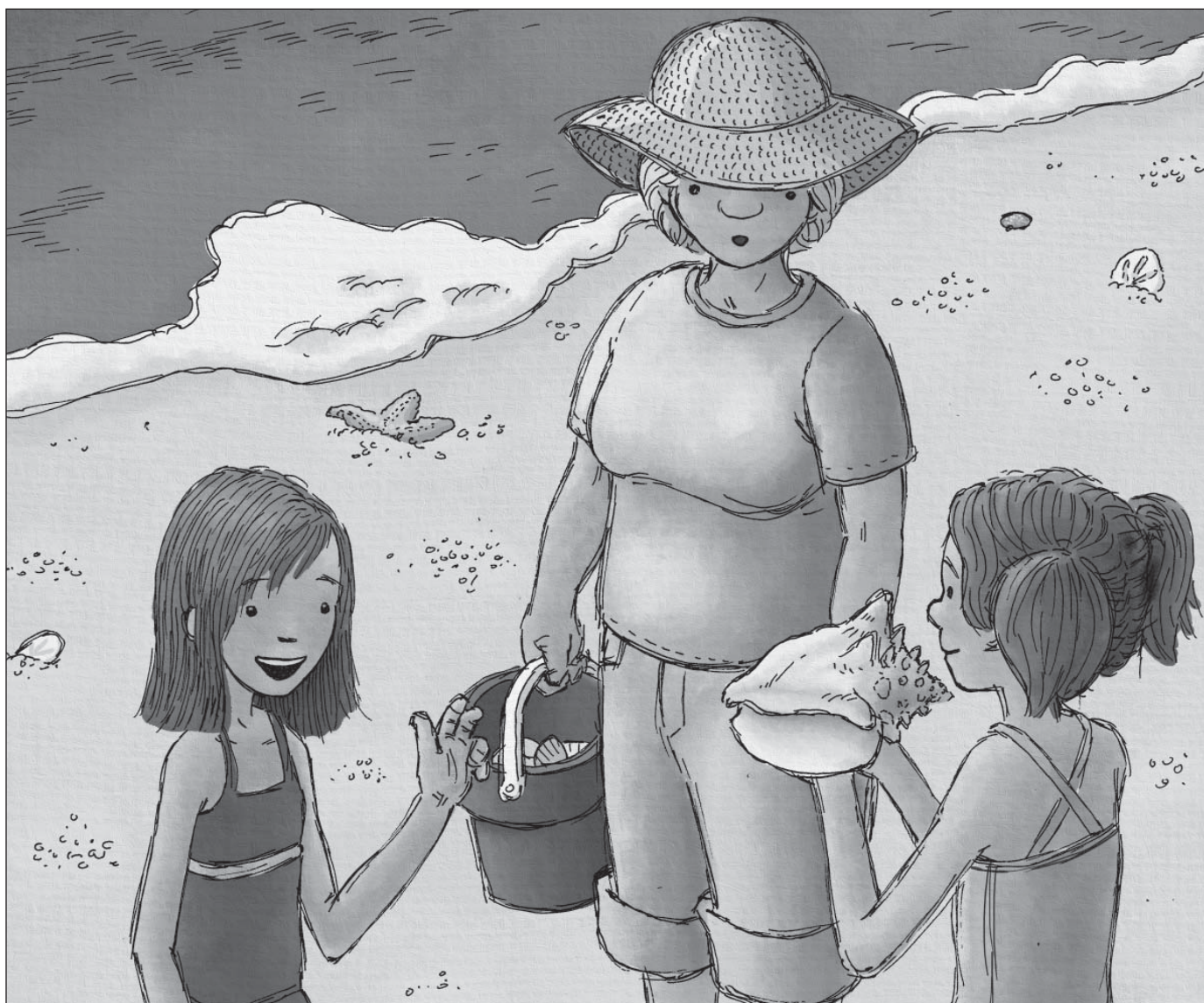
Gran smiles. She grabs her **knapsack** and points to the flip-flops on her feet and says, "I'm all set!"



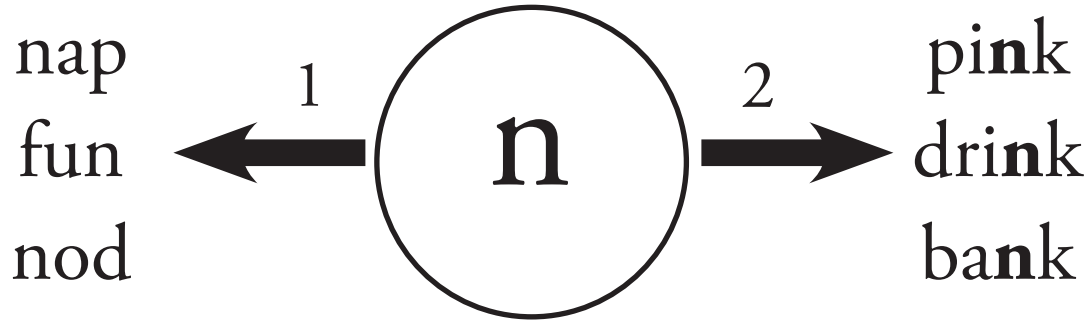
Grace and Jill get dressed for swimming. They rub sunscreen on their arms and legs. Mister Spencer helps them rub the sunscreen on their backs.

Once the sunscreen is on, Grace and Jill run down the path to the cove. When they get there, they wade in, yelping as the cool waves crash past them.

Grace and Jill splash and ride the waves. They dig for crabs and pick up shells. They toss a frisbee back and forth. They munch on snacks and sit in the sun. It's fun to visit with Gran.



Sound out the words with the lines under them. Is the 'n' sounded /n/ as in *nap* or /ng/ as in *pink*? Write in the words where they fit.



	/n/ as in <i>nap</i>	/ng/ as in <i>pink</i>
1. I'm hot. Can I have something to <u>dr</u> nk?		dr <u>nk</u>
2. I can count to <u>ten</u> .		
3. I will not sell it to you, but I will <u>lend</u> it to you.		
4. When will this <u>end</u> ?		
5. I need some cash. Let's drive to the <u>ban</u> k.		
6. I sat in the sun and got a <u>tan</u> .		
7. At the park we can have lots of <u>fun</u> .		
8. It is a nice gift. <u>Th</u> anks!		

Grace the Performer

1. **What** is the job of a mime?

Page _____

2. **What** tricks did Grace do to make the children smile?

Page _____

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

Name _____

19.3



Sort the words by their spellings for /ng/.

pink	long	drink	wing
sang	junk	jumping	bank
thing	finger	sting	singer

/ng/ → 'ng'

Handwriting practice lines for the /ng/ → 'ng' rule. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. There are ten such lines provided for practice.

/ng/ → 'n'

Handwriting practice lines for the /ng/ → 'n' rule. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. There are ten such lines provided for practice.

Name _____

Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

The Frog Jumping Contest

1. **What** are the names of Grace and Ken's frogs?

Page _____

2. **What** happened to Hopper at the start of the race?

Page _____

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

Can you see the spelling pattern? Fill in the chart.

Root Word	<i>-ed</i> Word	<i>-ing</i> Word
stop	stopped	stopping
munch		
sip		
kick		
fish		
slip		
dash		
wrap		

Can you see the spelling pattern? Fill in the chart.

Root Word	<i>-ed</i> Word	<i>-ing</i> Word
beg	begged	begging
tug		
flash		
park		
pat		
pin		

3. **What else** do Grace and Jill do at the park?

Handwriting practice lines for question 3, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Page _____

4. **Why** do Grace and Jill not ride the Spinning
Wheel two times?

Handwriting practice lines for question 4, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Page _____



Dear Family Member,

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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.

The Frog Jumping Contest

There is a frog jumping contest at the park this week, too.

“Did you get a frog for the contest?” Ken asks. Grace nods. She sticks her hand in her bag and grabs her frog. The frog sits on her fingers.

“Cool!” Ken says. “What’s his name?”

“It’s a she!” says Grace. “Her name is Hopper.”

“I got one, too,” says Ken. “His name is Legs.” Legs has longer legs than Hopper.

Grace and Ken take their frogs to the starting line. They set the frogs down. The starter shouts, “On your mark! Get set! Hop!”

“Jump!” Ken yells. “Jump!” Legs hops off.



Hopper jumps, too, but she jumps off to the side.

“No, Hopper!” Grace yells. She runs and grabs her frog. Then she sets her down with her face pointing at the finish line.

Hopper hops off. This time she is lined up and on target.

Ken and Grace chase their frogs down the track. The frogs are fast. It is a close race.

The two frogs cross the finish line at the same time.

“Did Legs win?” Ken asks.

“Did Hopper win?” Grace asks.

“We have two winners!” says the man at the finish line. “Hopper and Legs crossed the line at the same time. They will share the prize!”

The man hands Grace and Ken a cup for their prize. Grace plops Hopper in the cup. Ken adds Legs. Then they hoist the cup up and shout, “Here’s to the champs!”



Buster the Pig

1. **What** is a livestock contest?

Page _____

2. **Why** is Rod grooming Buster?

Page _____

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

3. **Who** inspects the pigs? **What** is his job?

Handwriting practice lines for question 3, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Page _____

4. **Which** pig wins the prize?

Handwriting practice lines for question 4, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Page _____

Write the words on the correct lines.

1. prince





2. mouse





3. dancer





4. rinse





5. knot

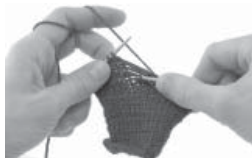




6. **finger**



7. **knit**



8. **whale**



9. **cent**



10. **bounce**



Name _____

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.

1. **knob**

2. **whiskers**

3. **choice**

4. **blink**

5. **cent**

6. **glance**

7. **grouse**

8. **hitch**

9. **hunger**

10. **think**

11. **house**

12. **whale**

13. **whisper**

14. **knocking**

15. **cells**

16. **magic**

Whisper

1. **What** can wool be used for?

Page _____

2. **Why** did Grace ask to bring a chick home?

Page _____

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

3. **W**hat are some of the name choices Grace gets from her mom, dad, and Jill?

Handwriting practice lines for question 3, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Page _____

4. Describe a pet you have or would like to have.

Handwriting practice lines for question 4, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Name _____

23.4



Dear Family Member,

Please have your child read the sentence and circle the correct pronoun for the underlined noun or noun phrase.

1. Sam and Pat ran a race.
a. We b. She c. They

2. Jim is **knitting** a scarf for me.
a. We b. He c. It

3. Mom and Dad went dancing.
a. She b. They c. We

4. The mouse ran and hid.
a. It b. He c. We

5. Kate dressed up like a princess.
a. They b. She c. We

6. Jake and I solved the math problem.
a. We b. He c. They

Name _____

24.1

Mark the words that are said.

1. blouse bound bounce pounce

2. moose mouse nice mice

3. long link like lick

4. wipe wilt wind whip

5. tense fence ten twice

6. plaster perch percent partner

7. note knot cot knock

8. wage wake waste whack

9. nine wife knave knife

10. sing sink simmer since

The Harvest

1. **Who** helps Mister Spencer bring in the harvest?

Page _____

2. **What** do combines do?

Page _____

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

3. **What** did **Hank** spot on the ground?

Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Page _____

4. **Where** do you think the relic is from? Draw a picture to help you describe the tale of the relic.

Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).



The Prince Gets a Pet

Once there was a prince named Francis. Prince Francis was nice, but he sometimes did things without thinking.

One morning Prince Francis felt sad. He went to see his sister, Princess Rose.

“I’m sad,” he said. “**W**hat can I do to make myself feel better?”

“You should get a pet,” said his sister. “**W**hen I feel sad, I visit with my cat. Then I feel better.”

“A pet!” said Prince Francis. “I like the sound of that.” He shouted to his men, “Bring me my horse! I will ride out and look for a pet!”

So Prince Francis rode out to look for a pet. After a bit, he saw a skunk. He had never seen a skunk.

“Look at that cat!” he said. “I have never seen a cat like that! He’s black with a nice **w**hite stripe on his back. He will be the perfect pet for me!”

The prince jumped off his horse and ran up to grab the skunk. His men shouted at him to stop, but it was too late.

The skunk made a big stink.

The prince ran back to his horse. “Yuck!” he shouted, “I stink!” His men nodded. He did stink.

The prince rode home. When he got back, the princess helped him rinse off the stink. She said, “Francis, that was not a cat. That was a skunk. Skunks do not make good pets. Let me pick a pet for you. I have one that will be perfect.”

The princess went and got a goose. “This is a nice goose,” she said. “She is soft, she will not bite, and she smells much better than a skunk.”

The prince liked the goose, and the goose liked him. It was the perfect pet.

The Prince Gets a Pet

1. Francis is _____.

- a princess
- a prince
- a cat
- a horse

2. Rose is _____.

- a princess
- a prince
- a skunk
- a horse

3. **What** did Rose tell Francis he should get?

- She said he should get a pig.
- She said he should get a skunk.
- She said he should get a horse.
- She said he should get a pet.

4. Francis saw something that was black with a **white** stripe. **What** was it?
- It was a cat.
 - It was a **horse**.
 - It was a **skunk**.
 - It was a **chipmunk**.
5. **Why** did Francis need to be rinsed off **when** he got back?
- He was hot.
 - A **skunk** made him **stink**.
 - He fell off his **horse** and skinned his **knee**.
 - He fell in the mud.
6. **What** pet did Rose pick for Francis in the end?
- She picked a cat.
 - She picked a **skunk**.
 - She picked a **goose**.
 - She picked a dog.

7. It says, “Prince Francis was nice, but he sometimes did things without thinking . . .”

What was the *biggest* thing Prince Francis did without thinking in this tale?

- He asked his sister for advice.
 - He grabbed a critter he had never seen and got covered in stink.
 - He and his men rode out to look for a pet.
 - He let his sister help him get a pet.
8. **Why** did Prince Francis think the goose was a perfect pet?
- He can pet the soft goose and it does not smell bad.
 - He could tell the goose **why** he feels sad.
 - The goose can make eggs.
 - The goose looks better than a skunk.

3. **What** did the Harvest Marvel look like?

Handwriting practice lines for question 3, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Page _____

4. **Why** did Grace think the Harvest Marvel was Hank?

Handwriting practice lines for question 4, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Page _____

Name _____

PP1

Cut out the word cards and stick them on Worksheet PP2.

cell

center

voice

prince

twice

else

dense

chance

house

horse

percent

dancing

Sort the word cards from Worksheet PP1 by their spellings for /s/ and stick them in the boxes.

/s/ → 'se'						
/s/ or 'ce'						
/s/ → 'c'						

Name _____

PP3

Cut out the word cards and stick them on Worksheet PP4.

knife

napkin

number

knobs

knees

nice

notch

knocked

muffin

kneeling

knitting

nest

Name _____

Sort the word cards from Worksheet PP3 by their spellings for /n/ and stick them in the boxes.

/n/ → 'kn'	/n/ → 'n'

Name _____

PP5

Cut out the word cards and stick them on Worksheet PP6.

think

feeling

string

drink

hopping

wrong

finger

fling

stink

pink

singer

hunger

Sort the word cards from Worksheet PP5 by their spellings for /ng/ and stick them in the boxes.

/ng/ → 'ng'	/ng/ → 'n'

Name _____

PP7

Cut out the word cards and stick them on Worksheet PP8.

why

were

waves

whimper

whisk

where

winter

twelve

wake

whale

white

weeks

Sort the word cards from Worksheet PP7 by their spellings for /w/ and stick them in the boxes.

/w/ → 'wh'	/w/ → 'w'

Name _____

Cut out the word cards and stick them on Worksheet PP10.

buzz

fuzz

zoom

buzzing

farmers

prize

jazz

cars

things

freezer

homes

zipper

Sort the word cards from Worksheet PP9 by their spellings for /z/ and stick them in the boxes.

/z/ → 's						
/z/ → 'zz						
/z/ → 'z						

Sort the words by their spellings for /s/.

dance	bounce	blouse	prince	fence
rinse	voice	geese	dense	force

/s/ → 'ce'

/s/ → 'se'

Directions: Have students color the boxes that contain words that have 'n' > /n/ as in nap in one color and the boxes that contain words that have 'n' > /ng/ as in pink in another color.

st nk	tr nk	wren
nest	pl nk	fence
long est	dr nk	green
ch unks	snatch	notch

Mark the words that are said. Then write them on the lines.

1. **fence** **fetch**

2. **moose** **mouse**

3. **drink** **drank**

4. **whisker** **wither**

5. **cent** **center**

6. **dancer** **dander**

7. **knock** **not**

8. **knee** **need**

9. **bank** **blank**

10. **tense** **dense**

Yes or no? Write *yes* or *no* on the lines.

1. Is a **knife** sharp?

2. Do snakes have **whiskers**?

3. Can a **mouse** write with a pen?

4. Can you feel your **pulse**?

5. Is a quilt like a **blanket**?

6. Is pepper a **spice**?

7. Do you have a **loud voice**?

8. Do you like to **dance**?

9. Do you have a **bunk** bed?

10. Is ten **cents** less than a
dime?

11. Is an **iceberg** made of **ice**?

12. Is **rice** a food?

13. Do **skunks** smell good?

14. Can a **horse** run fast?

15. Do cars have six **wheels**?

16. Can a **whale** jump rope?

In the box are six words. Write them on the correct lines.

knitting	knot	nap
dinner	knee	nine













In the box are six words. Write them on the correct lines.

whiskers	wave	web
whale	wheel	weep













In the box are six words. Write them on the correct lines.

finger

sing

sink

drink

ring

skunk













Write the words on the correct lines.



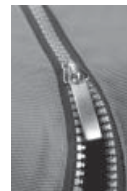
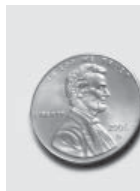
1. **knife**



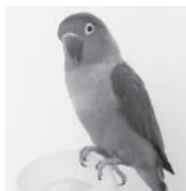
2. **blanket**



3. **house**



4. **cent**



5. **fence**



6. **goose**

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



7. **kneel**

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

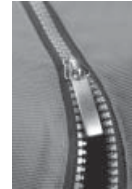
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



8. **links**

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

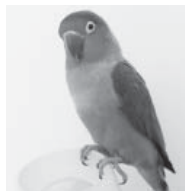
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



9. **whisper**

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



10. **wheel**

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Fill in the gaps.

1. I baked muffins _____ you were sleeping.

2. _____ your mouth well after brushing your teeth.

3. Who is _____ their horn like that?

4. I made that mistake _____ !

5. This is a short _____.

6. Do you like to _____ ?

7. I have a soft _____ on my bed.

8. This tree has a thick _____.

Name _____

Directions: Have students pick an object to describe. Then have the student think about how he/she would describe the object, using as many senses as possible. Then have the student write down words and/or phrases for each applicable sense.

Plan



Name _____

1. Jim went to France. He has a pal there.

Jim

2. Francis said, "I saw a goose outside."

3. Jen has a **knit** hat. It itches.

4. Gran said, "Kate, can you hand me the coin?"

5. Deb has a dress. She likes it.

6. Dan and Sam said, "We plunged into the pool."

7. Marge and Jim got a dog. They are glad.

Directions: Have students write the nouns that the underlined pronouns replace on the lines.

Add 's' or 'es' to the gaps based on the word.

1. Ants make anthill_____.

2. My pal Tom has three bike_____.

3. I have fifteen classmate_____.

4. Our cat had two litter_____.

5. A tree has lots of branch_____.

6. I do not like to take pill_____.

7. In the park are a lot of bench_____ to sit on.

8. My mom has five summer dress_____.



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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.

The Spinning Wheel

There are lots of fun rides and games at the park this week. Grace and Jill like to ride the Spinning **Wheel**. The Spinning **Wheel** is a ride with six arms. The arms spin round and round and lift up. It is fun to ride.

“Jill!” Grace yells as the **w**heel starts to spin, “I dare you to keep your hands up **w**hile you ride, like this!”

Soon they are **w**hizzing and **w**hooshing and shouting and yelling. Grace keeps her hands up till the ride ends. Jill keeps her hands up for a **w**hile, but not all the time.

“**W**hoo-hoo!” shouts Grace.

“Look at me!” shouts Jill. Her cheeks are **p**ink with **e**xcitement.



When they get off the Spinning **Wheel**, they run and check out the games. Grace shoots hoops **while** Jill tosses darts at a target. Jill wins a prize!

“Let’s have a snack!” says Grace. The sisters get a big tub of buttered popcorn. They share a corn dog and a **drink**, too. The food is good.

When they are finished, Jill asks, “Should we ride the Spinning **Wheel** one last time?”

“No,” Grace says. “After all that food, it would not be safe. I **think** I would get sick!”





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Buster the Pig

There are also contests at the park besides games and rides. Grace is at a livestock contest with her dad. **When** a livestock contest is held, farmers bring their best sheep and pigs and hope to win a prize.

“Look at the size of that **pink** pig!” Grace says.

“His name is Buster,” says a teen in a **white tank** standing next to the pig. He is rubbing the pig’s flank with a rag. “And my name is Rod.”

“**What** are you doing to him?” Grace asks.

“I’m grooming him,” says Rod. “Buster needs to look his best so he can win the top prize. Would you like to help?”



When it's time to take Buster out into the ring, Grace rubs him under his chin. Buster likes this so much he oinks and **whimpers**.

There are lots of pigs in the ring, and they all look good. A man in a black hat inspects the pigs. His job is to pick **which** pig he thinks is best. That pig will be the winner.

“I hope Buster wins!” Grace says.

The man looks at the pigs one last time. Then he points a **finger** at Buster and hands the top prize to Rod.

“Yippee!” says Grace. “Buster is number one!”





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Whisper

Grace and Jill like to visit the livestock contest. There are lots of fun things to do there.

In one barn, they see a man cutting wool off a sheep. They feel the wool the man has cut from the sheep. It is soft. The man tells them that the wool can be used to **knit** hats and scarves and mittens.

Jill gets to milk a cow. She likes to see the milk shoot out of the udder and splash in the bucket.

Grace picks up a rabbit. The rabbit is cute with lots of fuzz.

Then Grace sees chicks that have just hatched out of their eggs! She picks one up and pets it. She **thinks** the chick is the softest thing she has ever petted.



“Are the chicks for sale?” she asks.

“Yep,” says the man.

“Can I bring this one home?” Grace asks.
She looks at her mom and dad.

“It’s fine with me,” says her dad. “But you
have to take good care of her.”

“I will, I will!” says Grace.

Mister Spencer hands the man some cash.
The man plops the chick in a box and hands
Grace the box.

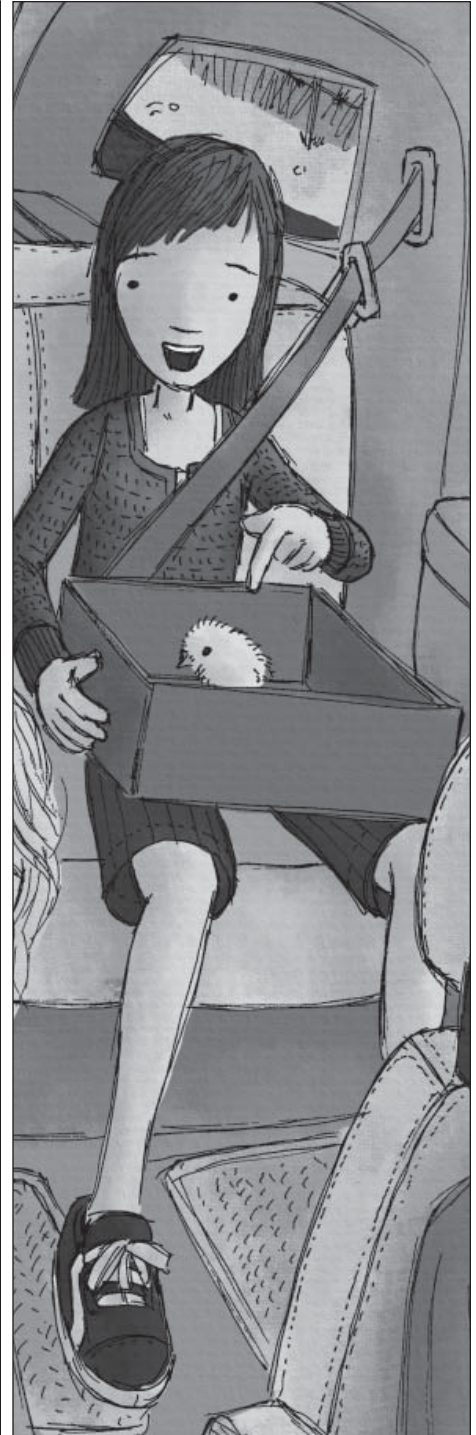
In the car, Grace asks, “**W**hat should I
name her?”

“Snickers!” says Jill.

“**W**hizbang!” says Mom.

“Gem!” says Dad.

“No,” says Grace. “I will name her
Whisper!”



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.

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.



The Harvest

Mister Spencer must harvest his corn **when** it is ripe. He can't let it spoil. It's a big job. Sometimes he has to hire helpers to help him bring in the harvest.

Grace likes two of the helpers her dad hires. Their names are Hank and Cedric. **When** they finish twelfth grade, they plan to be farmers like Mister Spencer.

Mister Spencer gets out his big combine and fills the tank with gas. Then he starts it up. It sends up a puff of black smoke. The combine is loud. But it is good at cutting down corn.



Mister Spencer drives the combine in the morning. After lunch, he lets Hank and Cedric drive. They drive the combine back and forth until all of the corn is cut down. Grace rides with them part of the time.

When they are finished with the harvest, Hank spots what looks like a rock sticking up out of the ground. He bends down and grabs it.

“What is it?” Cedric asks.

“I think it’s a chunk of a pot,” says Hank. He dusts it off with his fingers and says, “It could be a relic from a long time back in the past!”

Back at the house, Hank hands the pot shard to Grace. “Here,” he says. “This is for you. We can’t tell, but we think it could be a relic.”

“Thanks!” says Grace, with a smile. Then she runs to get Hank and Cedric some corn muffins. They sit on the steps and munch on the muffins.





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The Harvest Marvel

After the harvest, the Spencers had a Harvest Fest on their farm. A bunch of children came.

“Have fun!” Mister Spencer said to the children. “And look out for the Harvest Marvel!”

“What’s the Harvest Marvel?” one of the children asked.

“There is a legend that farmers have passed down for a long time. At the Harvest Fest, someone dresses as the Harvest Marvel to celebrate all of the crops and good food we harvest in the fall. It’s a tribute to thank the Harvest Marvel for the harvest. But who or what the Harvest Marvel is can be the best game at the Harvest Fest!” said Mister Spencer.

The children pondered this for a bit and then skipped off to get snacks and drinks. Time passed, and they had forgotten to look out for the Harvest Marvel—until something



or someone stepped out of the darkness next to the barn. It was hard to tell what it was. Its arms and legs were wrapped in corn husks. It had a pumpkin on its face as a mask.

“Greetings!” shouted the Harvest Marvel, jumping up and down. The children did not recognize the voice of the Harvest Marvel, and could not tell who or what the Harvest Marvel was.

They were spooked and started to run.

Grace started to run from the Harvest Marvel, too. But then she spotted a jacket on the Harvest Marvel, under the corn husks. She recognized that jacket.

Grace ran up to the Harvest Marvel and tagged it. By accident, she **knocked** the pumpkin mask off of the Harvest Marvel.

“See!” Grace yelled. “It’s just Hank!”

When the children saw that the Harvest Marvel was just **Hank**, they ran up and jumped on top of him. **Hank** and the children were all smiles.



The Jumping Fish

1. **Where** are Grace and Jill?

Page _____

2. Describe **what** the big, green fish did.

Page _____

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

3. **Why** did Grace's mom **think** the fish was jumping next to them?

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Page _____

4. **Why** did Jill **think** the fish was jumping next to them?

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Page _____

Snakes

1. How did Grace start her speech?

Page _____

2. **What** happens **when** snakes get too big for their outside skin?

Page _____

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

3. **What** happens **when** a snake catches a mouse?

Page _____

4. **Why** is it not safe to grab a snake?

Page _____

CORE KNOWLEDGE LANGUAGE ARTS

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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

Susan B. Albaugh, Kazuko Ashizawa, Nancy Braier, Kathryn M. Cummings, Michelle De Groot, Diana Espinal, Mary E. Forbes, Michael L. Ford, Ted Hirsch, Danielle Knecht, James K. Lee, Diane Henry Leipzig, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Laura Tortorelli, Rachael L. Shaw, Sivan B. Sherman, Miriam E. Vidaver, Catherine S. Whittington, Jeannette A. Williams

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 (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.



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Unit 6

Workbook

Skills Strand
GRADE 1