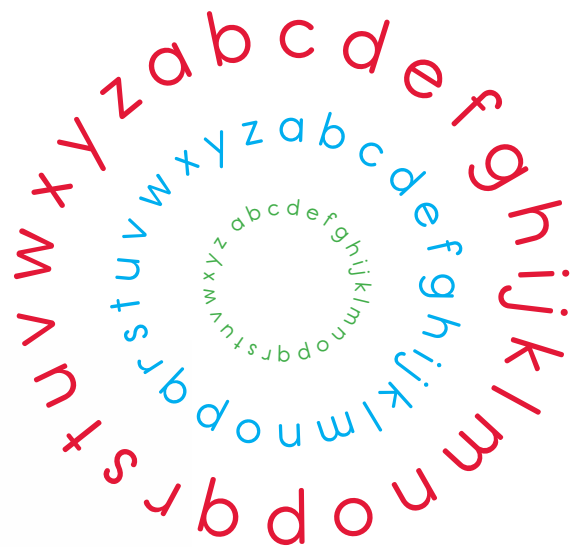


Unit 10

Workbook

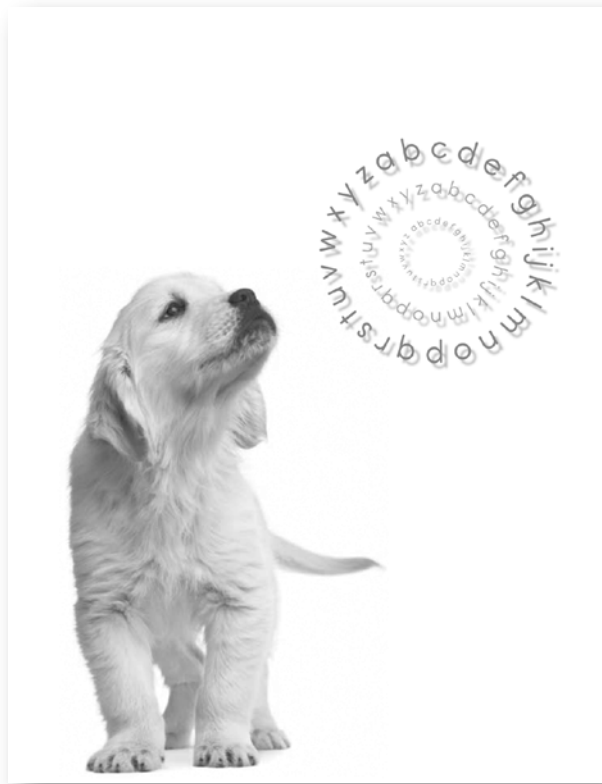


Core Knowledge Language Arts® • Skills Strand



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Unit 10

Workbook

Skills Strand
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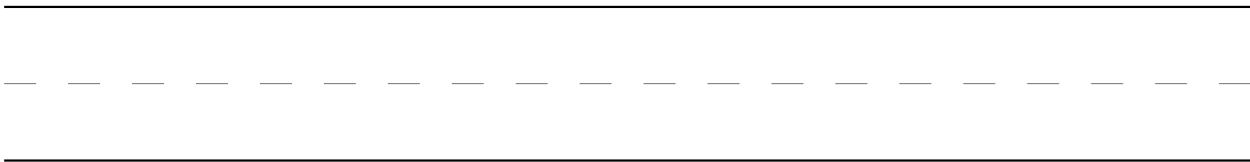
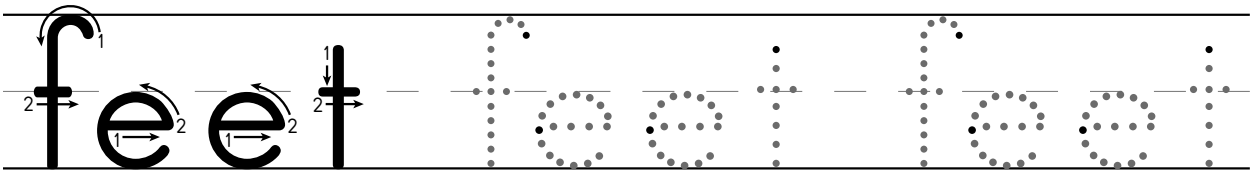
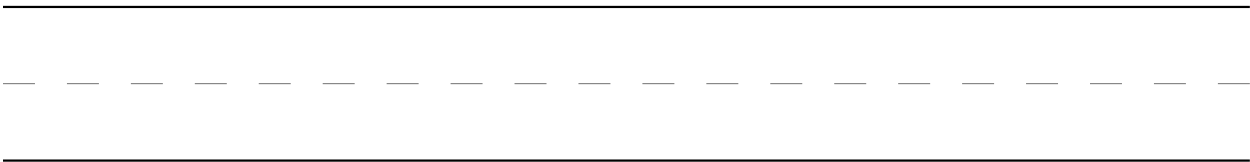
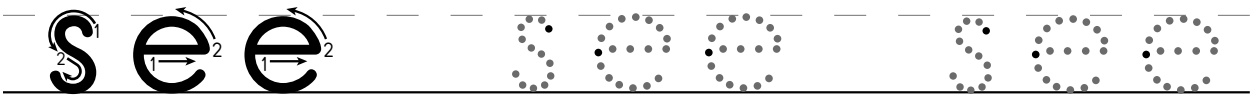
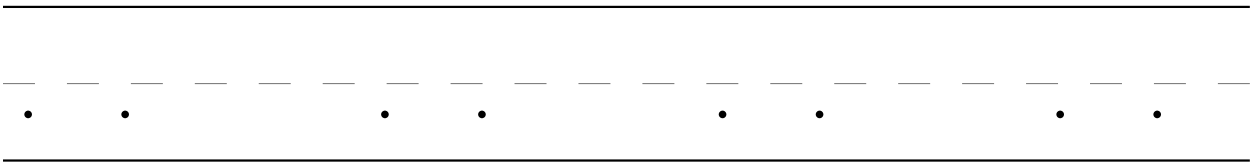
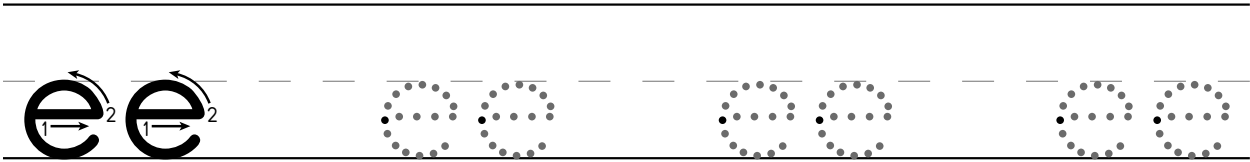
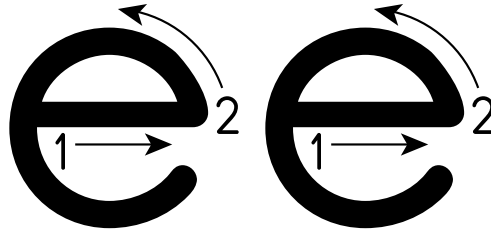
Unit 10

Workbook

This workbook contains worksheets that accompany many of the lessons from the *Teacher Guide* for Unit 10. 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.

Name _____

Directions: Have students trace and copy the digraph and words. Students should say the sounds while writing the spellings.



sheep

weeds

feet

queen





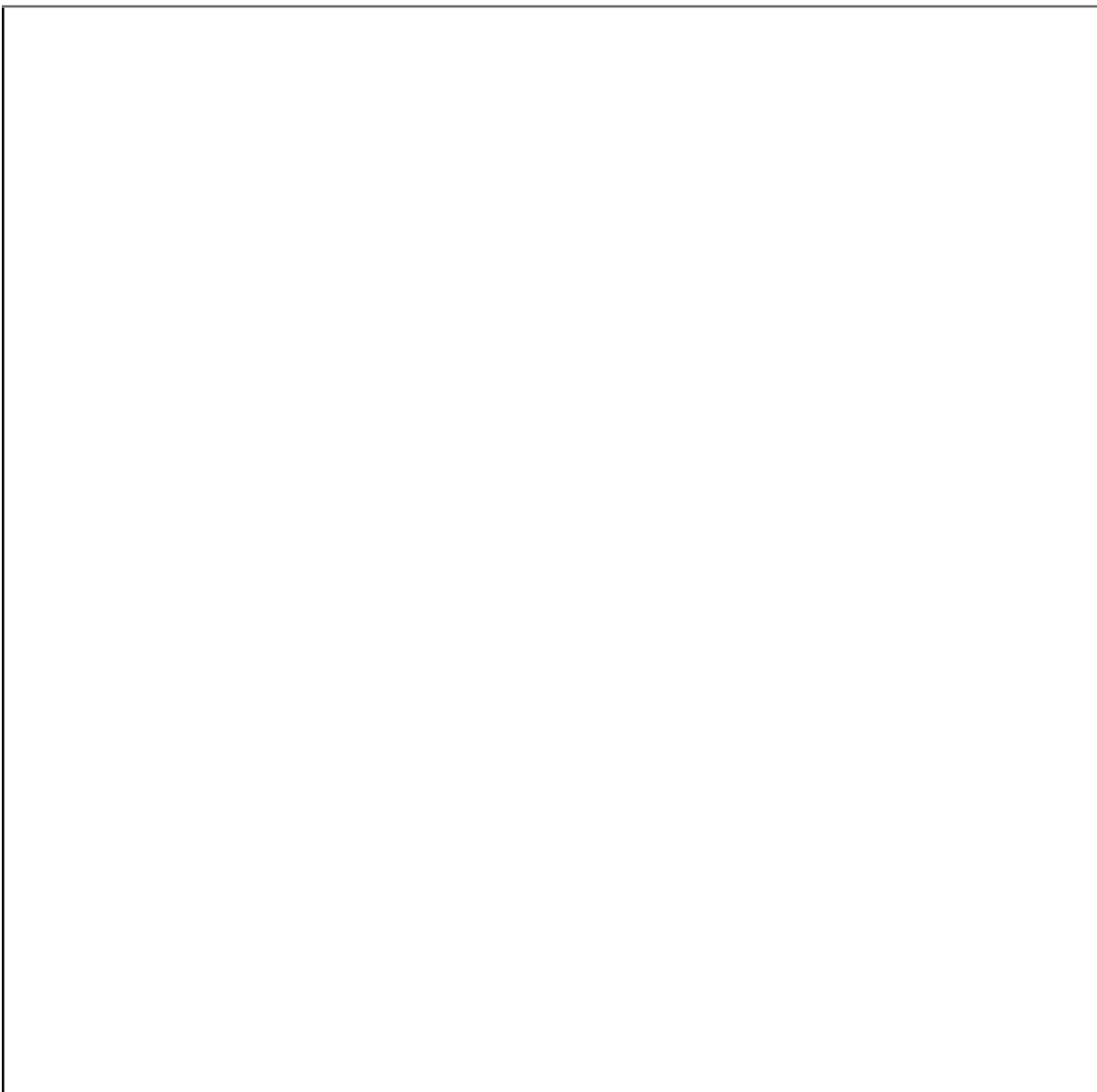
Directions: Have students write each word under its matching picture.

Name _____

1.2

pen

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.



feet	seems	needs
------	-------	-------

1. That kid _____ mad.

2. Dad has socks on his _____

_____ .

3. Ann _____ ten in cash.

Directions: Have students write each word on the line where it fits best.

keep	feed	bee
------	------	-----

4. Mom was stung by a

_____ .

5. What did Zack _____

his dog?

6. I will _____ my sheep
in a pen.

Scott and Lee

1. Scott's dad **keeps** . . .

- a pig.
- thre**ee** hens.
- a she**ep**.

2. The pig is kept in a . . .

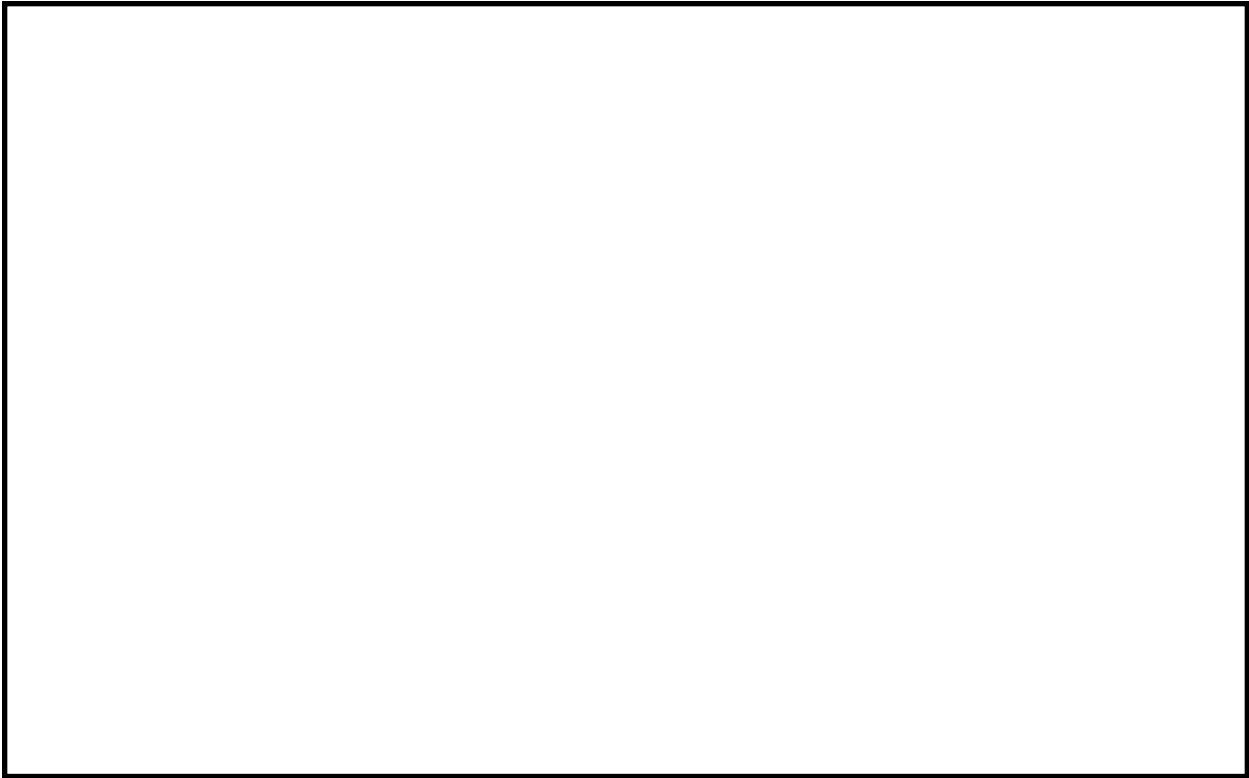
- shed.
- pen.
- box.

3. Scott's mom **keeps** . . .

- a pig.
- thre**ee** hens.
- a she**ep**.

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

4. What is Scott's pet?



Directions: In the box, have students illustrate a part of the story and then write a caption below.

Name _____

Dear Family Member,

Have your child read each word and then write it under the matching picture. If necessary, identify the pictures for your child.



1. **bee**



2. **tree**



3. **feet**



4. deer



5. teeth



6. sleep



Red Ants

1. Why was **Lee**'s **week** bad?

- A dog bit **Lee**.
- A rat bit **Lee**.
- Red ants bit **Lee**.

2. Scott swept the ants from **Lee** with . . .

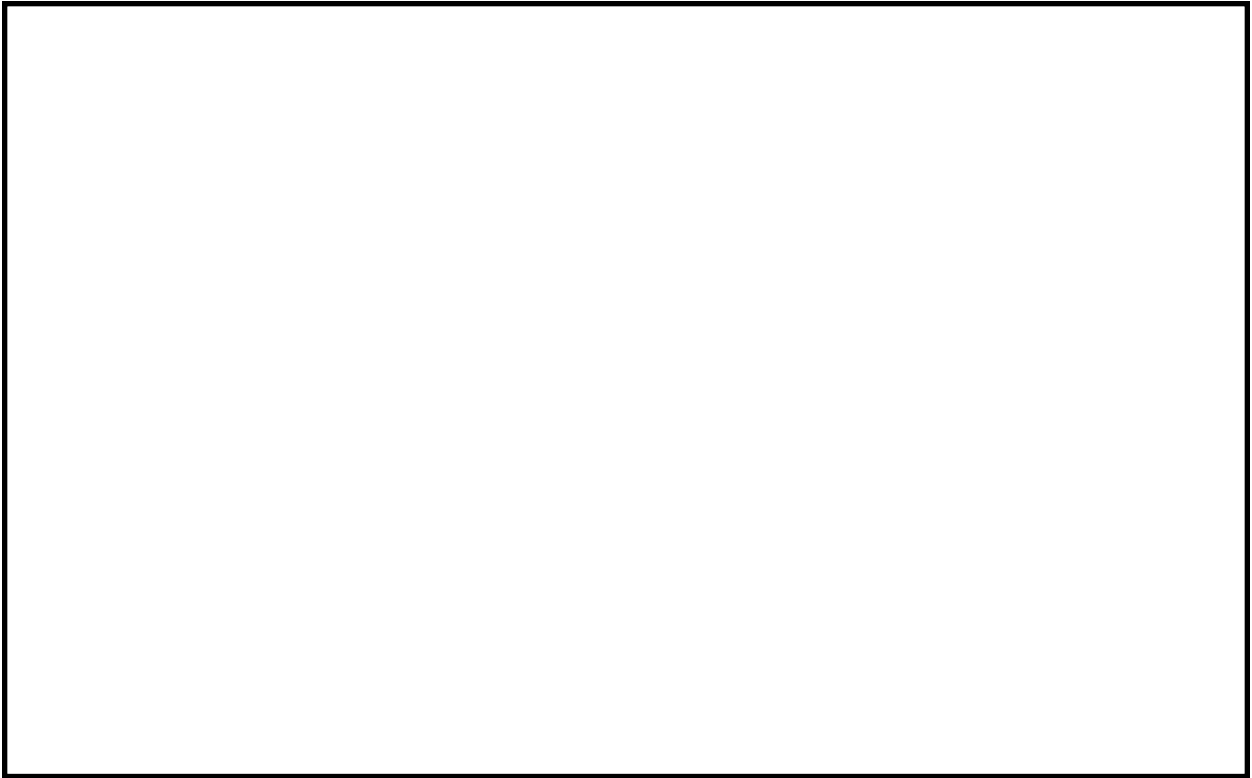
- a brush.
- his hand.
- a **tree** branch.

3. Scott said . . .

- "Munch on **Lee**."
- "Munch on **sweets**."
- "Munch on plants and **weeds**."

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

4. What is one thing the ant said?



Directions: In the box, have students illustrate a part of the story and then write a caption below.

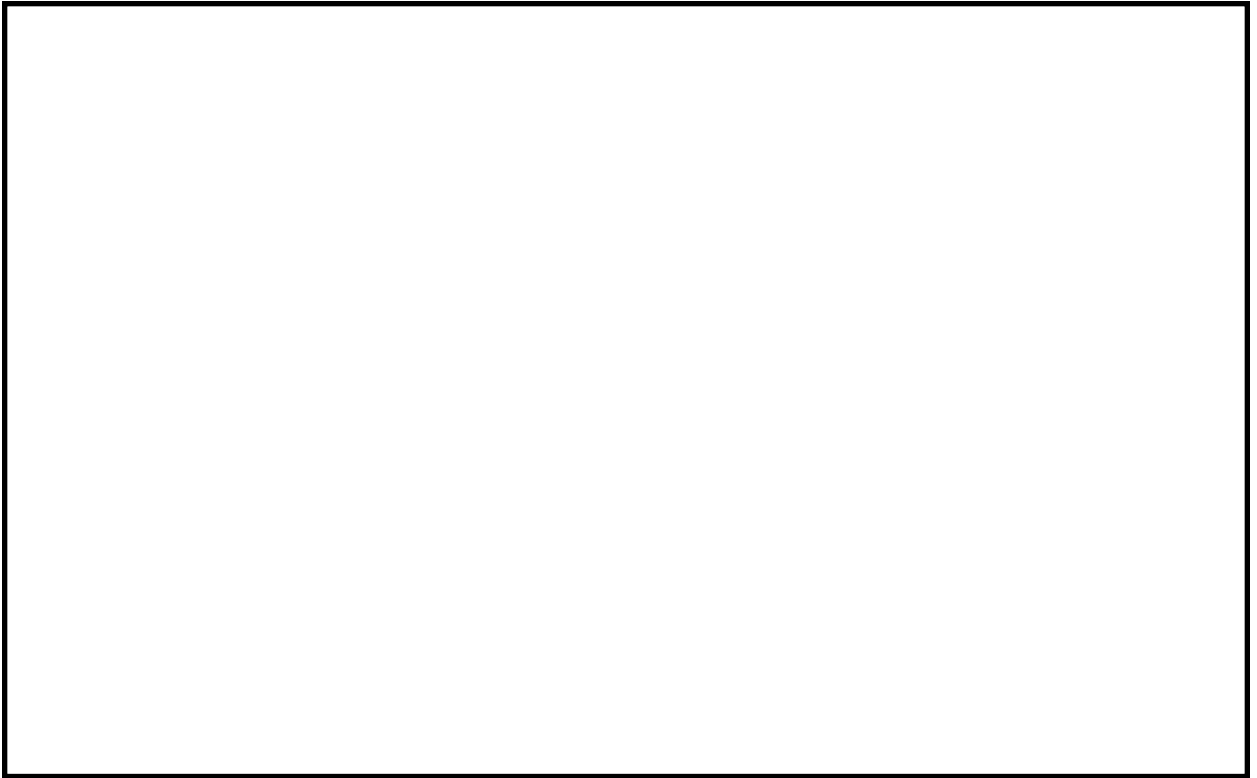
The Bees

1. What stung **Lee** on his **cheek** and **feet**?

2. When did Scott get mad?

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

3. What did Scott tell the bees to sting?



Directions: In the box, have students illustrate a part of the story and then write a caption below.

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, using his or her finger to point to each word, and then talk about it together. The bolded letters 'ee' are a new spelling your child is learning.



Scott and Lee

This is Scott **Green**. Scott is ten.

Scott's dad **keeps** a pig in a pen.
Scott's mom **keeps** three **ee** hens.
Scott **keeps** a **sheep**.

Lee the **Sheep** is Scott's pet.
Scott **feeds** **Lee** and rubs him on the back.
Lee is a **sweet** **sheep**.



1. Can a **tree** sing a song?

2. Is there a kid in this class with six **feet**?

3. Are plants from **seeds**?

4. Are the things in a shop **free**?

5. Is there a kid in this class with **three** hands?

6. Can a **bee** buzz?

Directions: Have students answer the questions by writing yes or no.

7. Is a **sheep** a bug?

8. Are plums **sweet**?

9. Is grass **green**?

10. Can we munch
on rocks?

11. Can plants **see**?

12. Can a cat **sleep**?

Name _____

Directions: Have students copy and then write from memory each Tricky Word.

1.

2.

3.

4.

5.

6.

7.

Directions: Have students write each word on the line where it fits best. Remind students that the first word in a sentence is always capitalized.

me

he

We

1. Seth has a hat that _____
 got from his dad.

2. _____ are best pals.

3. I need to sweep the _____

deck. Will you help _____ ?

she	Which	be
-----	-------	----

4. If I get in the pond, I will
_____ wet.

5. _____ cup is his?

6. Mom has a dress that
_____ got from a shop.

Name _____

7.1

a_e as in make

make make

make make

same same

same same

Directions: Have students trace and copy the words. Students should say the sounds while writing the spellings.

Print the word where it fits best.

1. **tape**



2. **plane**



3. **skate**



Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.



Red Ants

Lee the **S**heep had a bad **w**ee**k** last **w**ee**k**. Red ants bit him on his legs and **f**ee**t**.

Scott had to **s**wee**p** the ants with his hand to get rid of them.



Scott was mad at the ants.

“Ants,” he said, “**Lee** is a **sweet** **sheep**. **Feel free** to munch on plants and **weeds**, but not on **Lee!**”

One of the ants said, “We **feel** bad. We will not munch on **Lee**. We will munch on plants and **weeds**.”



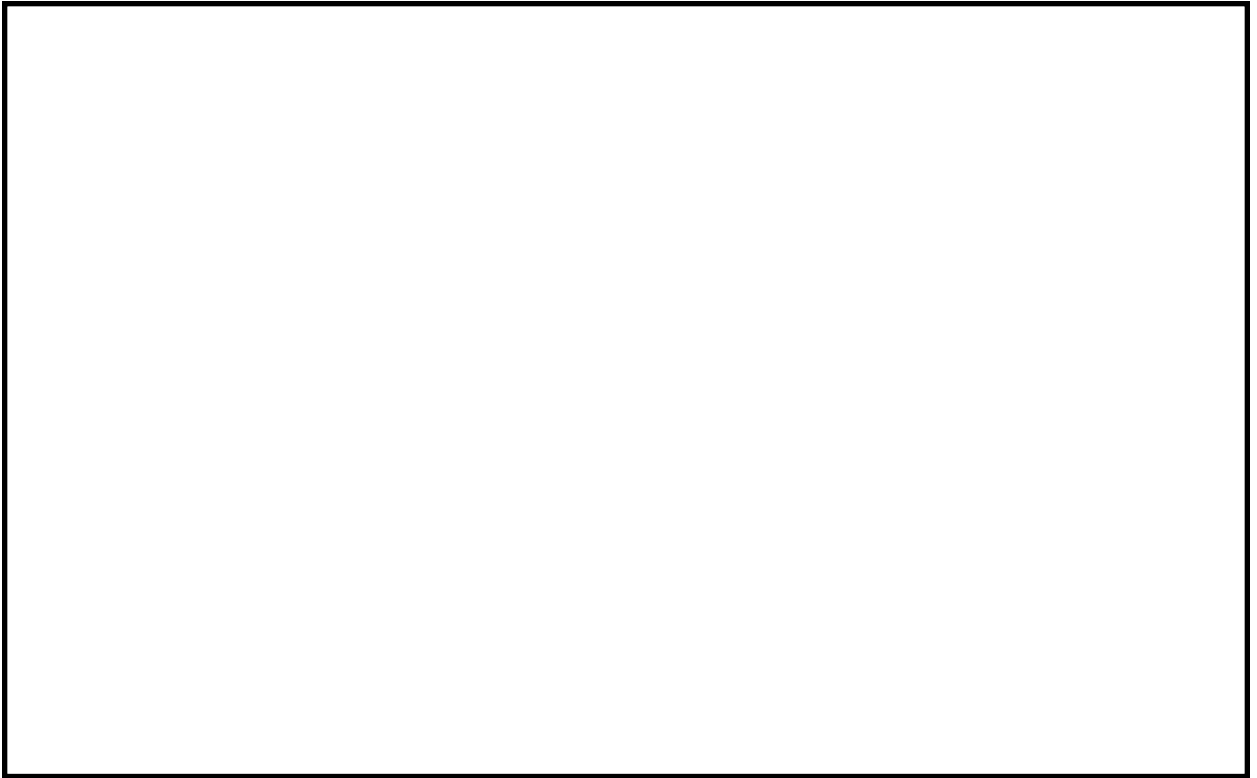
Cake and Grapes

1. What did Scott get to share with Jade?

2. What did Jade get to share with Scott?

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

3. Which kid **ate** the **grapes**?



Directions: In the box, have students illustrate a part of the story and write a caption below.

Name _____

Dear Family Member,

Have your child read and copy each word under the matching picture. If necessary, identify the pictures for your child.



cake	lake
grapes	cane









snake

cape

plate

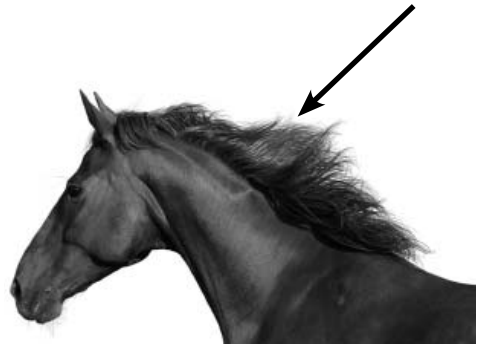
rake







cap **cape**



man **mane**



tap **tape**



plan **plane**



rat **rate**



fat **fate**

Directions: Ask students to circle the word matching the picture.



pan **pane**



mad **made**



scrap **scrape**



at **ate**



cap **cape**



man **mane**

Fun in the Sand

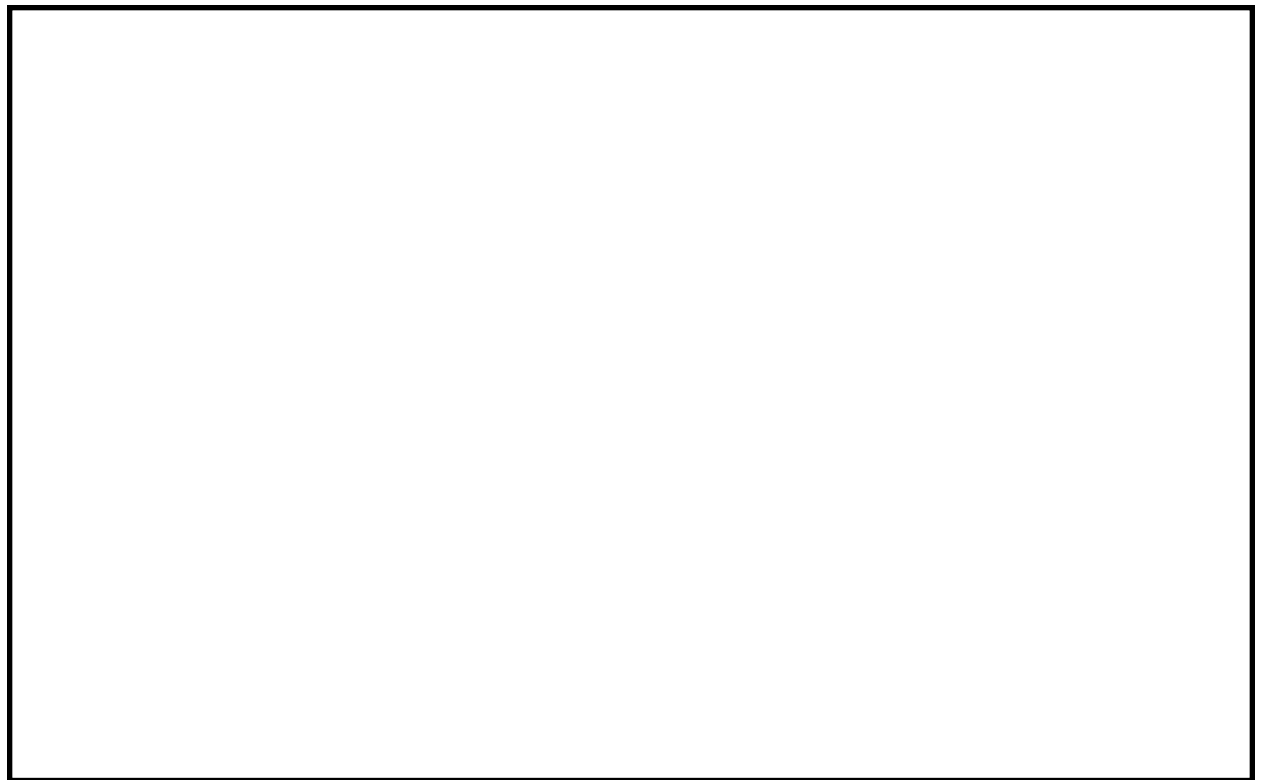
1. What did the kids **make** with the sand?

2. What hit the sand man?

- a truck
- a ship
- a **wave**

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

3. Did the kids feel sad?



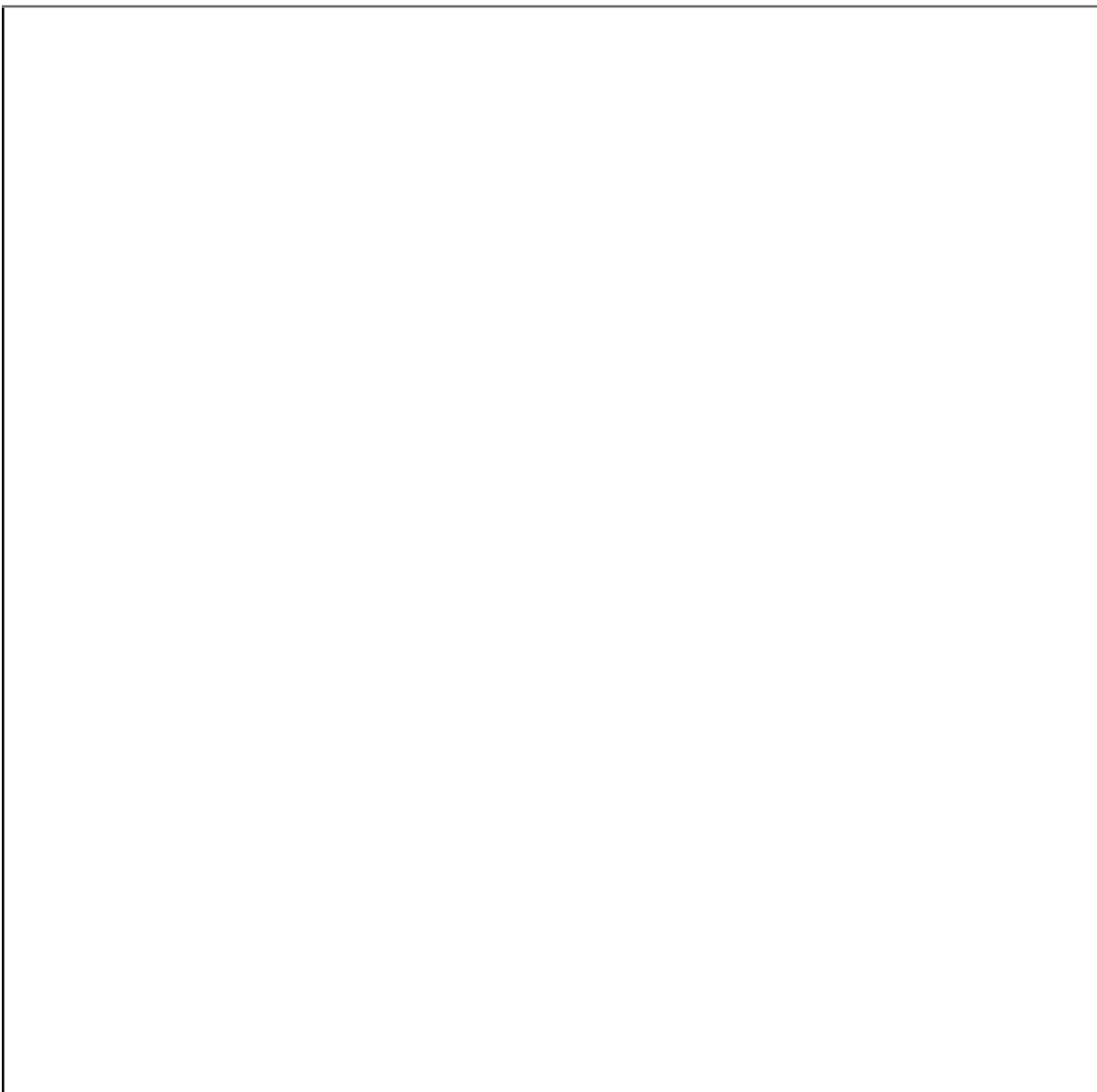
Directions: In the box, have students illustrate a part of the story and write a caption below.

Name _____

9.3

slump


Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.



Name _____

sag

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.



Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, using his or her finger to point word by word, and then talk about it together.



The Bees

The red ants left. But then the **bees** got **Lee**! The **bees** stung **Lee** on his **cheek** and on his **feet**.

Scott ran up to help **Lee**. Then **he** went and had a chat with the **bees**.



“**B**ees,” said Scott, “why sting **L**ee the **S**heep? He is a **s**weet **s**heep.”

One **b**ee said, “**B**ees will **b**e **b**ees.”

One **b**ee said, “I must **b**e me.”

Then Scott got mad. He said, “Sting the pig. Sting the hens! Sting the cat. Sting the dog. But let **L**ee **b**e!” And the **b**ees let **L**ee be.



1. **cake** **cane**

2. **we** **weep**

3. **date** **dot**

4. **they** **their**

5. **man** **mane**

6. **lake** **laku**

Directions: Have students circle the words said and then copy the word.

7. **rate** **rake**

8. **be** **bees**

9. **sale** **stale**

10. **he** **heel**

11. **trade** **track**

12. **plate** **pale**

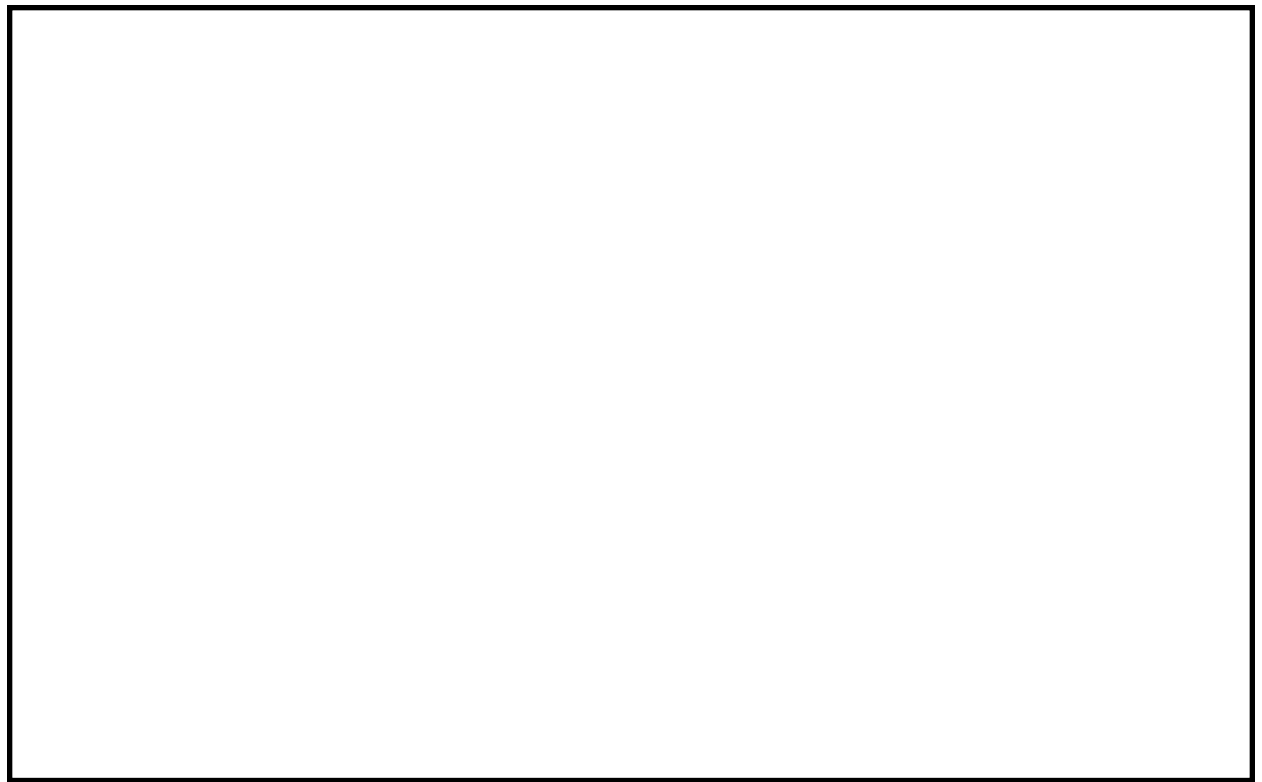
Skates

1. When did **Jade** get **skates**?

2. What is one thing Scott asks **Jade**?

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

3. Which kid slips once?



Directions: In the box, have students illustrate a part of the story and then write a caption below.

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together. The bolded letters 'a-e' are a new spelling your child is learning.



Cake and Grapes

Scott got a **cake** to **share** with his pal **Jade**. **Jade** got a bunch of red **grapes** to **share** with Scott.

Scott went to **Jade's** and **gave** **Jade** the **cake**. **Jade** **gave** Scott the **grapes**. Then the kids sat and **ate**. **Jade** **ate** all of Scott's **cake**. Scott **ate** all of **Jade's** **grapes**.



Name _____

11.1

i_e as in t_i_m_e

Directions: Have students trace and copy the words. Students should say the sounds while writing the spellings.

t_i_m_e

t_i_m_e

t_i_m_e

t_i_m_e

s_h_i_n_e

s_h_i_n_e

s_h_i_n_e

s_h_i_n_e

In the box are the **names** of the 4 things. Print the **names** on the **lines**.

bike	slide
bride	smile



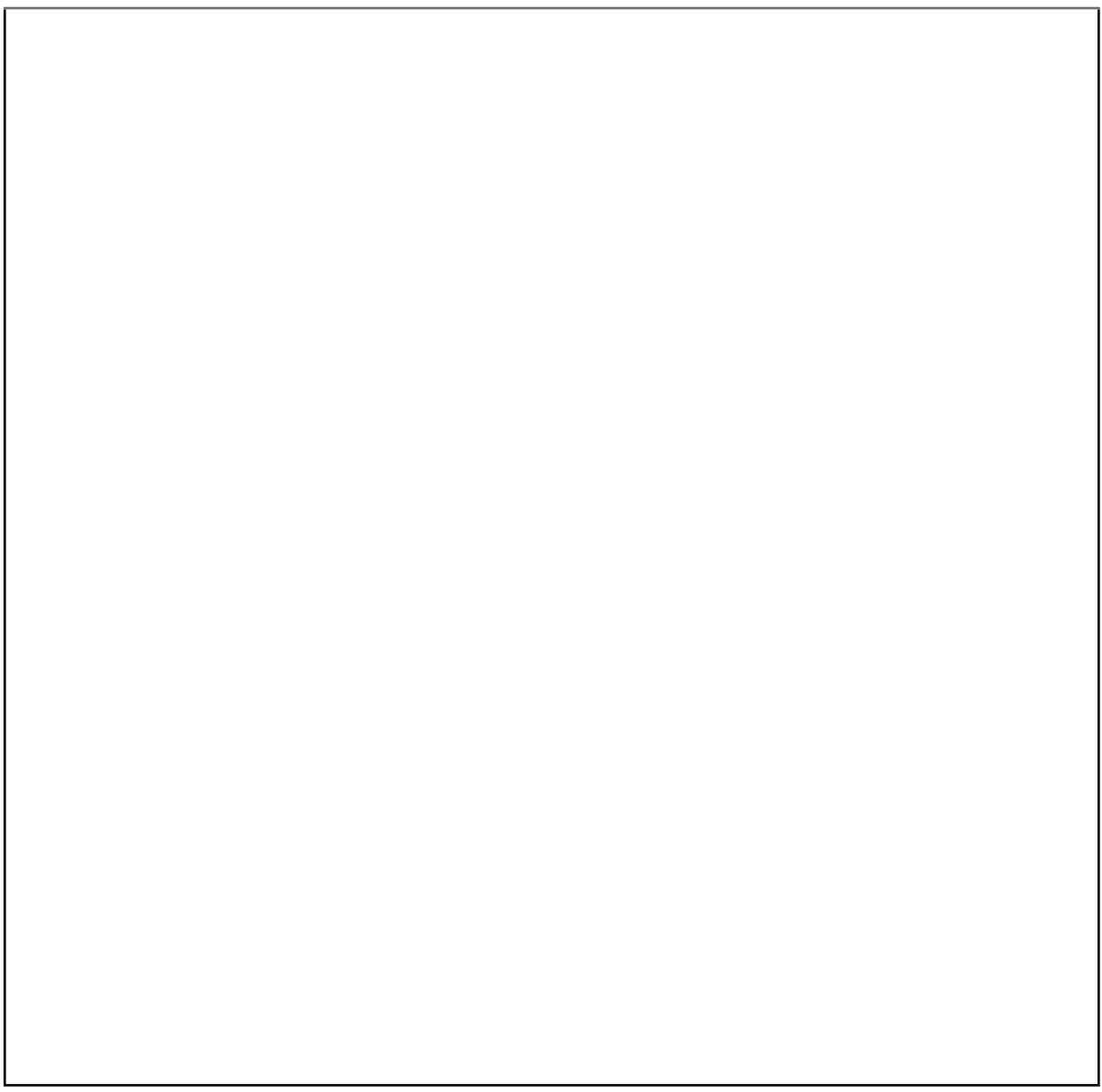


Directions: Have students write each word under its matching picture.

Name _____

hike

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.



Name _____

mile

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.



Fun in the Sand

Scott is with **Jade** and **Dave**. The kids dig in the sand. They **shape** the sand. They **make** a sand man.

A big **wave** hits. The kids can't **save** their sand man from the **wave**. The sand man gets wet. He slumps. He sags. He drips.

The sand man is a mess. But the kids are not sad. They run and splash in the **waves**.



bike	likes	cake
------	-------	------

1. She _____ hide and seek and the slide.

2. Dan rode his _____ to Sam's.

3. Yum! That is a sweet _____ !

Directions: Have students write each word on the line where it fits best.

time	tree	trades
------	------	--------

4. He likes grapes, and she he

_____ .

5. A swing hangs from
the _____ .

6. Can she she tell me me what

_____ it is?

A Fine Hike

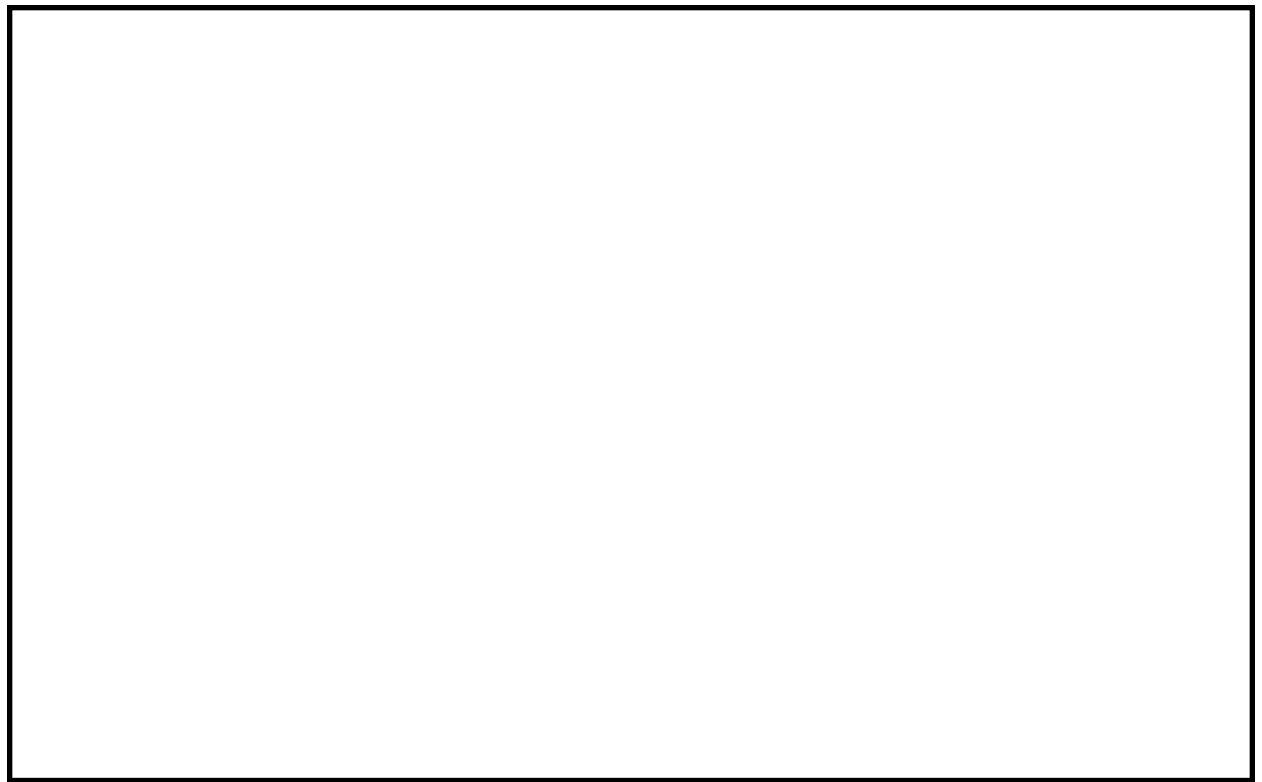
1. Where did Clive's dad set up the tent?

2. When did Scott and Clive hike to the lake to fish?

- at five
- at nine
- at six

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

3. What did Clive's dad make?

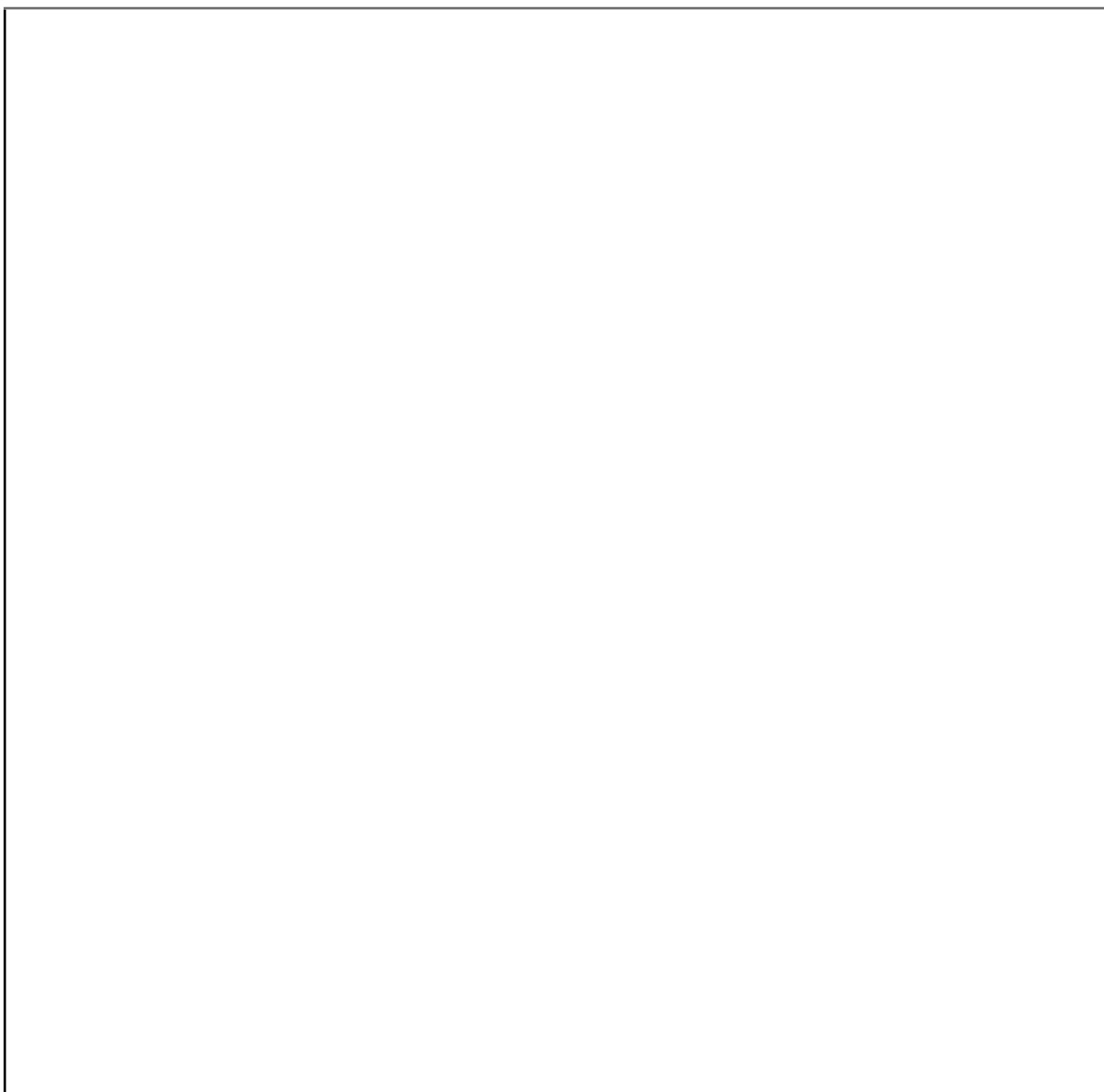


Directions: In the box, have students illustrate a part of the story and then write a caption below.

Name _____

pride

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.



Dear Family Member,

Have your child read and copy each word under the matching picture. If necessary, identify the pictures for your child.



1. **bike**



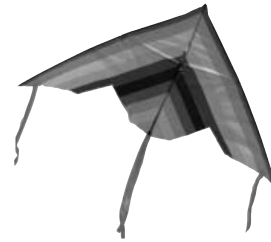
2. **nine**



3. **dime**



4. kite



5. fire



6. slide





rid **ride**



kit **kite**



win **wine**



slid **slide**



rip **ripe**



twin **twine**

Directions: Ask students to circle the word matching the picture.



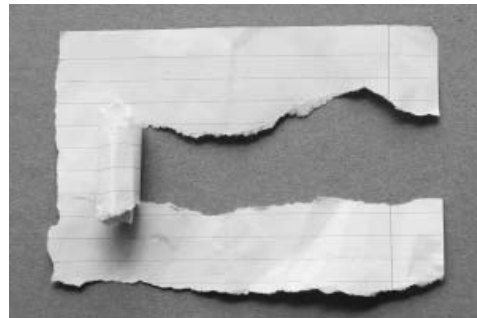
fin **fine**



sit **site**



dim **dime**



rip **ripe**



spin **spine**



shin **shine**

The Bike Ride

1. Meg's **tire** hit . . .

a branch.

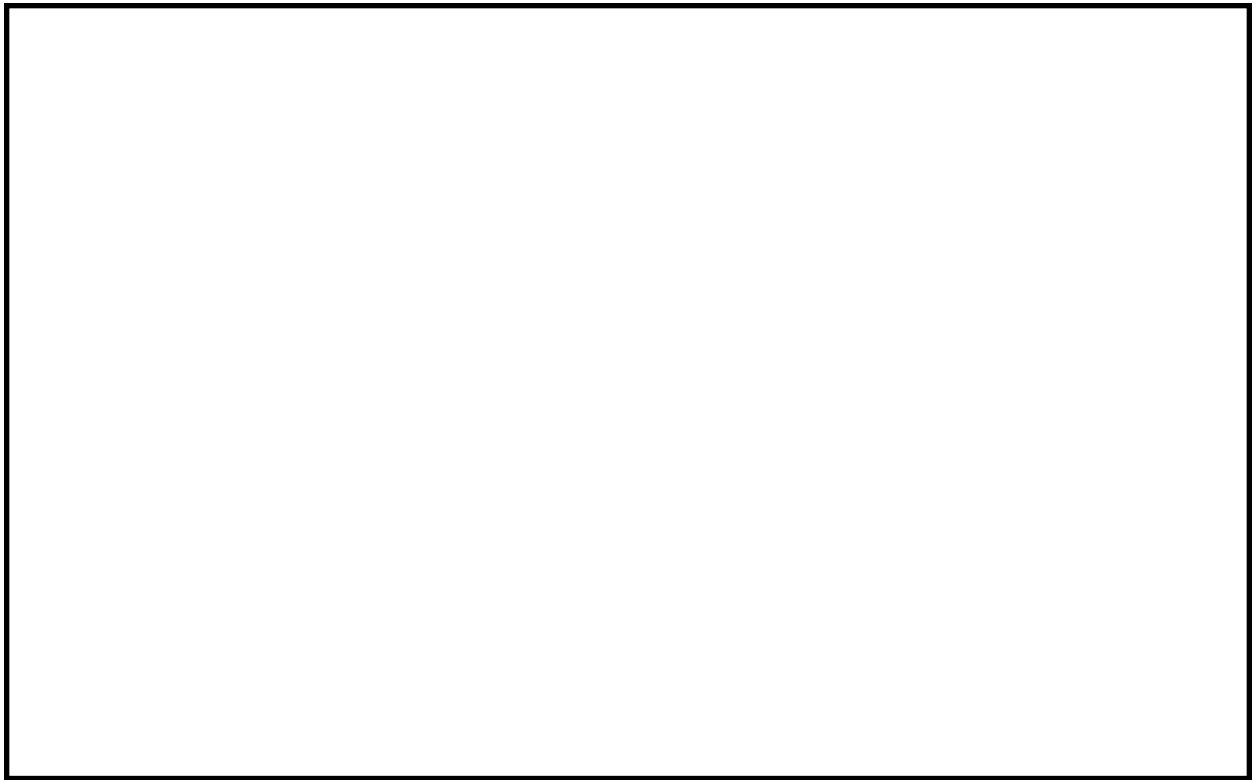
a bump.

a rock.

2. Which kid fell? Tell what that kid did when they fell.

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

3. What **made** Meg **smile** with **pride**?



Directions: In the box, have students illustrate a part of the story and then write a caption below.

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.



Skates

Jade got skates when she was six. Scott just got his last week. He is scared to get up on his skates.

“Is this safe?” Scott asks. “What if I trip and get a scrape? What if I hit a tree? What if I see a snake?”

“It is safe!” says Jade. “Just skate.”

Jade helps Scott skate. Scott slips once. Then he gets the hang of it.

“Jade,” he yells, “it’s fun to skate!”



The Plane Ride

1. What did Scott and Meg **ride** in?

2. Which kid said that Big **Lake** did not **seem** so big?

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

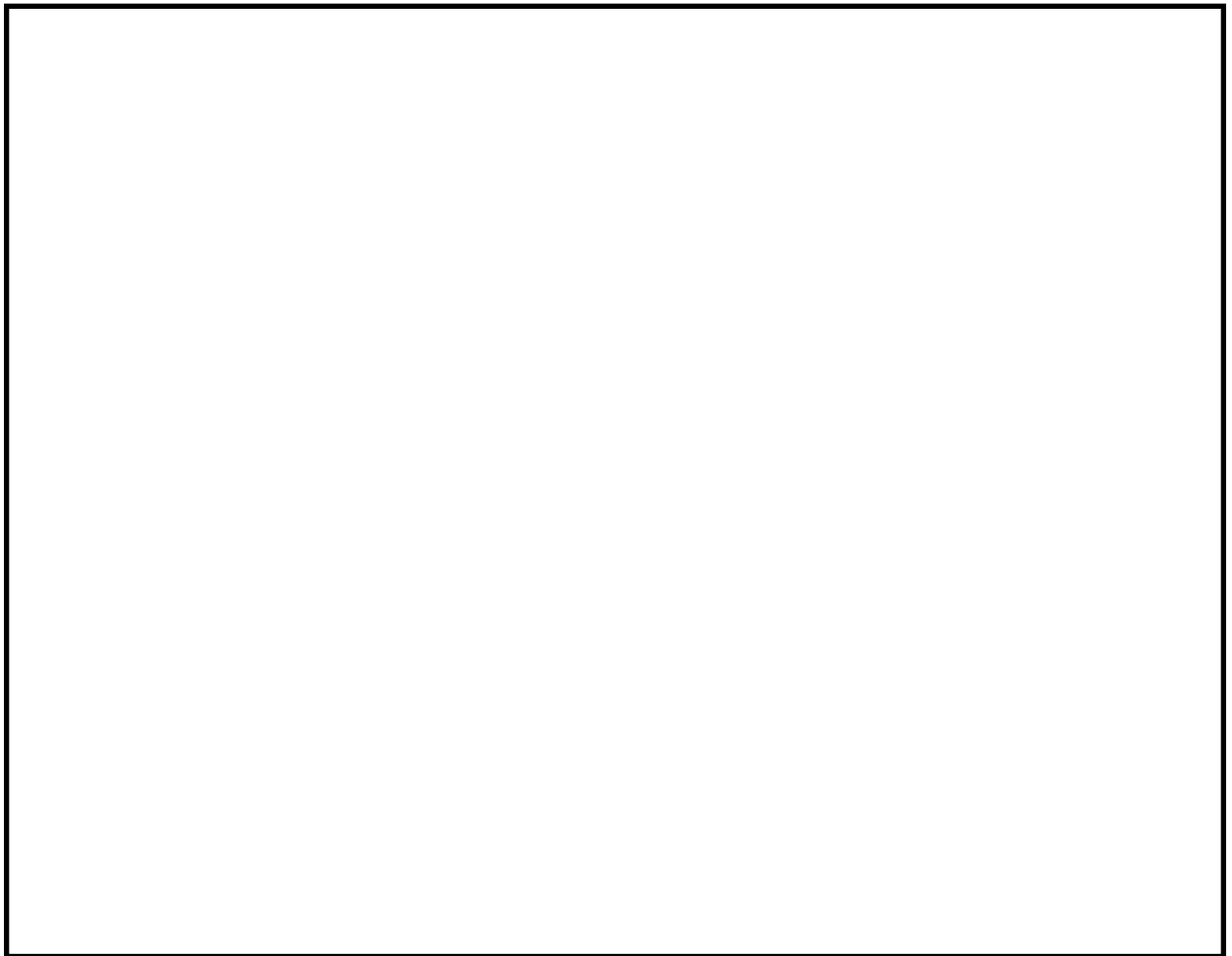
3. Meg said the truck was the **size** of a . . .

plane.

van.

dot.

Directions: In the box, have students illustrate a part of the story and then write a caption below.



Name _____

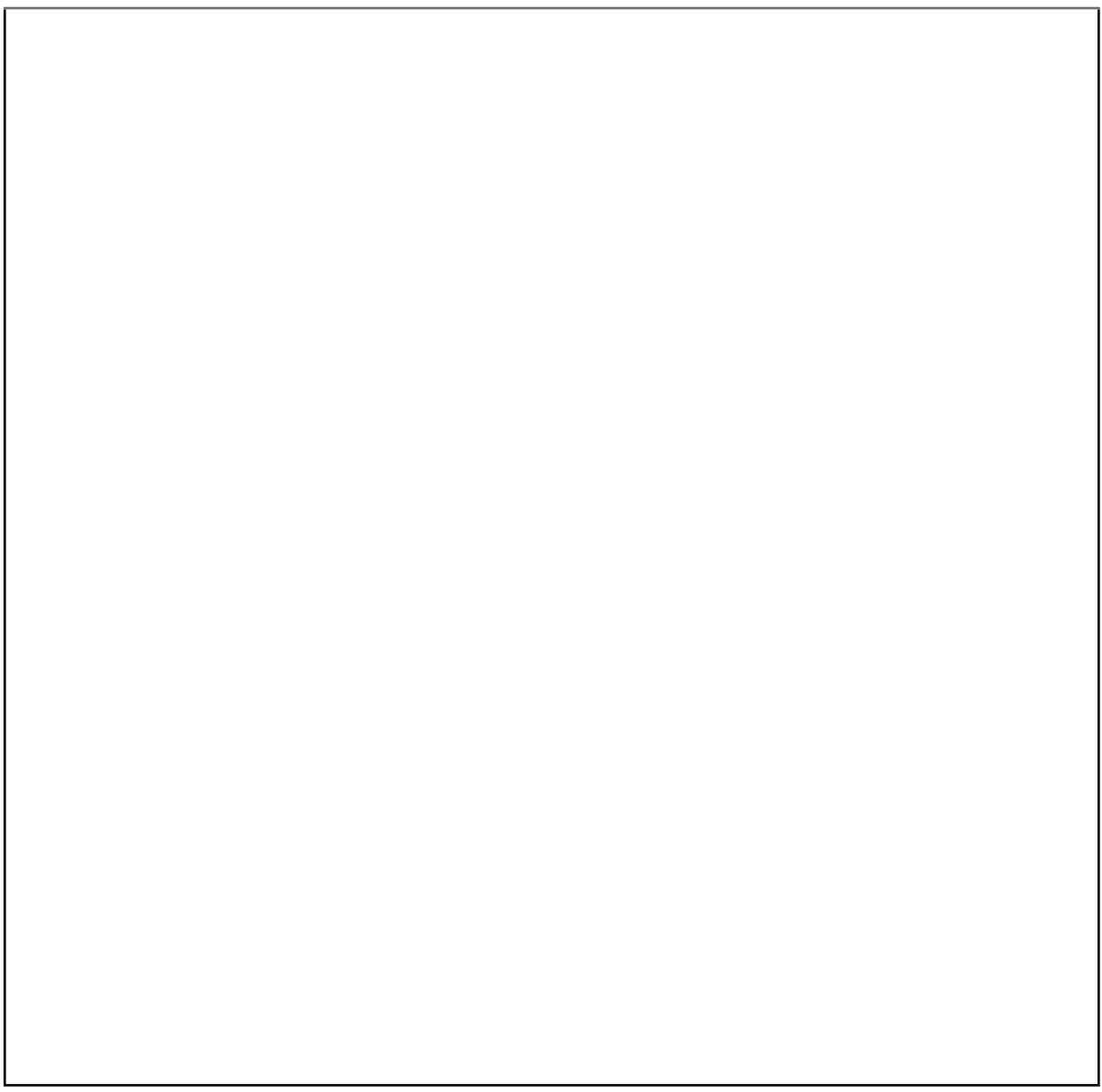
rent

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

Name _____

strip

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.



Dear Family Member,

Your child has been taught to read words with the separated digraphs 'a_e' as in *cake*, 'i_e' as in *time*, and the double-letter spelling 'ee' as in *keep*. Words with separated digraphs are hard to read at first because the reader has to recognize that even though the spelling for the vowel sound is separated by a consonant, the separated letters represent a single sound. Ask your child to cut out the word cards. Show the cards to your child and have your child read them.



Extension: You read a word aloud and have your child write down the sounds, one at a time, paying attention to the separated digraphs. Please keep and use the cards for future practice.

tribe	speech	drive
shape	sweet	chime
free	crate	bake
flame	prize	flee

1. Can a **rake** run?

2. Is it **time** to get
in bed?

3. Is a **smile** the **same**
as a grin?

4. Is a **square** a **shape**?

5. Can a **grape** sing?

6. Is theft a **crime**?

Directions: Have students answer the questions by writing yes or no.

7. Is a **lime green**?

8. Is **cake sweet**?

9. Can a **vase** jump?

10. Can a **snake ride**
a **bike**?

11. Can a dog **skate**?

12. Can an ox **ride**
a **hen**?

Name _____

Directions: Have students copy and then write from memory each Tricky Word.

1.

2.

3.

4.

5.

6.

7.

they	my	by
------	----	----

1. I like _____ name a lot.

2. The bike is _____ the
shed.

3. The kids are sad
_____ can't skate.

Directions: Have students write each word on the line where it fits best.

the <u>ir</u>	he <u> </u>	me <u> </u>
---------------	-------------	-------------

4. If I **chase** the cat, it will
be **scared** of _____ .

5. The men got _____
_____ hats at that shop.

6. **James** is glad that _____
_____ can swim.

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together. The bolded letters 'i-e' are a new spelling your child is learning.



A Fine Hike

Scott is on a **hike** with **Clive** and **Clive's** dad. They **hike** **three** miles up a big hill.

At the top of the hill, **Clive's** dad says, "This is where we will camp." He drops his pack on the grass. Scott and **Clive** help him set up the tent.



At **five**, Scott and Clive **hike** to the **lake** to fish. They get **five** fish!

At dusk, the kids **hike** back to camp. Clive's dad **makes** a **fire**. The kids munch on hot dogs.

At **nine**, they get in their tent. They are all **tired**. They **smile** as they **sleep**.



Name _____

17.1

o _ e as in h o m e

h o m e

h o m e

h o m e

h o m e

s t o n e

s t o n e

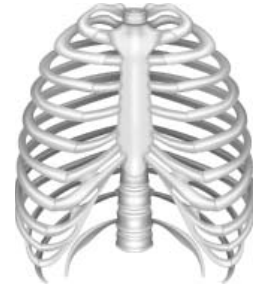
s t o n e

s t o n e

Directions: Have students trace and copy the words. Students should say the sounds while writing the spellings.

Print the word where it fits best.

1. **home**



2. **nose**



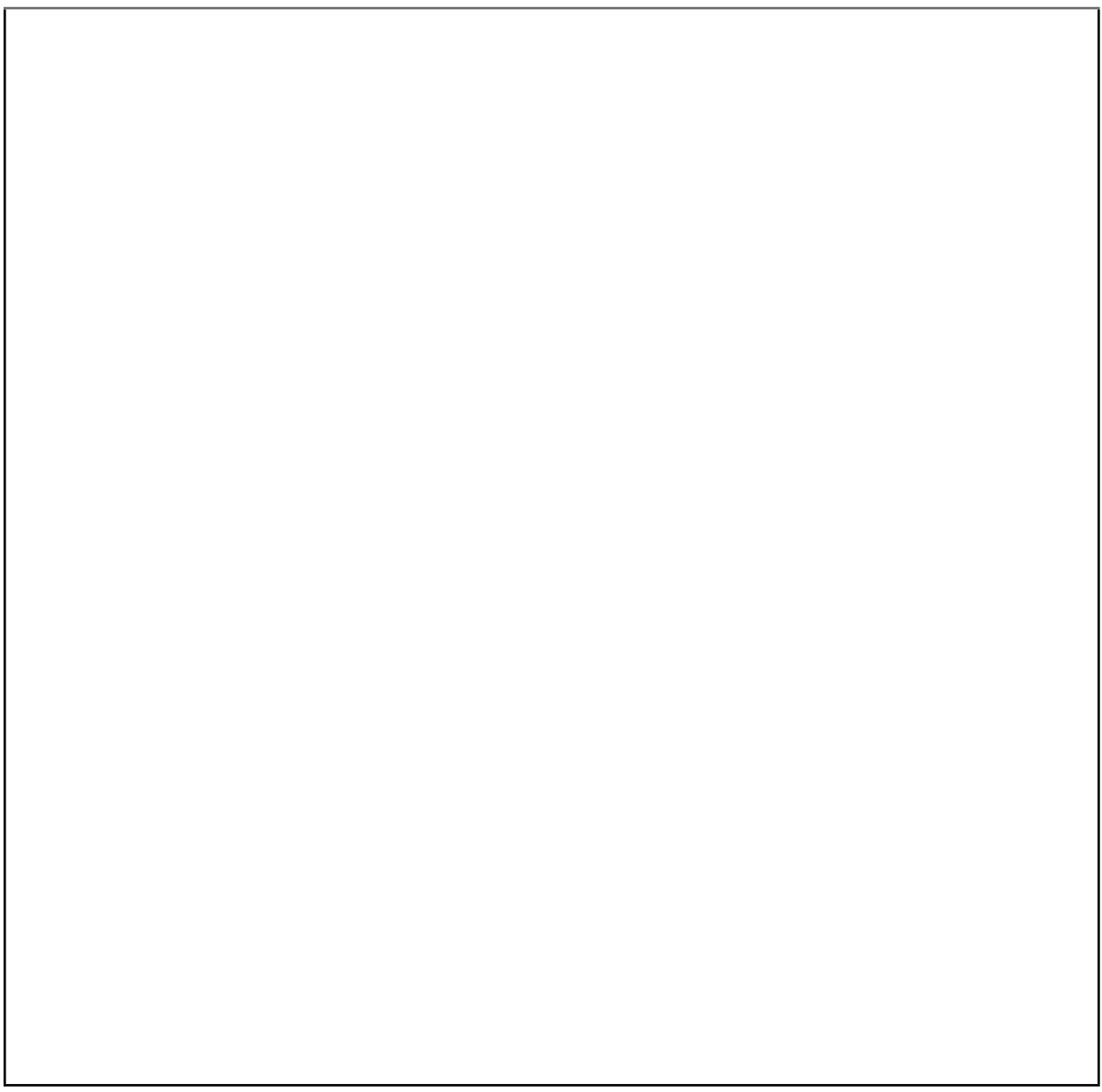
3. **rose**



Name _____

cash

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.



Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.



The Bike Ride

Scott's sis, Meg, **likes** to **ride** a **bike**. Once Meg went on a **bike ride** with Scott. Meg's **tire** hit a rock and she fell off the **bike**.

Meg was **brave**. She did not yell. She did not sob. She got back on the **bike**. Then she said, "Let's **ride**!"

"Meg," Scott said, "I am glad my sis is so **brave**!"

That **made** Meg **smile** with **pride**!



hope	made	time
------	------	------

1. It is _____ to get in
bed.

2. We _____ a sweet
cake.

3. I _____ Dad will let
me get a dog!

Directions: Have students write each word on the line where it fits best.

bone	see	broke
------	-----	-------

4. The glass fell and

_____ .

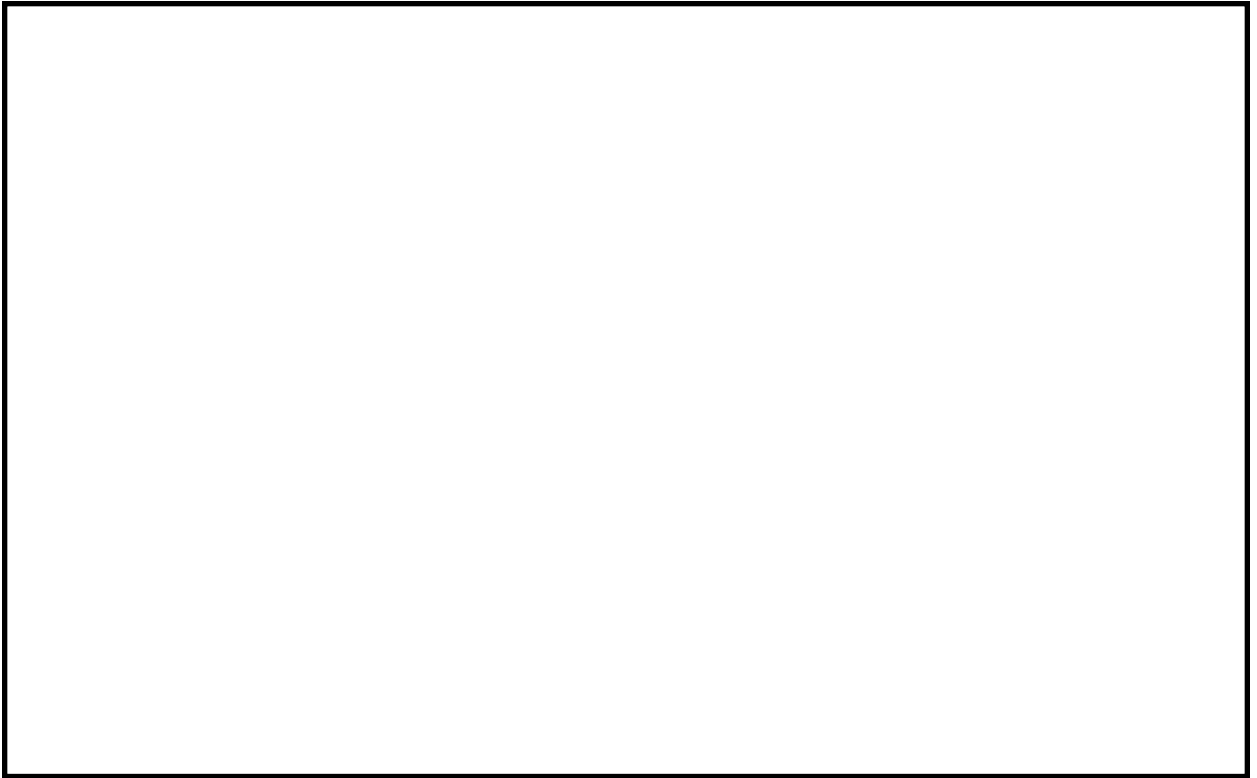
5. Stan **gave** the dog a

_____ .

6. When will we

him next?

3. Why was **Hope** glad?



Directions: In the box, have students illustrate a part of the story and then write a caption below.

The Sled Ride

1. Which kid got on the sled last? Where did that kid sit?

2. What did the sled hit?

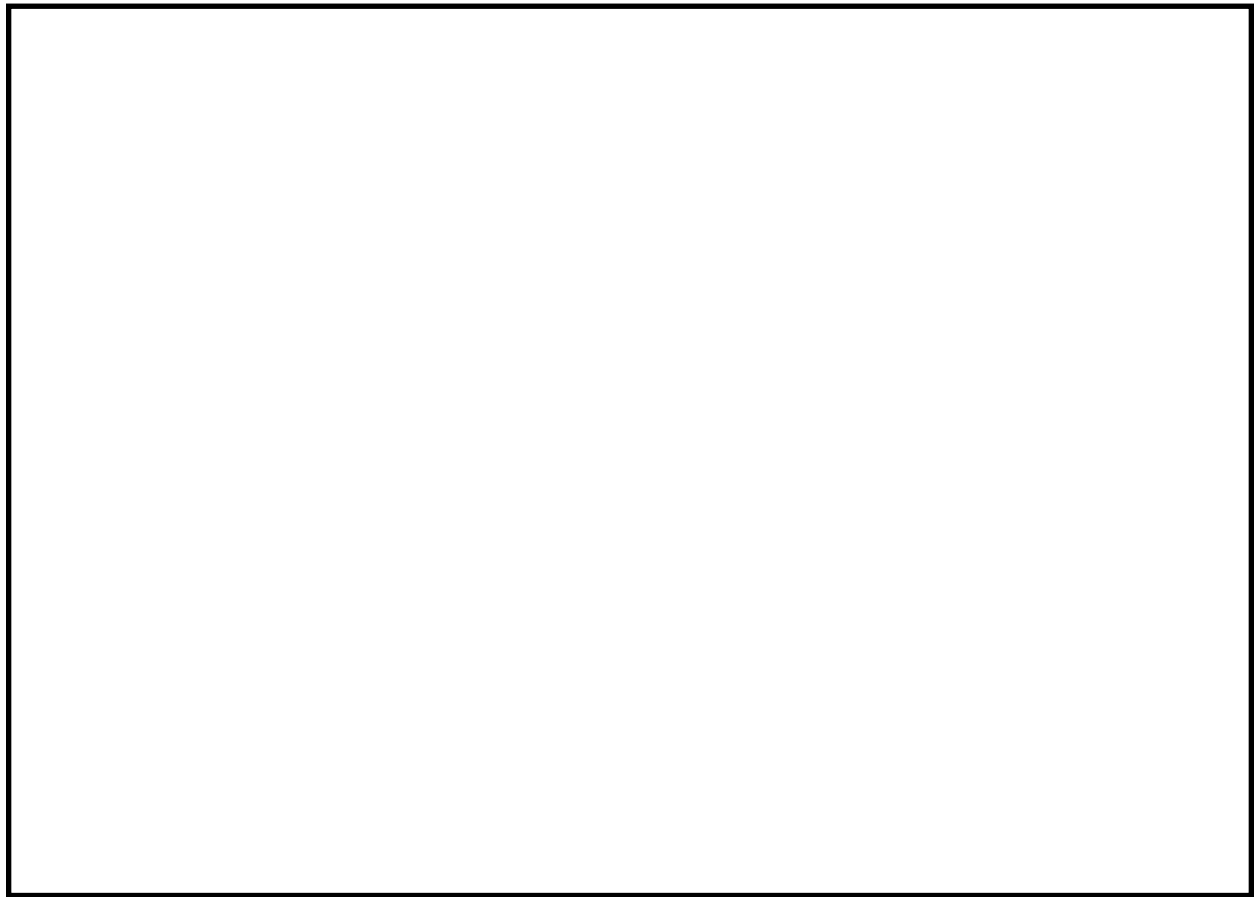
Directions: Have students reread the story and answer the questions.

3. Which **bones** did **Jade** **feel** like she broke?

leg **bones**

hand **bones**

back **bones**

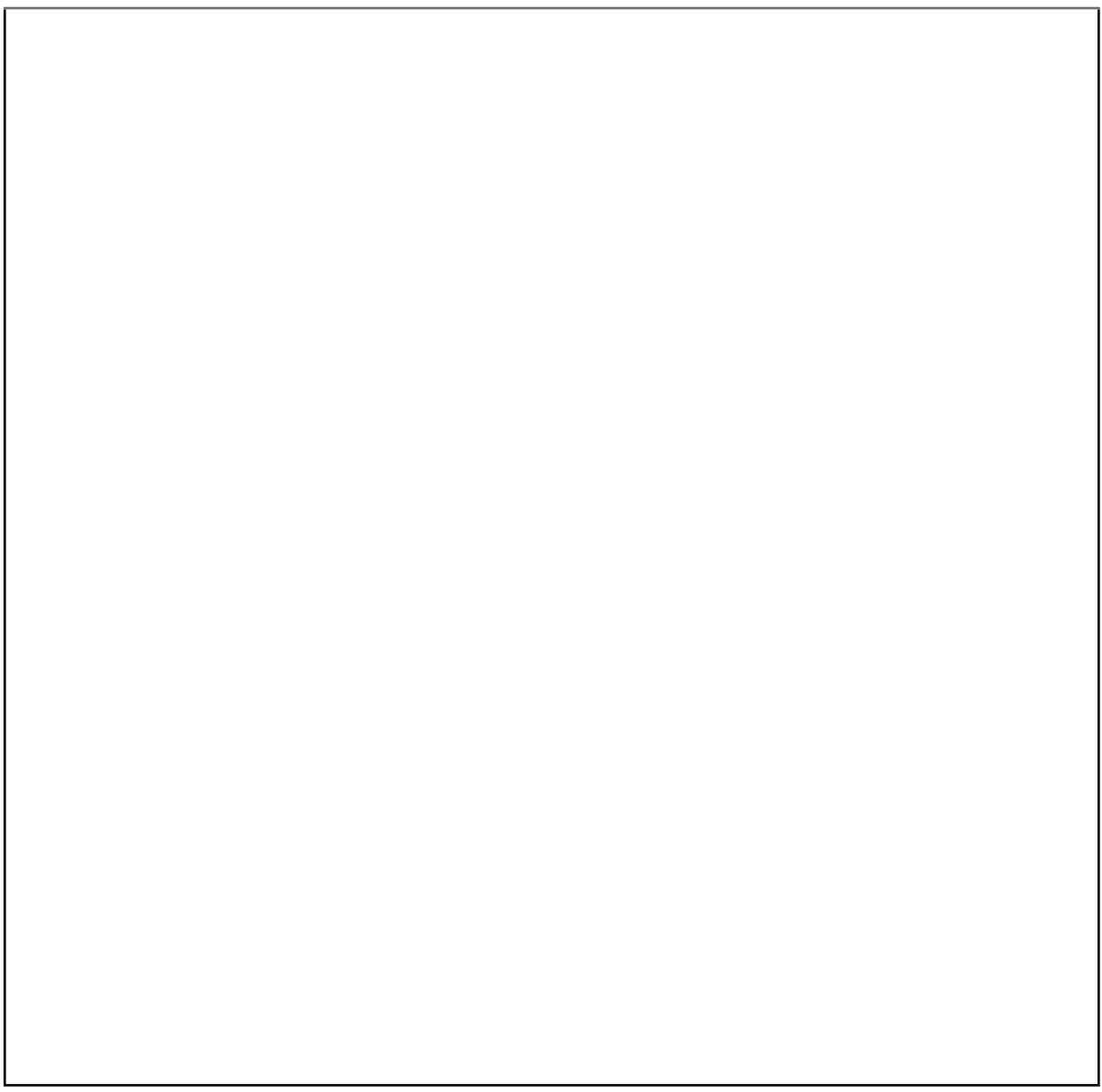


Directions: In the box, have students illustrate a part of the story and then write a caption below.

Name _____

steer

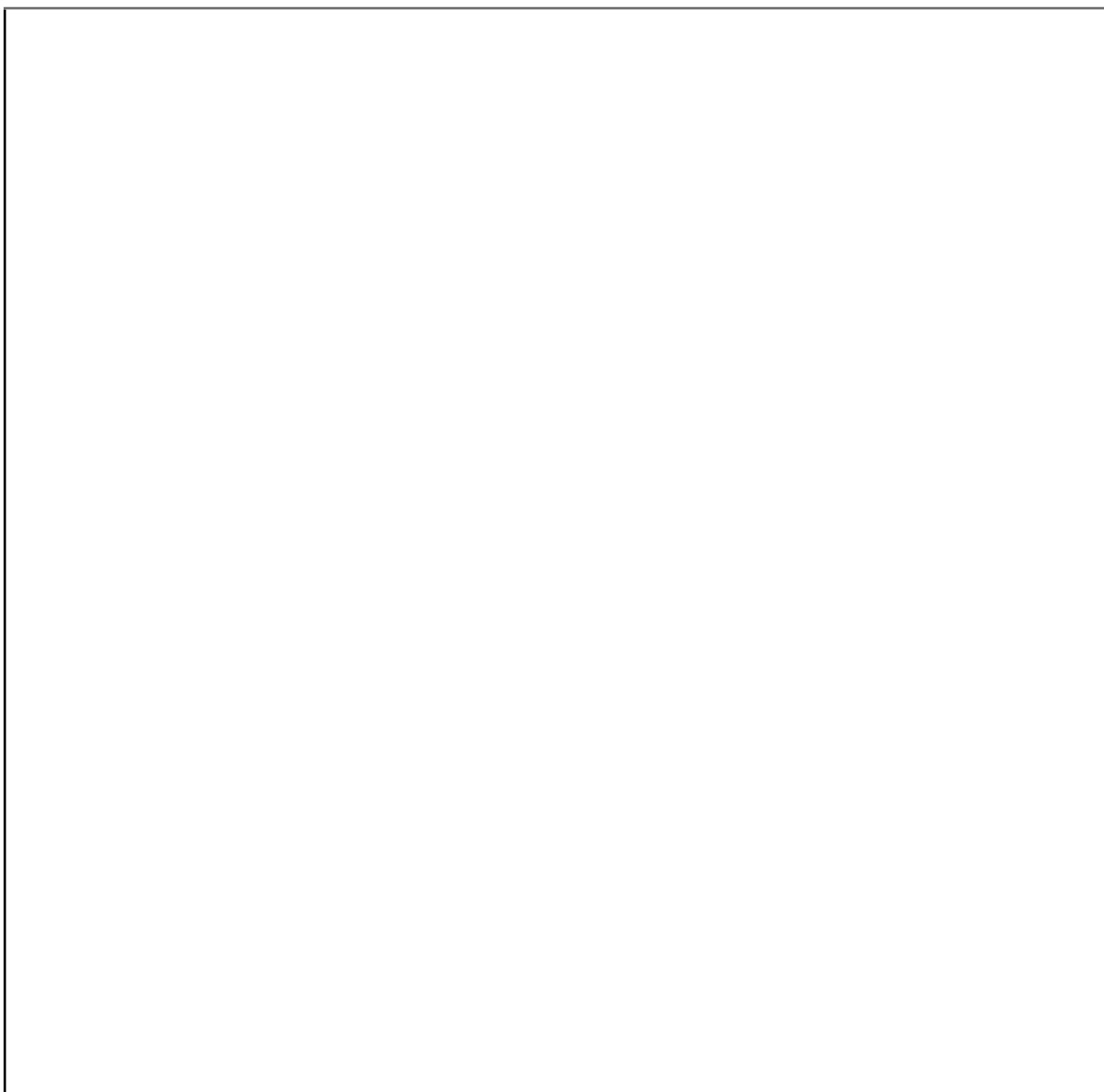
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.



Name _____

drag

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.



Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.



The Plane Ride

Scott's dad rents a **plane**. He asks Scott and Meg to **ride** with him in the **plane**. The kids **smile** and nod.

The kids get in the **plane**. They click on their belts. Then their dad **takes** off. The **plane** picks up **speed**. By the **time** it gets to the end of the strip, it lifts up.



The kids can **see** lots of things from the plane.

“That’s Big **Lake!**” says Scott. “But it’s not so big from up here, is it? It **seems like** it’s just a frog pond!”

“What’s that?” Meg asks.

“That’s a truck,” says Scott.

“A truck?” says Meg. “But it’s the **size** of a dot!”

Scott and Meg **smile**. It’s fun to **ride** in a **plane**.





hop hope



rob robe



mop mope



cod code



tot tote



rat rate

Directions: Ask students to circle the word matching the picture.



not **note**



tap **tape**



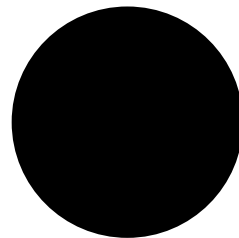
can **cane**



con **cone**



glob **globe**



dot **dote**

1. **bake** **bike**

2. **cheek** **chick**

3. **nose** **note**

4. **fine** **fin**

5. **hole** **pole**

6. **bee** **beet**

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

7. **dime** **dome**

8. **gate** **game**

9. **grove** **grave**

10. **keep** **kept**

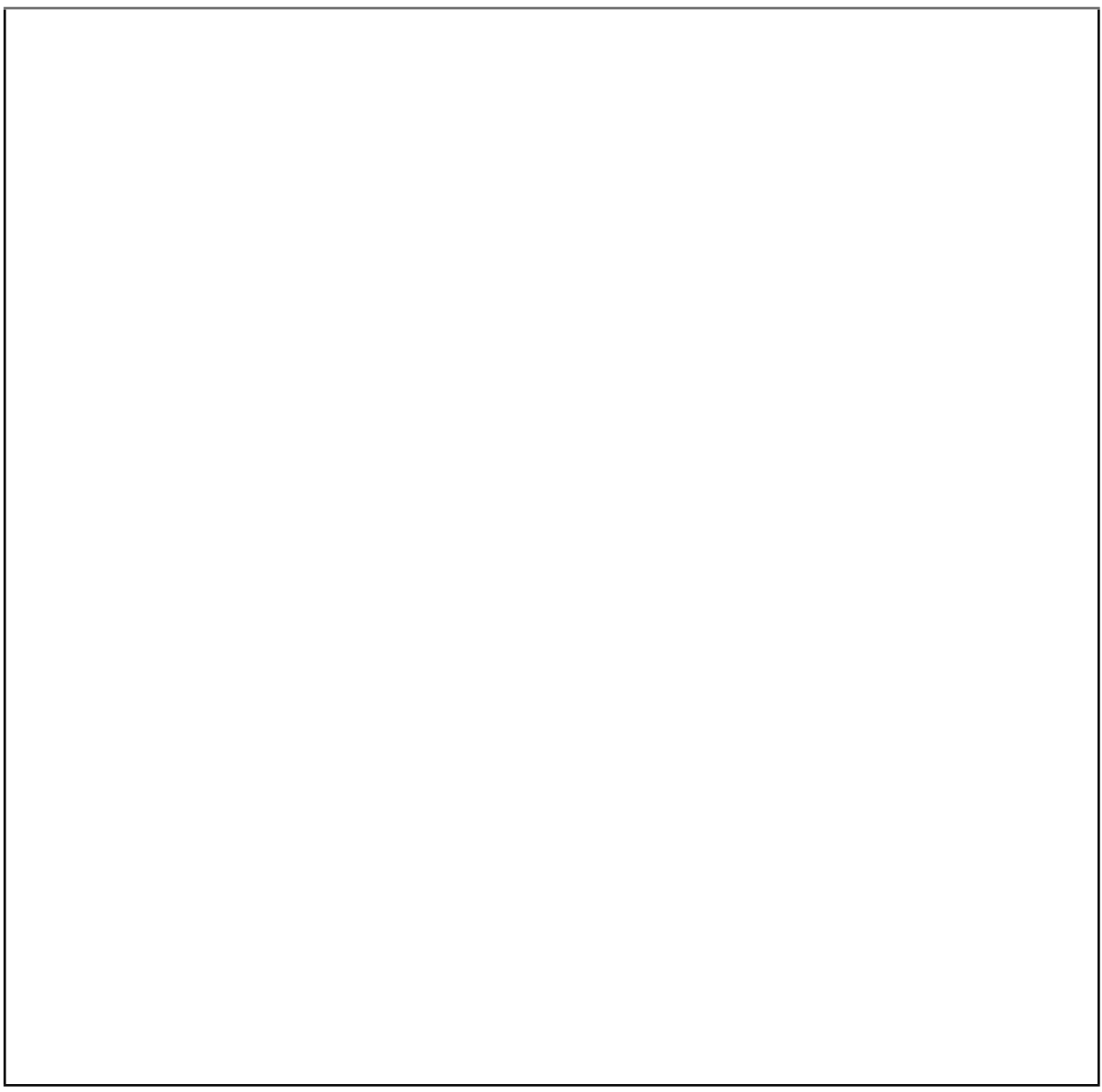
11. **male** **mile**

12. **rate** **rat**

Name _____

tote bag

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.



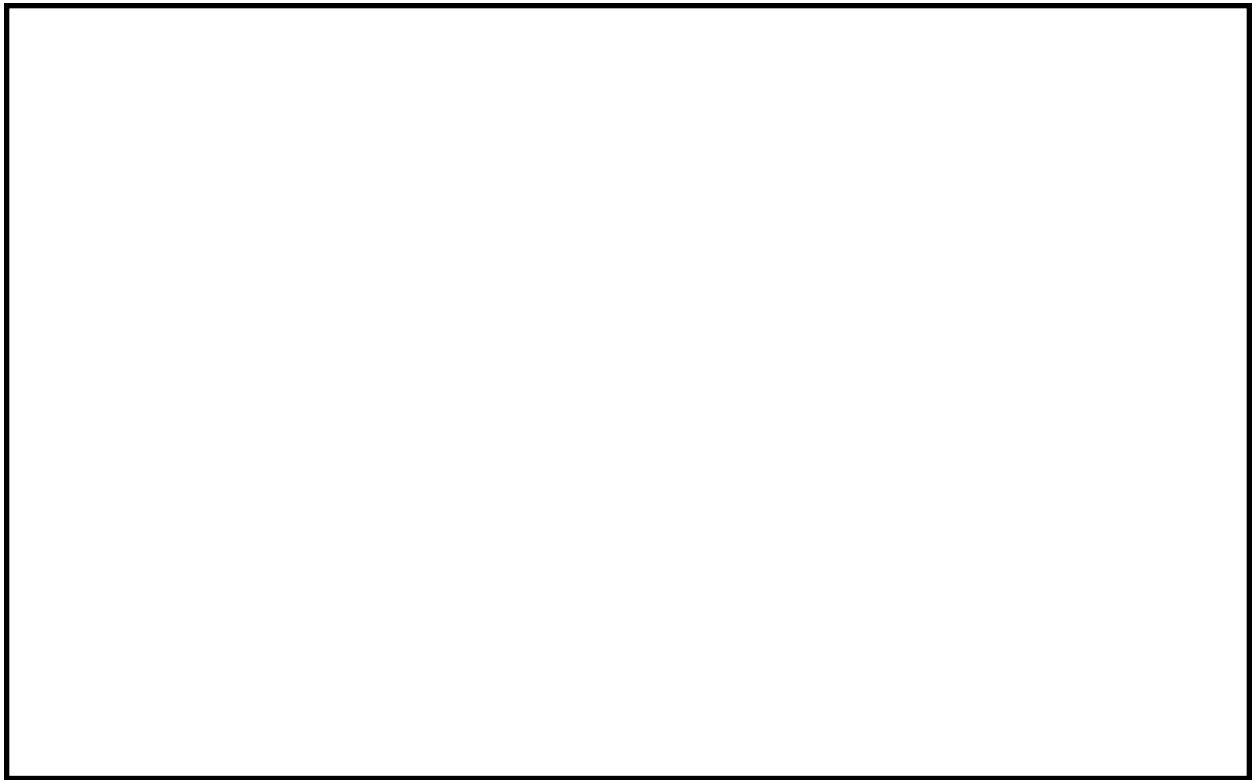
Dear Family Member,

Your child has been taught to read several new Tricky Words and has been practicing reading words with the separated digraphs 'a_e' as in *same*, 'i_e' as in *life*, and 'o_e' as in *vote*. Ask your child to cut out the word cards and arrange them to make phrases. The phrases can make sense or be silly. Have your child read the phrases.



on	the <u>y</u>	three
ride	<u>are</u>	bikes
cakes	he <u>re</u>	w <u>e</u>
those	my <u> </u>	bake

3. Tell what Scott did with the nuts.



Directions: In the box, have students illustrate a part of the story and then write a caption below.

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.



The Gift

Scott and Meg's mom is named Liz. She stops off at **Hope's** Dress Shop.

"**Hope,**" Liz says, "I **need** a doll's dress. The dress on Meg's doll has a bunch of **holes** in it."

"Well," says **Hope,** "here's a dress. It's a doll's **size,** and it's on **sale.**"



“This is just what I **need!**” says Liz.
“It will fit Meg’s doll, and Meg **likes**
green!”

Hope drops the dress in a bag. Liz
hands **Hope** cash. **Hope** hands the
bag to Liz.

Hope is glad. She has **made** a **sale**.
Liz is glad, as well. She has a gift to
take home to Meg.



Name _____

u _ e as in c u t e

Directions: Have students trace and copy the words. Students should say the sounds while writing the spellings.

c u t e c u t e

c u t e c u t e

u s e u s e u s e

u s e u s e u s e

Print the word where it fits best.

1. **mule**



2. **fuse**



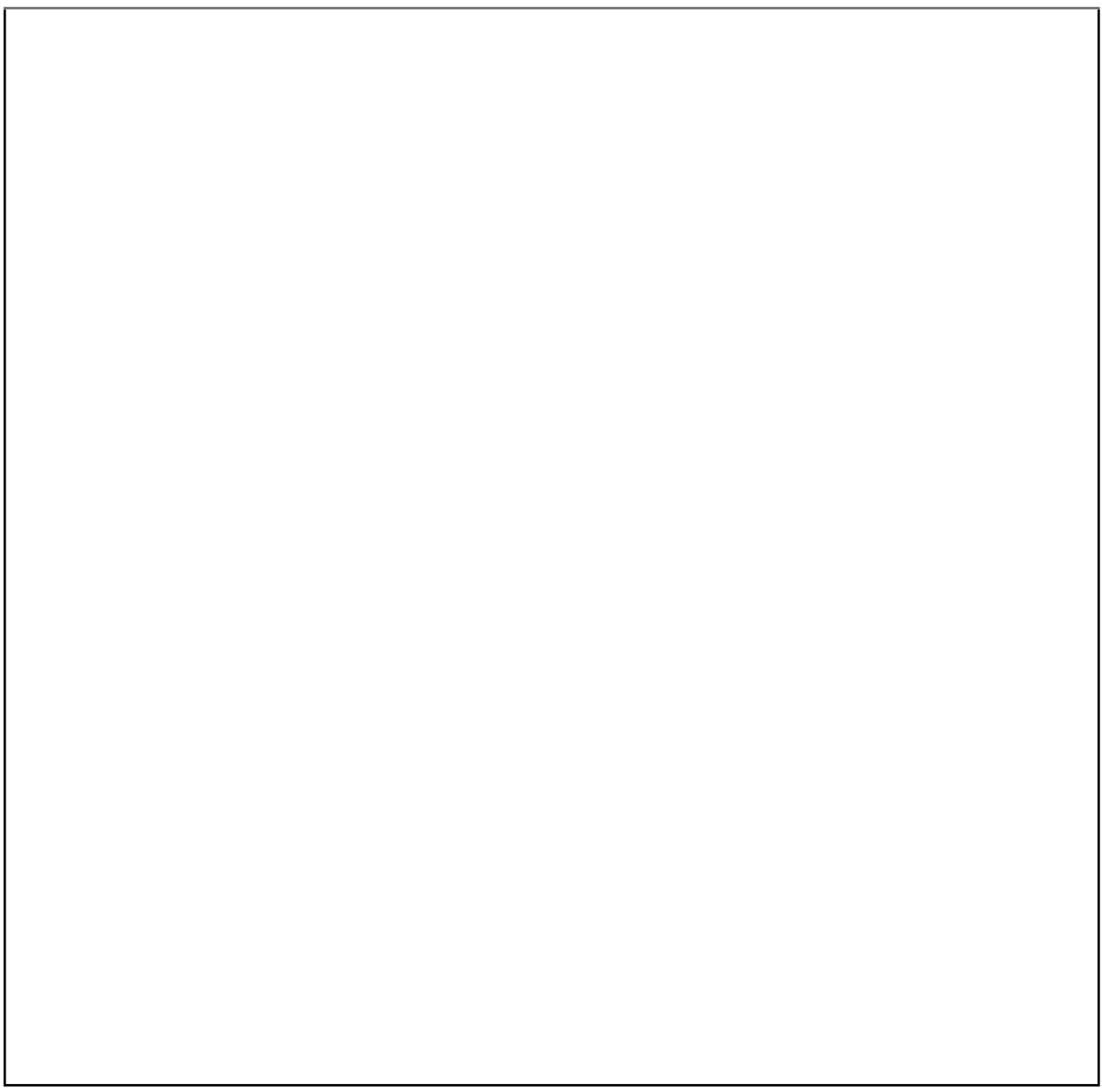
3. **cube**



Name _____

chimp

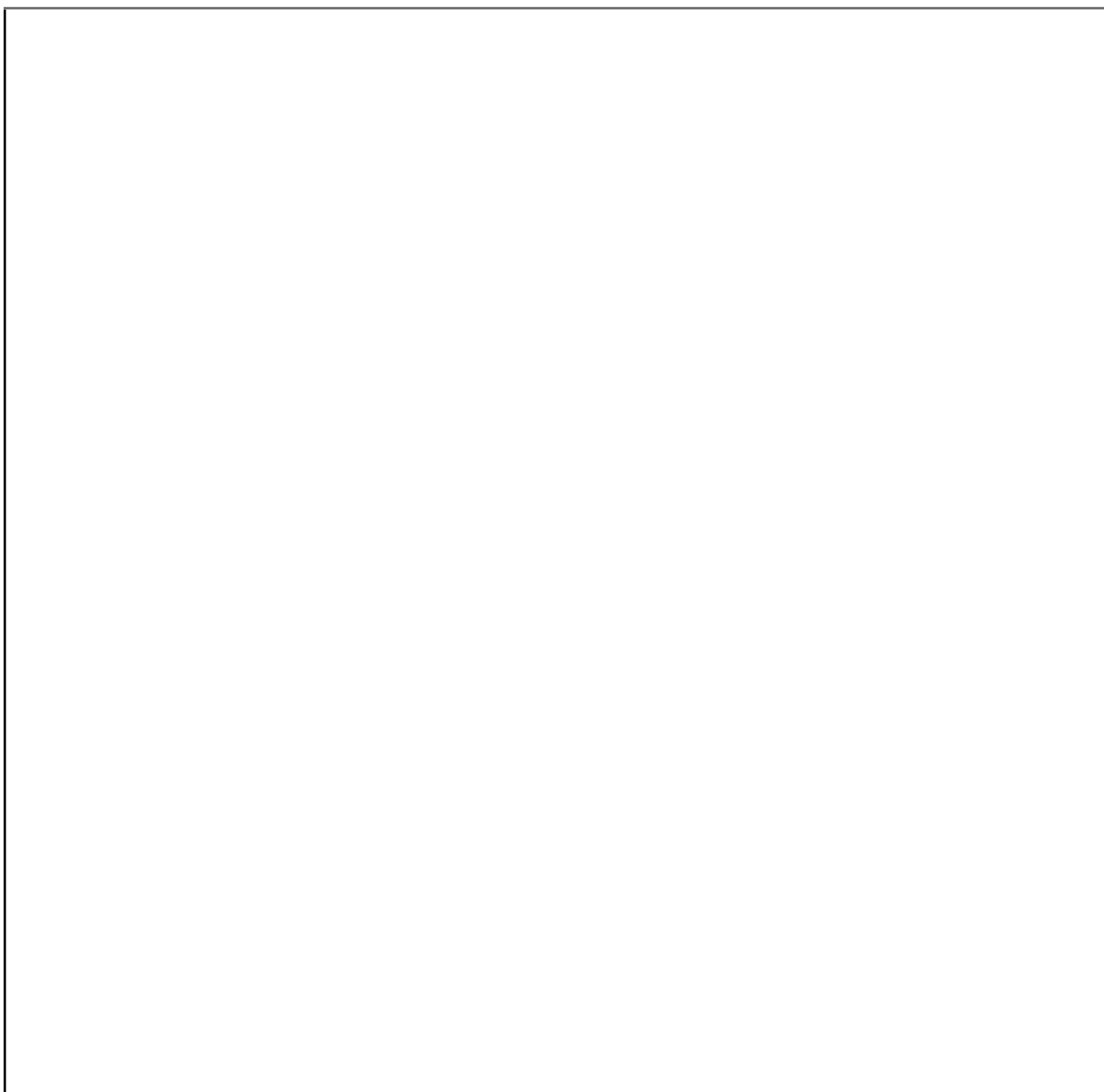
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.



Name _____

zone

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.



Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.



The Sled Ride

“I’ll **drive!**” said Scott, as he sat on the sled. **Jade** and Meg got on next. **Dave** was the last one on the sled. He sat in back.

The sled slid off. It went fast.

“Scott,” **Jade** said, “**steer** to the left! There’s a big **stone** there by the—”

Smack! The sled hit the **stone**. The kids fell off.



Scott went to check on **Jade**.

“Ug!” **Jade** said. “I **feel like** I **broke** all the **bones** in my leg!”

“Hop on the sled,” Scott **said**. “I will drag it **home**.”

Meg went to check on **Dave**.

Dave **said**, “I **froze** my **nose**!”

“Hop on the sled with **Jade**,” **said** Meg. “Scott and I will drag it **home**.”



In the Pet Shop

1. What is in the pen with the chimp?

2. Why can't Scott **take** the chimp **home**?

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

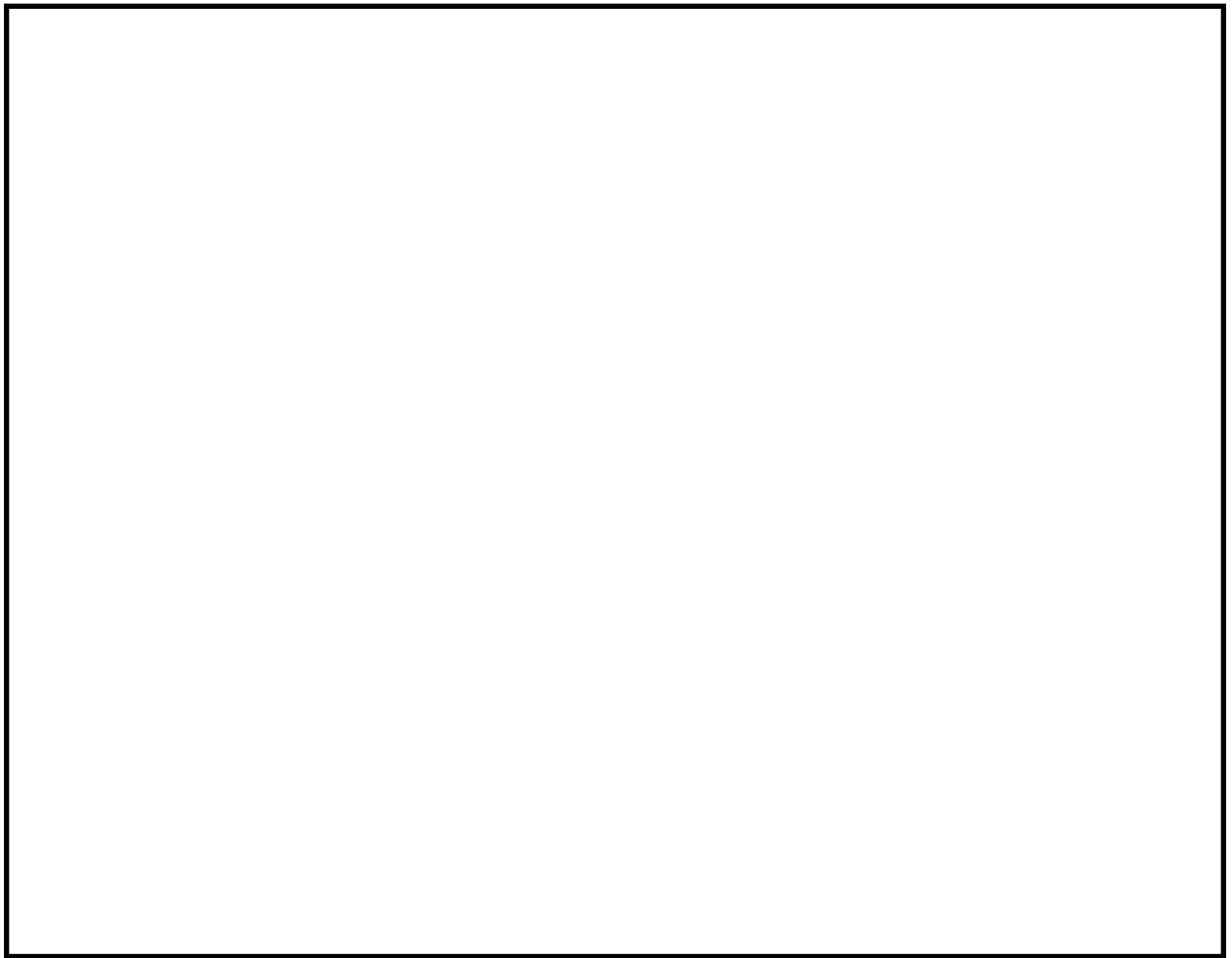
3. What pet can Scott **take home**?

a chimp

a dog

a fish

Directions: In the box, have students illustrate a part of the story and then write a caption below.



Name _____

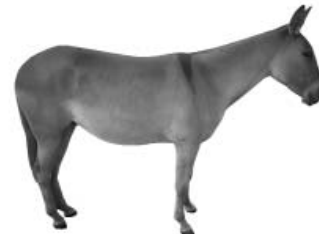
Dear Family Member,

Have your child read and copy each word under the matching picture. If necessary, identify the pictures for your child.



<p>cube</p>	<p>mule</p>
<p>fuse</p>	<p>sheep</p>









rose

fire

grapes

tree





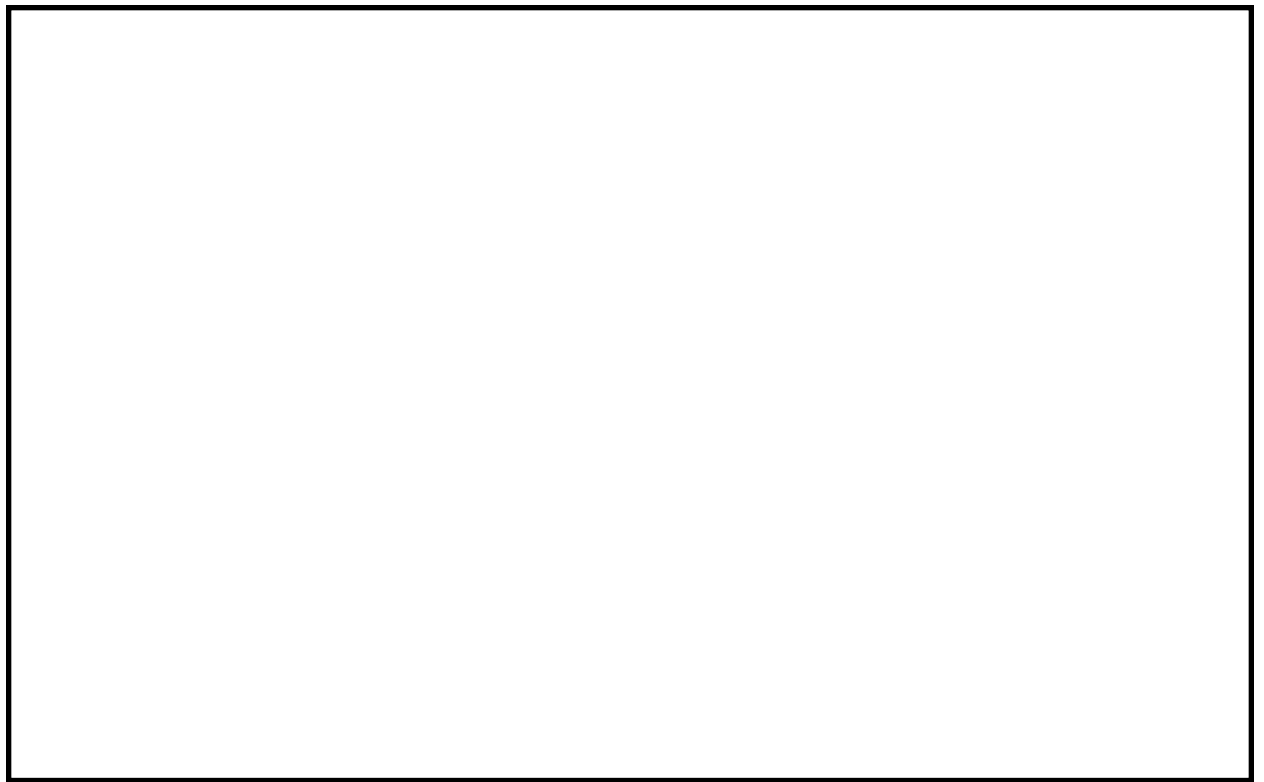
Scott Bakes a Cake

1. What did Scott help **make**?

2. What did Scott crack and mix?

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

3. What did Scott's mom say when Scott said that he'd **like** to add the **cake** mix?

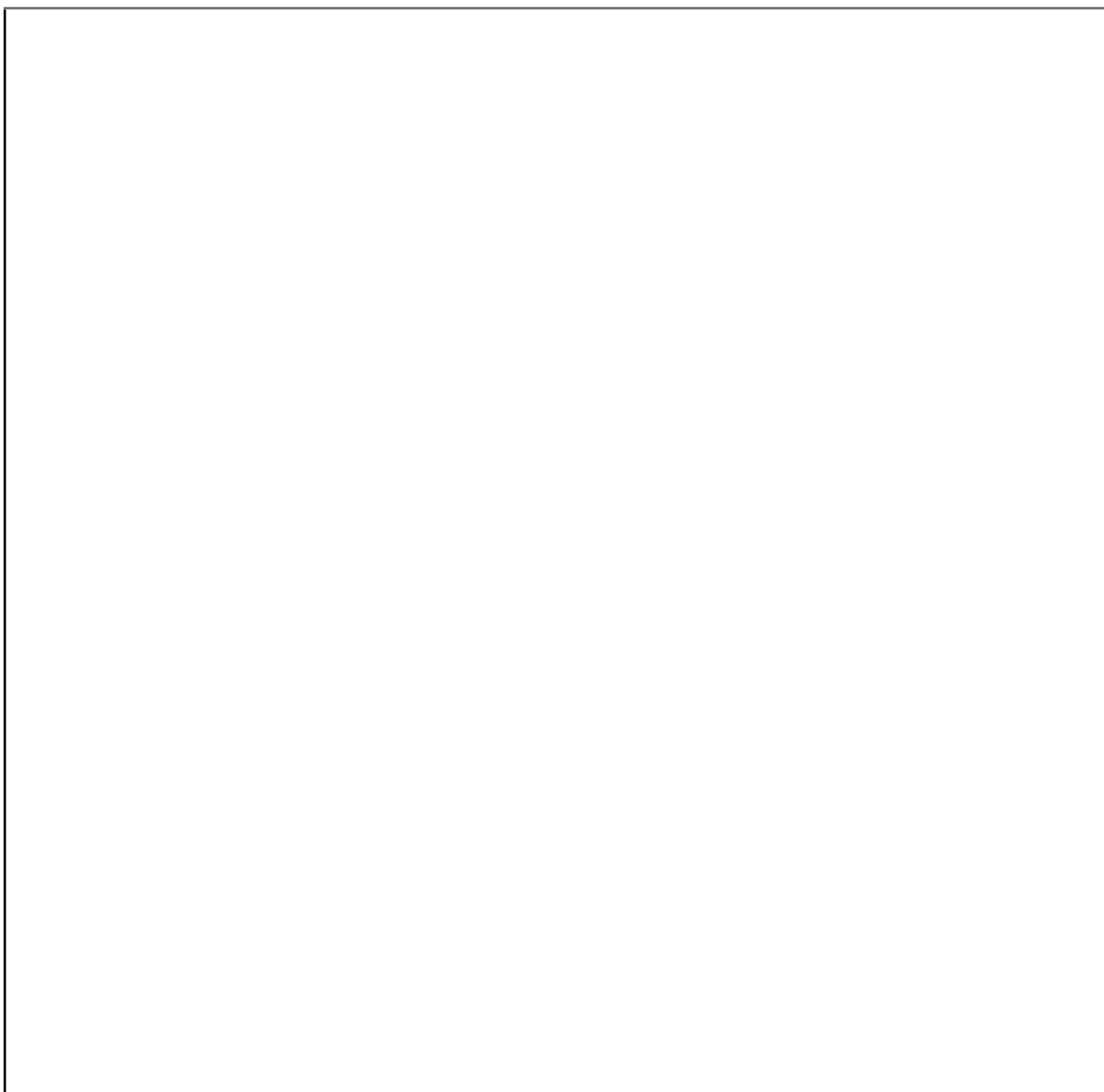


Directions: In the box, have students illustrate a part of the story and write a caption below.

Name _____

frost

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.



Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.



Scott's Snack Stand

Scott has a snack stand. Last **w**ee**k**, **h**e **r**ode his **b**i**k**e to a shop to get nuts to sell at his stand. **H**e got **th**ree big bags of nuts. The nuts cost him a lot of cash.

Scott slid the bags in his **t**ote bag. Then **h**e **r**ode **h**ome.

When **h**e got **h**ome, **h**e got his mom to help him **m**ake hot **s**pice nuts on the **s**tove top.



Then Scott set up his stand.

“Hot **spice** nuts!” he said. “Get a bag of hot **spice** nuts! Just one buck!”

A kid **came** by and got a bag of nuts. Then a man got a bag. Then the man’s **wife** got a bag. He **made** back the **five** he had spent on nuts, plus ten in cash!



1. Are you at **home**?

2. Can a cat **use** a pen?

3. Is a frog as big as a **mule**?

4. Is a **rose** a plant?

5. Is a **stone** as soft as a bed?

6. Is your **home** in a **tree**?

Directions: Have students answer the questions by writing yes or no.

7. Can a dog dig a **hole**?

8. Is a **cube** a **shape**?

9. Is there a chimp with a **green nose** in this class?

10. Is a **rope** a lot **like** a string?

11. Can you **smile**?

12. Is there a kid in this class with no **bones**?

Name _____

Directions: Have students copy and then write from memory each Tricky Word.

1.

2.

3.

4.

5.

6.

7.

so	no	your
----	----	------

1. Mom said yes, but Dad

said _____ .

2. Is this _____ cake?

3. That **rose** is _____ big!

Directions: Have students write each word on the line where it fits best.

you	my	by
-----	----	----

4. Did the dog like _____ ?

5. There is a stone _____
the path.

6. This is _____ home.

1. chop ship shop shot

2. smack mash mesh smash

3. quit bench queen quench

4. then sing thin thing

5. them thug thump trip

6. **tee** **trade** **tree** **free**

7. **poke** **Jade** **junk** **joke**

8. **wake** **wade** **wide** **woke**

9. **fine** **fire** **five** **fish**

10. **cut** **cute** **kite** **cube**

1. what where was were

2. here were where when

3. why which when what

4. all a are the

5. they your the their

6. you why no your

7. me she he be

8. one once from word

9. so from of one

10. their says said so

Kindergarten CKLA End-of-Year Summary

Record the following information, and place Worksheets 26.1, 26.2, and 27.1 in a folder for next year's teacher.

Student Name:	_____
Date:	_____
Kindergarten Teacher Name:	_____

Recommended Placement for Next Year (check one)			
_____	On Level	_____	Slightly Below Level
_____	Above Level	_____	Needs Intensive Remediation

Assessment Scores	
_____ %	Worksheet 26.1: Part 1A Decodable Word Reading Score (___ /10) Worksheet 26.2: Part 1B Tricky Word Score (___ /10)
_____ %	Worksheet 27.1: Part 2 Sound Writing Score (___ /15)
_____ %	Worksheet 27.5: If needed, Part 3 Individually Administered Letter Sounds Score (___ /35)
Optional _____ %	Worksheet 28.1: Part 4 Writing Lowercase Letters (___ /26) (This is an optional assessment and is not included in the End-of-Year Student Performance Task Assessment Scoring Interpretation.)
Optional _____ %	Worksheet 28.2: Part 5 Uppercase Letter Names (___ /26) (This is an optional assessment and is not included in the End-of-Year Student Performance Task Assessment Scoring Interpretation.)

Missed Tricky Words from Worksheet 26.1 (list words)

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

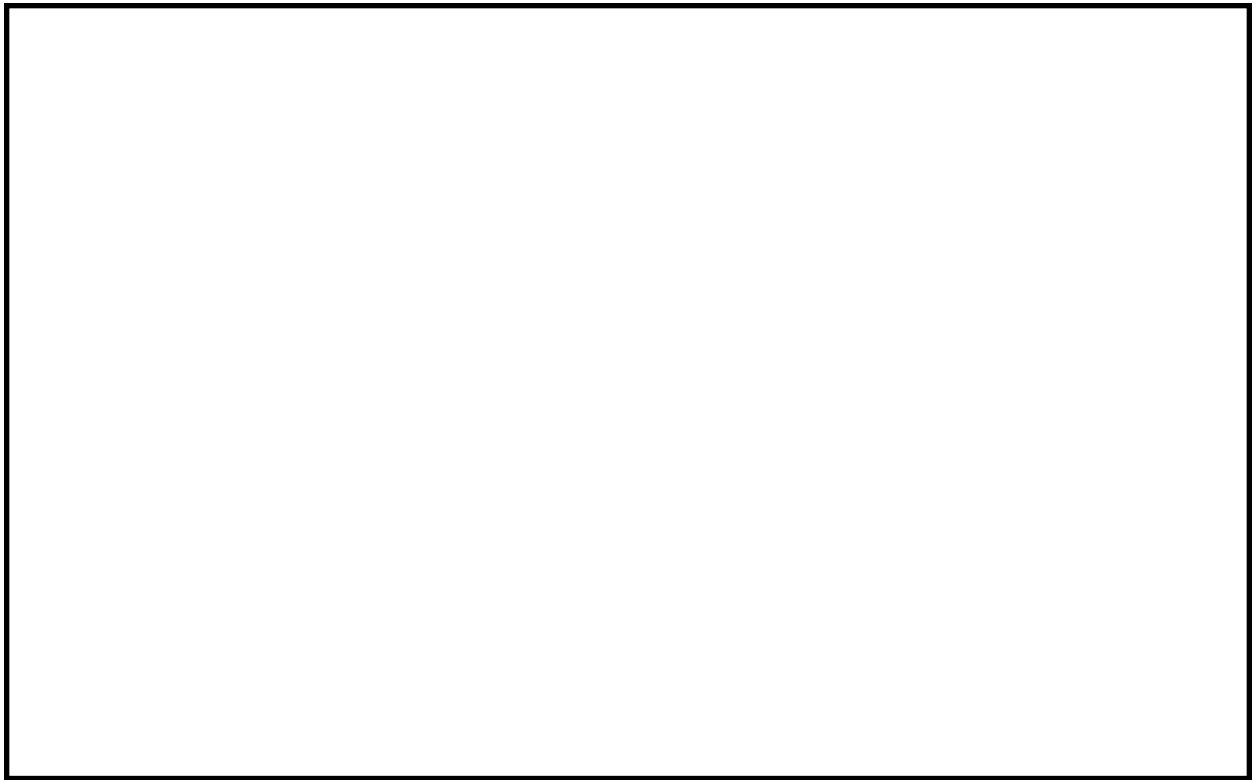
Missed Spellings from Worksheet 26.2 (list spellings)

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

If Needed, Missed Sounds from Worksheet 27.1 (list sounds)

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

3. Tell what **Jade** yells.

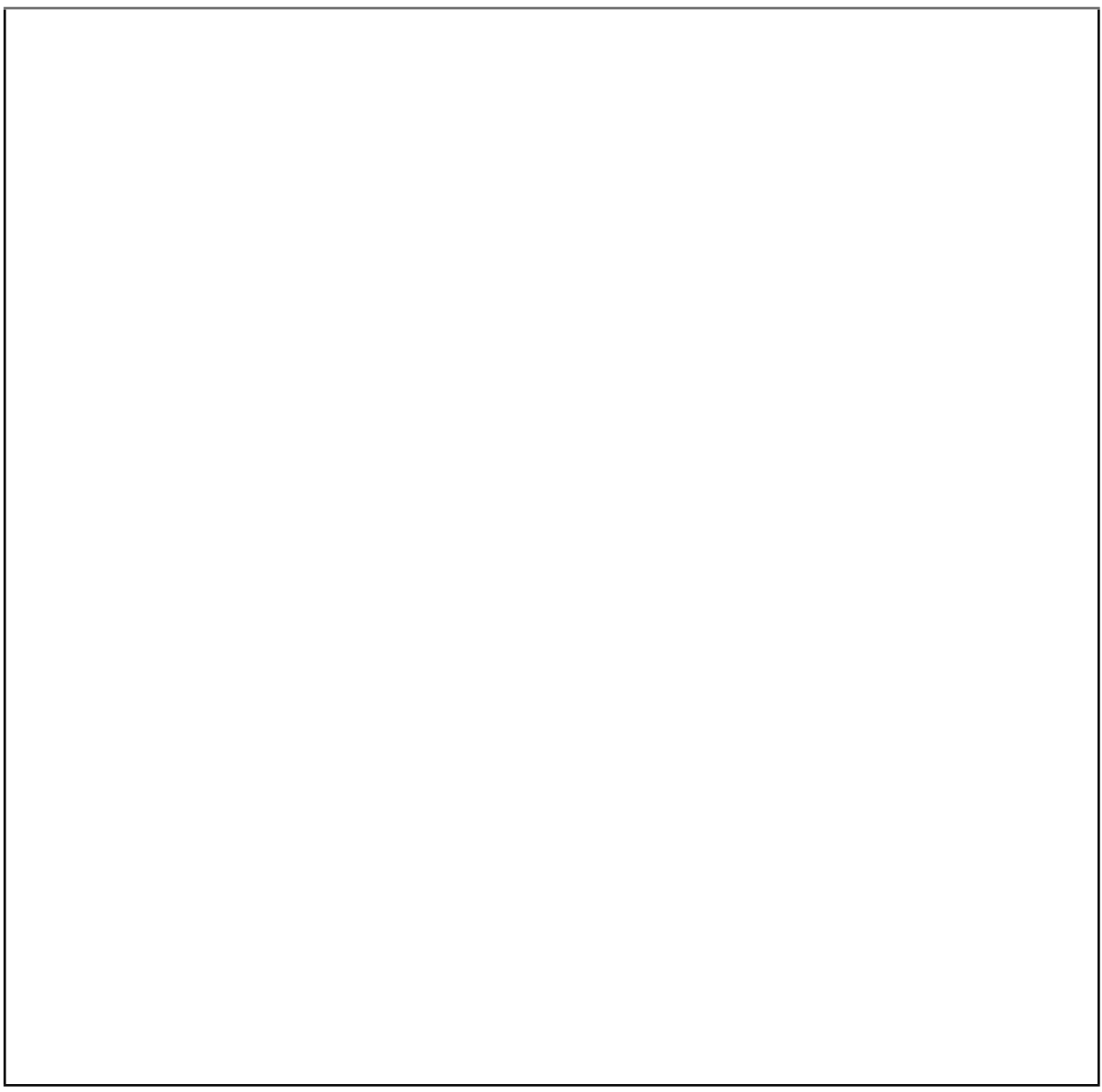


Directions: In the box, have students illustrate a part of the story and then write a caption below.

Name _____

peek

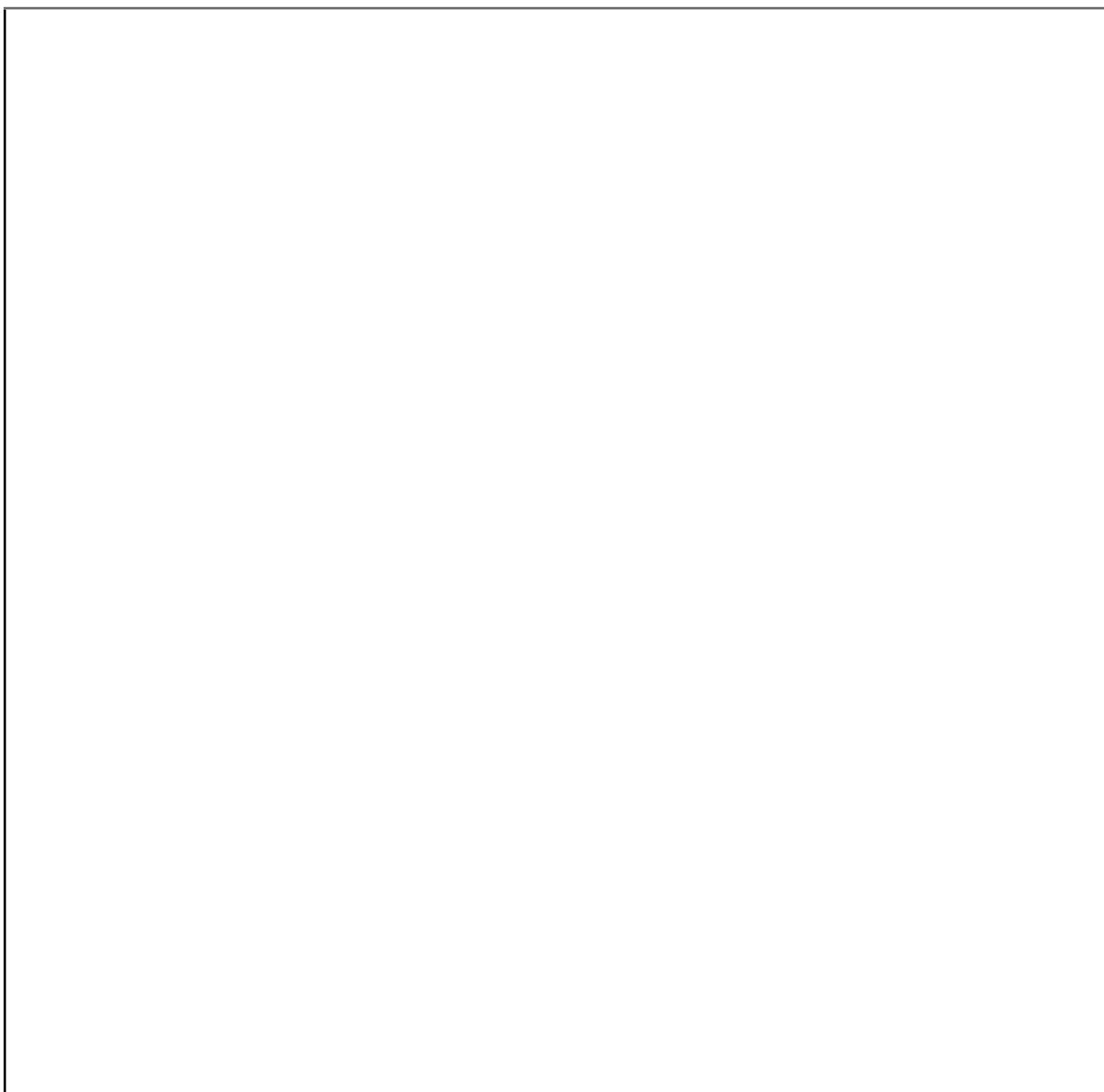
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.



Name _____

glide

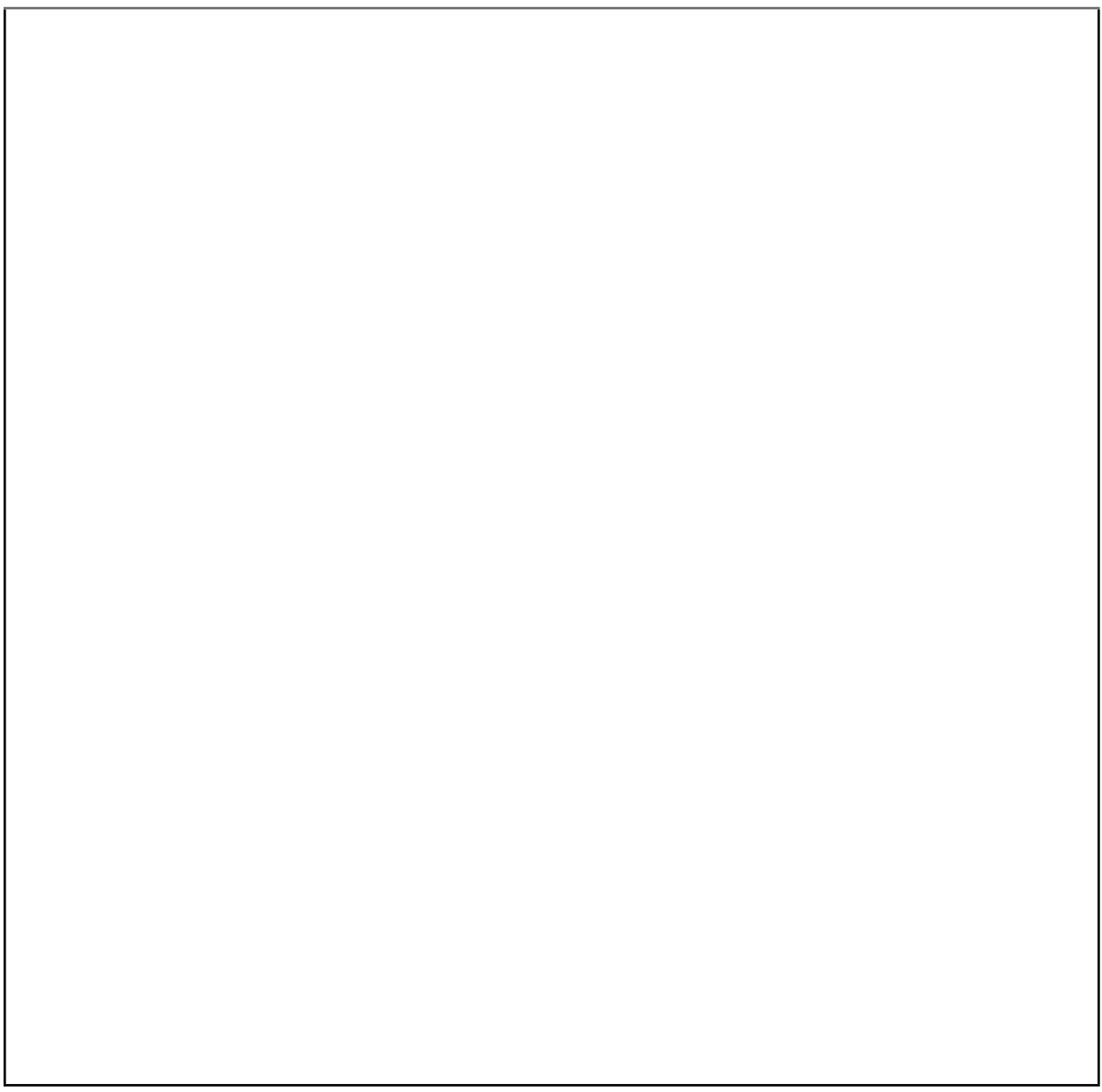
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.



Name _____

dip

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.



Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.



In the Pet Shop

Scott is in a pet shop. He spots a chimp in a pen. The chimp hangs from a branch. Then he jumps up on a big red **cube** and grins at Scott.

Scott sings a **tune** to the chimp. The chimp **waves** back. Scott **likes** the chimp, and the chimp **seems** to **like** him!



“Mom,” Scott says, “this chimp is so **cute**. He got up on his **cube** and **waved** at me! Can I **take** him **home**?”

“No,” says his mom. “My **home** is a chimp-**free zone**.”

Scott **stares** at the chimp. His mom can **see** that he is sad, so she tells him he can get a fish.

Scott is so sad he can't **take** the chimp **home**, but he is glad he gets to **take** a fish **home**.



Name _____

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

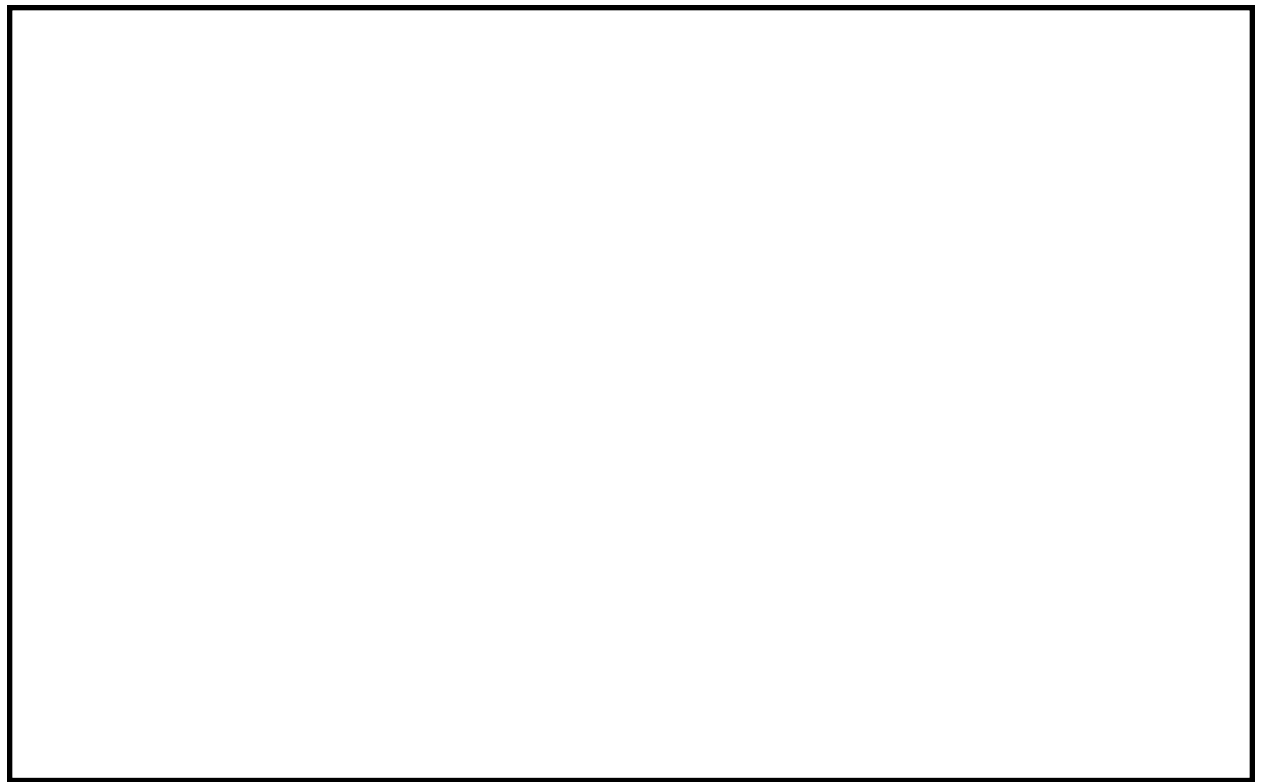
The Skiff Ride

1. What is a skiff?

2. Which kid **steers** the skiff?

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

3. List the things that Ling spots.

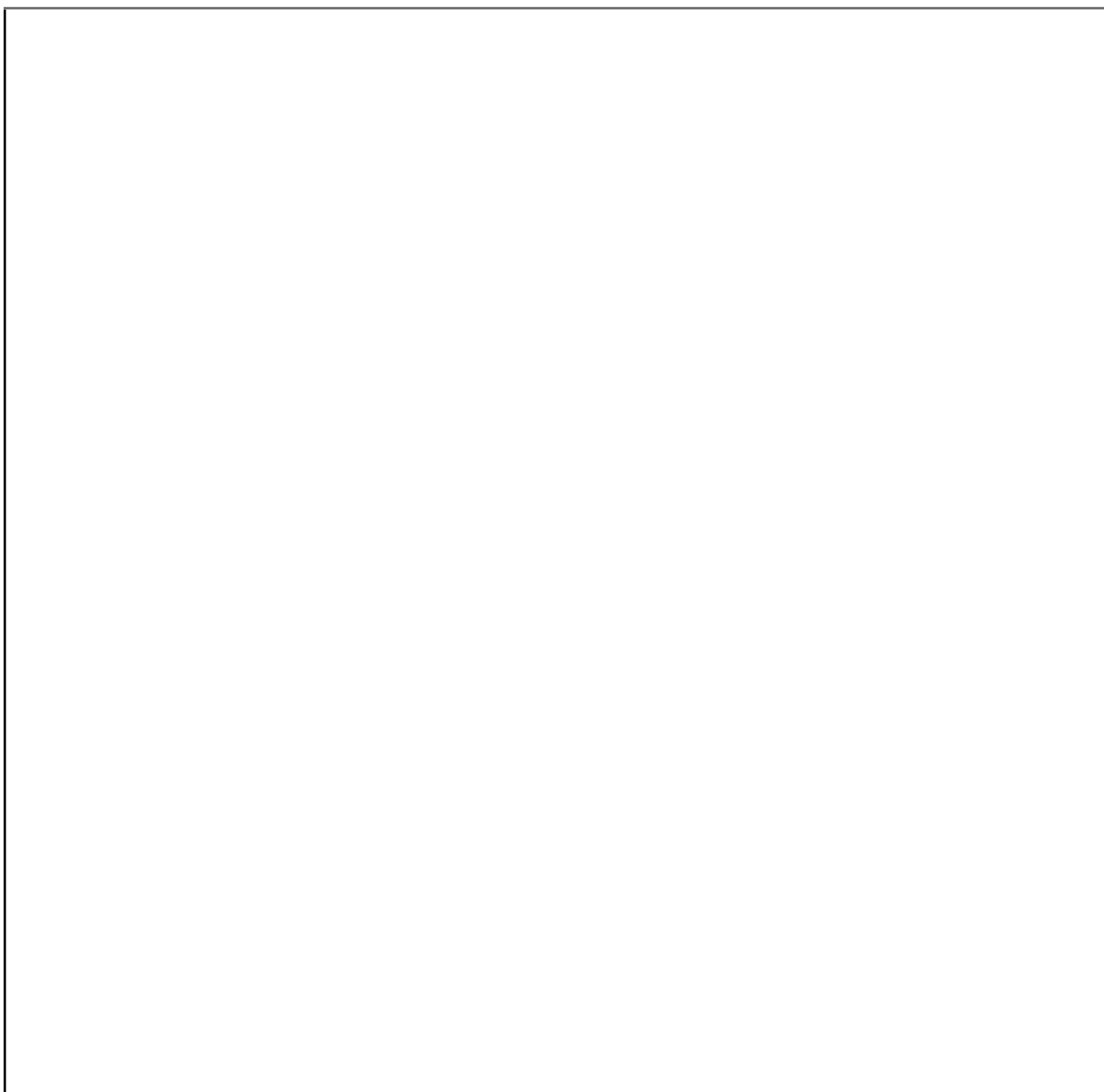


Directions: In the box, have students illustrate a part of the story and then write a caption below.

Name _____

skiff

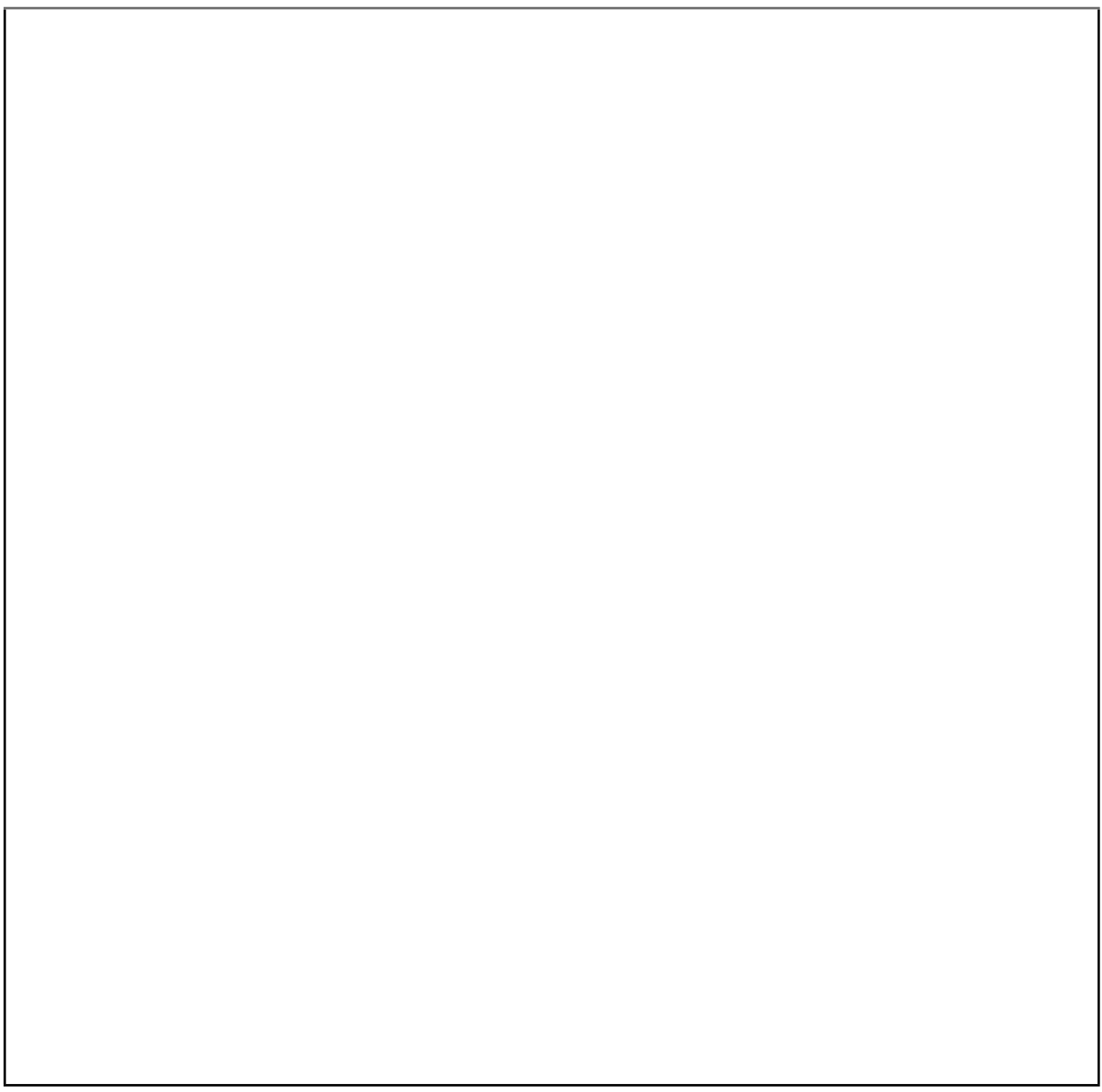
Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.



Name _____

crane

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.



Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.



Scott Bakes a Cake

Scott's mom **bakes** **cakes** with Meg.

"Scott," she says, "you can help us with this **cake**, if you **like**."

Scott shrugs. "Well," he says, "if you can **use** my help, I will help."

"It will be fun," says his mom. "You can crack the eggs."



Scott cracks **three** eggs and drops them in the dish.

Scott asks if he can mix up the eggs. Then he asks if he can add in the **cake** mix.

“Well,” his mom says, “if you add the **cake** mix, then Meg gets to frost the **cake**.”

“Can I help Meg frost it?” Scott asks.

Mom and Meg **smile**.

Meg says, “**See**, Scott. It’s fun to **bake** a **cake**!”



1. _____ 'm' > /m/ as in *mat*
 2. _____ 'a' > /a/ as in *at*
 3. _____ 't' > /t/ as in *tip*
 4. _____ 'd' > /d/ as in *dig*
 5. _____ 'o' > /o/ as in *odd*
 6. _____ 'c' > /k/ as in *cat*
 7. _____ 'g' > /g/ as in *get*
 8. _____ 'i' > /i/ as in *it*
 9. _____ 'n' > /n/ as in *nut*
 10. _____ 'h' > /h/ as in *hug*
 11. _____ 's' > /s/ as in *sit*
 12. _____ 'f' > /f/ as in *fun*
 13. _____ 'v' > /v/ as in *van*
 14. _____ 'z' > /z/ as in *zip*
 15. _____ 'p' > /p/ as in *pet*
 16. _____ 'e' > /e/ as in *end*
 17. _____ 'b' > /b/ as in *bug*
 18. _____ 'l' > /l/ as in *leg*
 19. _____ 'r' > /r/ as in *red*
 20. _____ 'u' > /u/ as in *up*
 21. _____ 'w' > /w/ as in *wet*
 22. _____ 'j' > /j/ as in *job*
 23. _____ 'y' > /y/ as in *yes*
 24. _____ 'x' > /x/ as in *box*
 25. _____ 'k' > /k/ as in *kid*
 16. _____ 'ch' > /ch/ as in *chip*
 27. _____ 'sh' > /sh/ as in *ship*
 28. _____ 'th' > /th/ as in *thin*
or /th/ as in *this*
 29. _____ 'qu' > /qu/ as in *quit*
 30. _____ 'ng' > /ng/ as in *sing*
 31. _____ 'ss' > /s/ as in *toss*
 32. _____ 'ck' > /k/ as in *rock*
 33. _____ 'll' > /l/ as in *bill*
 34. _____ 'ff' > /f/ as in *stuff*
 35. _____ 'ee' > /ee/ as in *bee*
- Total correct _____/35

Name _____

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

Name _____

28.1

continued

17. _____

18. _____

19. _____

20. _____

21. _____

22. _____

23. _____

24. _____

25. _____

26. _____

Name _____

28.2

1. A W E I

2. T Y U W

3. O P T M

4. F G H N

5. K L Z C

6. C B S D

7. D X Z B

8. N I H M

9. C R N M

10. L Y P G

11. E A I W

12. N H T K

13. B D P Q

14. R L T F

15. S T M K

16. X V T Z

17. I T J L

18. Y I J F

19. I E U J

20. B O D Q

21. Z S N T

22. N M Q K

23. Z U W D

24. T A G E

25. U B V D

26. A W E X

1.  **nose** **hose** **rose**

2.  **sheep** **feet** **beet**


3.  **cave** **lake** **rake**

4.  **bite** **beet** **bike**

5.  **lime** **kite** **dime**

Directions: For each picture, have students circle the matching word.

6.  **rope** **hope** **ripe**

7.  **teeth** **teen** **tree**

8.  **rate** **rake** **lake**

9.  **home** **rope** **robe**

10.  **mute** **mule** **fume**

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.



The Cave

Scott and **Jade** are on a hike. **Jade** spots a **cave** and **peeks** in.

“Are there bats in there?” Scott asks.

“I can’t tell,” **Jade** says, “but I **hope** so! I **like** bats!”

“Ick!” says Scott. “Bats are not **cute**.”



Scott and **Jade** step in the **cave**.

Jade yells, “Bats, where are you?
Wake up!”

Scott says, “Let the bats **sleep**.”

Just then a bat **glides** up. It flaps its wings. It dips and spins.

Jade **stares** at the bat and **smiles**.

Scott ducks and yells, “**Hide!** A bat!”



Lunch Trades

1. What is in **Dave's** lunch bag?

2. What will Ling **trade**?

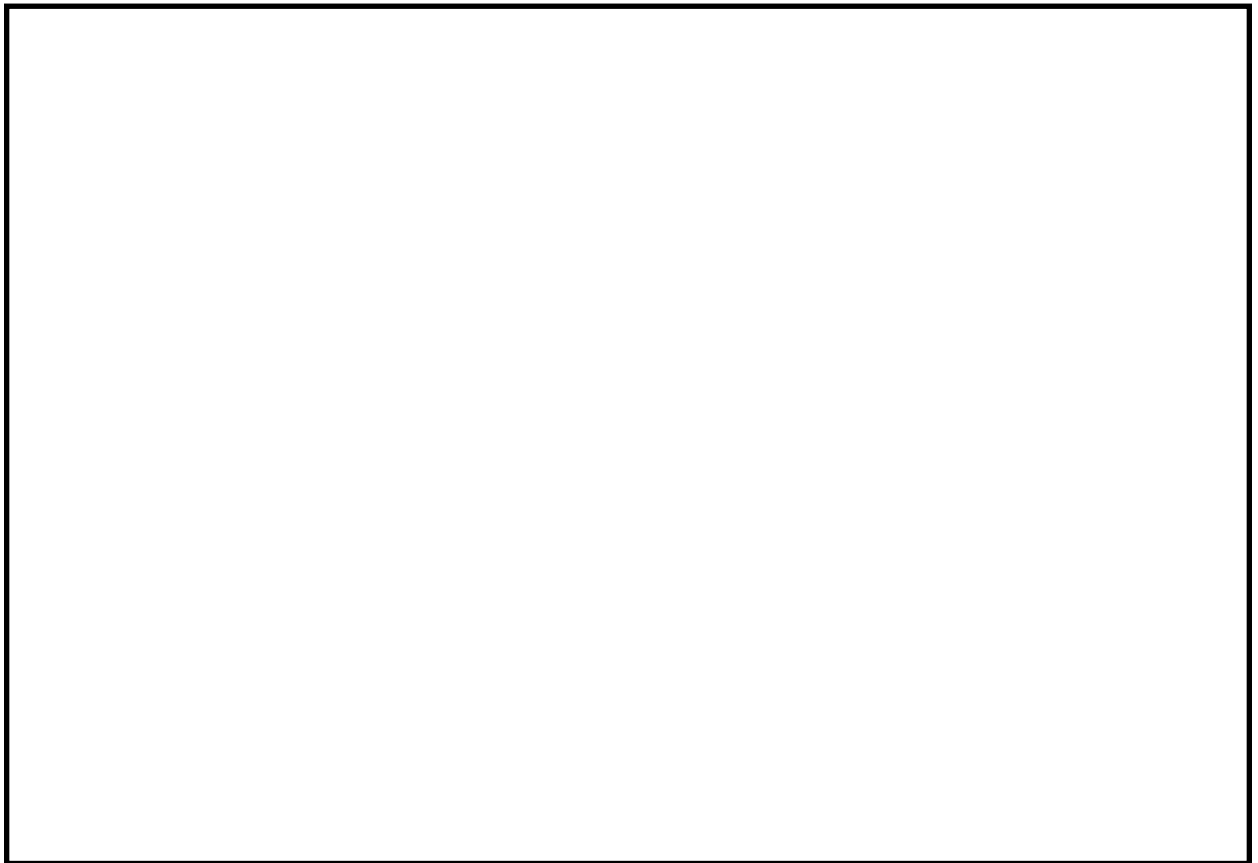
- a hot dog
- chips
- ham

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

3. What things are in Scott's lunch bag?

- a fish bone, lump of fat, and a wet sock
- chips, ham, a bun, and red **grapes**
- chips, a can of pop, and **grapes**

Directions: In the box, have students illustrate a part of the story and then write a caption below.



Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.



The Skiff Ride

“Let’s **take** a **ride** in my skiff,” says Scott.

“What’s a skiff?” asks Ling.

“Um, it’s **like** a ship,” says Scott, “but not so big.”

The kids run to the dock. They can swim well, but, to be **safe**, they slip on **life** vests. Scott and Ling get in the skiff.



Scott **steers** the skiff. He **steers** it to the west **side** of the **lake**. The skiff **glides** in the wind.

Ling spots lots of fun things.

“I **see** ducks by that **pine tree!**” she **yells**.

“Is that a fish?” Scott asks.

“There’s a **crane!**” Ling adds.

She says, “Scott, this is **so** much fun!”



Directions: For each word, have students count the sounds. Have students write the number of sounds in the box and copy the word on the line.

1. **smile**

2. **tree**

3. **brake**

4. **hole**

5. **shade**

6. **spike**

7. **choke**

8. **rope**



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

9. **bride**



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

10. **cone**



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

11. **sleep**



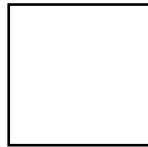
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

12. **plane**



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

13. **bee**



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

14. **size**



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

Check the words that are the best fit.

1.



- Jane** has a kite.
- Jane** has a bike.
-

2.



- My** cat is cute.
- My** hat is cute.
-

3.



- This is a **rose**.
- This is a **nose**.
-

4.



- His **sheep** smell.
- His **feet** smell.
-

5.



- She** is at the **lake**.
- She** is in bed.

6.



- Dave **rakes** the grass.
 - Dave **bakes** ham.
-

7.



- He **seems** sad.
 - He **seems** glad.
-

8.



- Those** are fish.
 - Those** are pigs.
-

9.



- He has a **cute** pup.
 - He has a **cute** cat.
-

10.



- They sit and **smile**.
- They sit on **bikes**.

Make a line from the words to the things.

1. sheep



2. bike



3. tape



4. cube



5. snake



6. trees



7. deer



8. slide



9. plate



10. cane



11. cone



12. bee



1. a red **flame** a red **frame**

2. he runs in she runs in

3. pass the **cone** pass the **cane**

4. their **bikes** the **bikes**

5. a **hive** of **bees** **bees** in a **hive**

6. you and Mom your mom

Directions: Have students circle the phrases that are read aloud.

7. **wake** him up

woke him up

8. they are **mute**

they are **cute**

9. a lot of **feet**

a lot of **feed**

10. the **green** tin

the **green** lime

11. **shade** of red

dash of red

12. on this **side**

on this **site**



mop
mope



cap
cape



fin
fine

Directions: Have students circle the words matching the pictures.



kit
kite



cut
cute



not
note



man
mane



cub
cube



rob
robe



ten
teen



pin
pine



can
cane

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.



Lunch Trades

Dave checks his lunch bag. “No!” he **fumes**. “It’s ham. I **ate** ham all week! Will you **trade**, Ling?”

“I’ll **trade** my hot dog,” Ling says, “but not my chips. Will you **trade** your lunch, Scott?”

“I will **trade**,” Scott says, “but you will not **like** what Mom **gave** me.”



“Why?” asks Ling. “What’s in your bag?”

“A fish **bone**, a lump of fat, and a wet sock,” says Scott.

“No to all of those!” says Ling.

“Ug!” says **Dave**. “No trade!”

As Ling and **Dave** **trade**, Scott keeps his bag. He does not tell Ling and **Dave** what he has in his bag. He has chips, ham, a bun, and a bunch of red **grapes**. Scott **likes** all of the things in his bag. He will not **trade** them.



Name _____

PP7

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.



Mike's Tale

The kids sat by a fire.

“Let’s all tell **tales**,” said Ling. “Then we can **vote** on which **tale** is the best!”

“Let me tell **mine**!” Mike said. “My **tale** will **scare** you.”

“No!” said **Dave**, “You can’t **scare** me!”



“Well,” said Mike, “we will see!” “There’s a grump,” Mike said, “that makes its home close to this spot. It’s big. It has long fangs. It sleeps when the sun is up and wakes when the sun sets. The grump can smell kids. It likes to grab them and . . .”

Just then, there was a snap.

“What was that?” Dave said.

“It was just a twig,” Ling said.

“But what made it snap like that?” said Dave.



Dave was scared.

“**EEEEEEEEEEEEEEEEEEEE!**” he said. “IT’S THE GRUMP! RUN! RUN FROM THE GRUMP!”

Dave got up to run, but Ling said, “It’s not the Grump! It’s just Meg!”



Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.



Green Grove Glade

Dave and Scott hike to **Green Grove Glade** with their moms and dads.

They stop at the **gate** and a man says, "Moms and dads, rest here where you can **see** your kids as they run, jump, and **slide**."

Scott and Dave are glad this is a spot for kids. They are glad their moms and dads are **close** if they get **tired**.



The kids swing on the swings. They **slide** on the **slides**. They **ride** on the **rides**. When they get **tired**, they get their moms and dads and **hike** back to their **homes**.

“Was it fun, Scott?” his mom asks when they get home.

Scott nods and **smiles**.

“What was it like?” she asks.

Scott grins and quips, “It was fun, Mom! Green Grove Glade is a fun spot for kids!”



Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.



The Boss

“Meg,” Scott says, “when Mom and Dad are on their trip, I will be the boss here.”

“You are not the boss of me!” says Meg.

“I’m the boss!” says Scott.

“You are not!” says Meg.



Scott glares at Meg. Meg glares back at him. Just then Mom steps in and taps Scott on the back. “Scott,” she says, “meet Jen. Jen will be the boss till Dad and I get back.”

“Meg’s boss?” Scott asks.

“Meg’s boss and Scott’s boss,” his mom says.

“Rats!” says Scott. “When will I get to be the boss?”



Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.



The King of Kites

“What’s that?” **Dave** asks.

“It’s a **kite** I **made**,” says Scott.

“Can I help you test it?” **Dave** asks.

“Yes,” says Scott.

The kids take the kite **close** to the lake to test it. Scott grabs the string. Then he runs as fast as he can.



The wind grabs Scott's **kite**. The **kite** zips up. It **rides** on the wind. It **shines** in the sun. The wind lifts it up till it is just a speck.

Dave cheers.

“Scott,” he yells, “you are the man! That **kite** you **made** is the best **kite** of all time! You are the King of **Kites**!”



Mike's Tale

1. Which kid had a **tale** to tell?

2. What scared **Dave**?

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

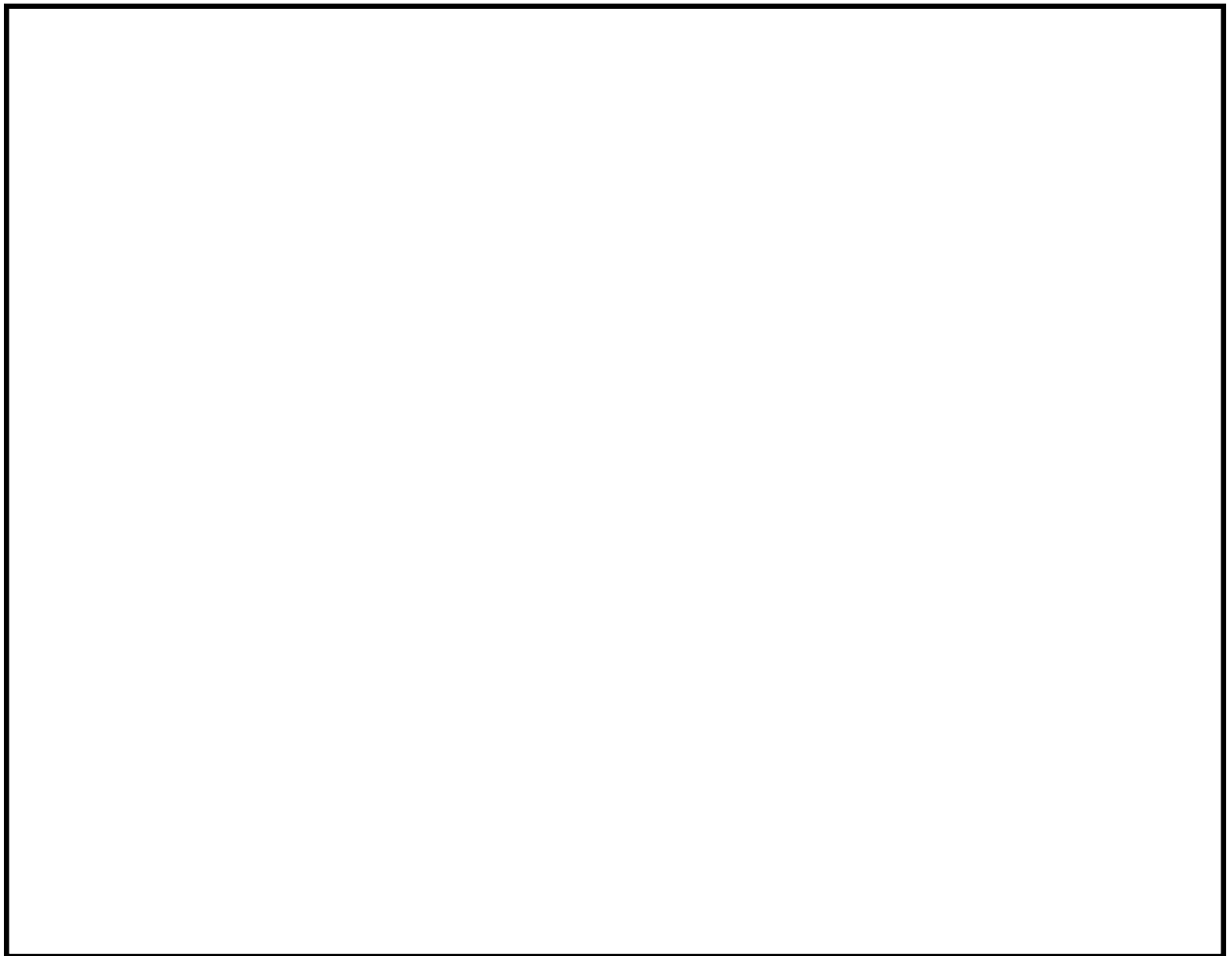
3. What **made** the twig snap?

the grump

Meg

Mike

Directions: In the box, have students illustrate a part of the story and write a caption below.



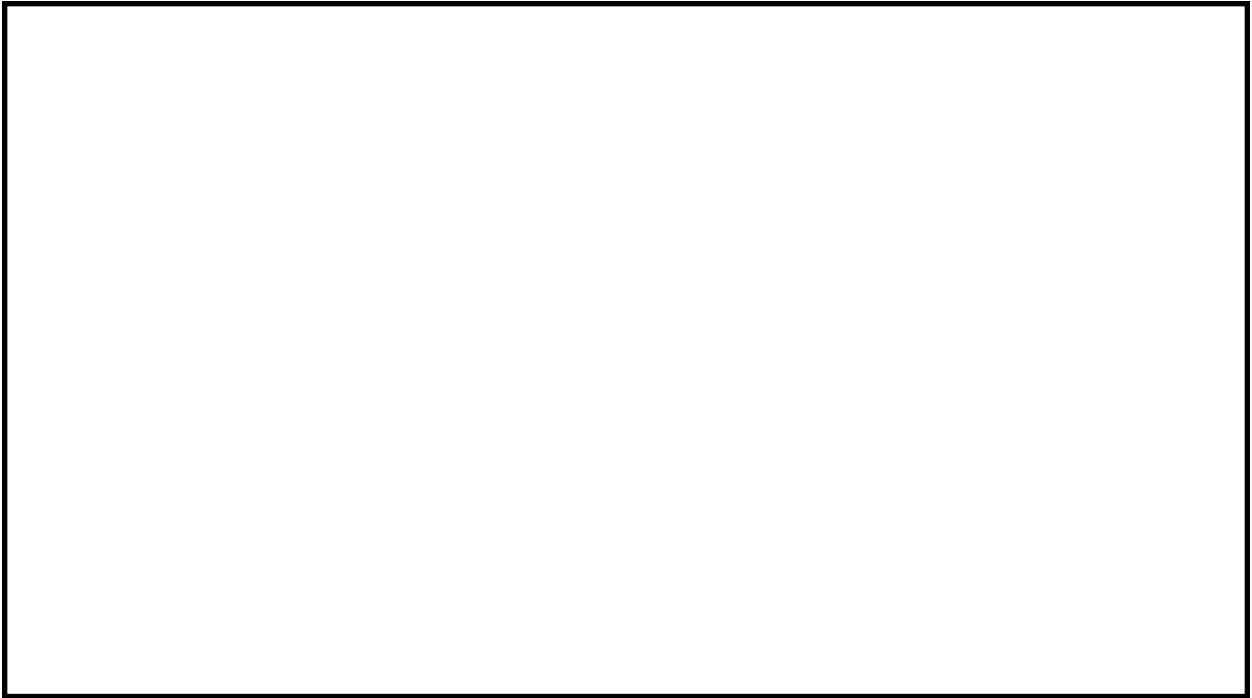
Green Grove Glade

1. What is **Green Grove Glade**?

2. What is one fun thing at **Green Grove Glade**?

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

3. What will Scott tell his mom **Green Grove** is like?



Directions: In the box, have students illustrate a part of the story and write a caption below.

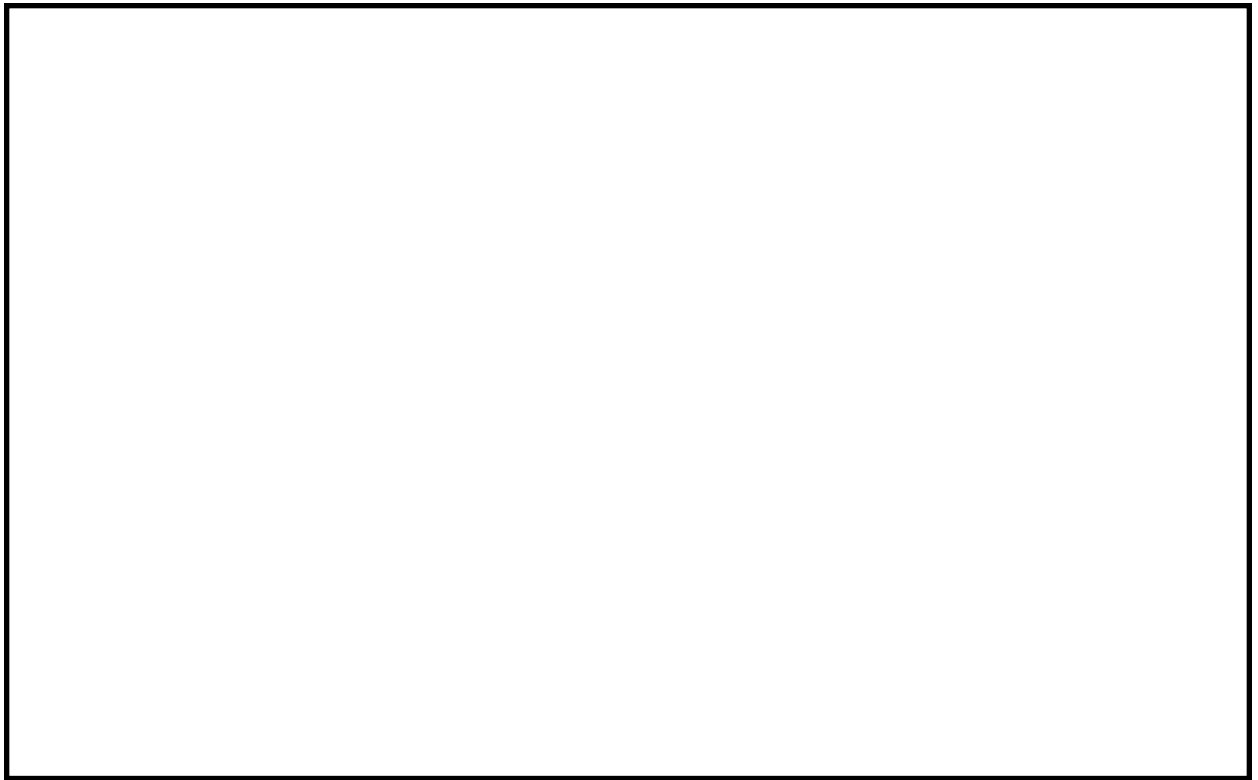
The Boss

1. What **made** Meg mad?

2. Tell what Mom said to Scott.

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

3. What is a boss?



Directions: In the box, have students illustrate a part of the story and write a caption below.

The King of Kites

1. What did Scott **make**?

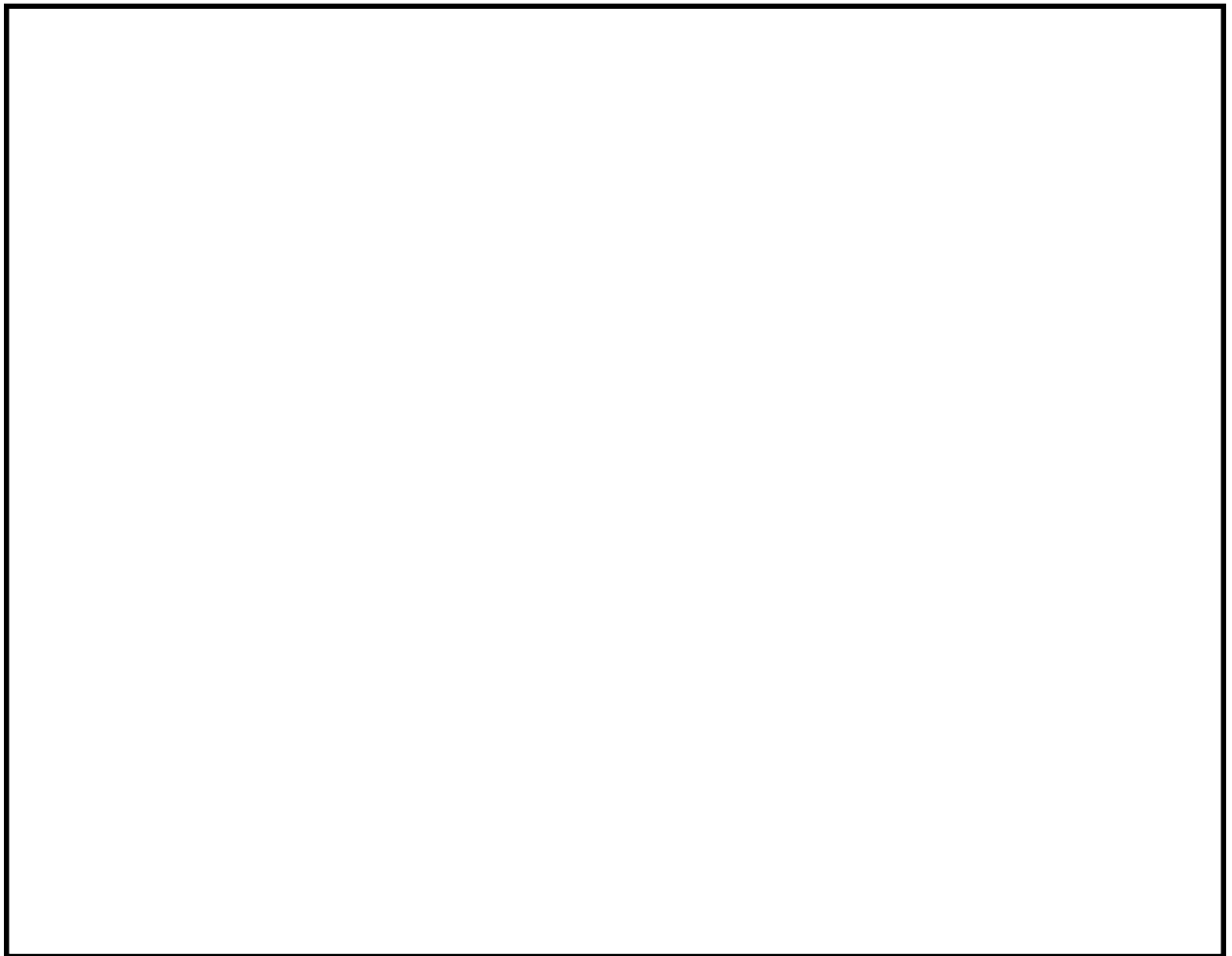
2. Where did Scott and **Dave** test the kite?

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

3. **Dave** said Scott is . . .

- the King of **Kites**.
- the **Kite** Kid.
- the **Kite** Man.

Directions: In the box, have students illustrate a part of the story and write a caption below.



Directions: Have students reread the story "Scott Bakes a Cake" and have students paste the sentences onto Worksheet PP16 in the correct order.

Scott cracks **three** eggs and drops them in the dish, one by one.

Mom tells Scott that he can help **make** the **cake**.

Meg says, "**See**, Scott. It's fun to **bake** a **cake!**"

Scott asks Mom if he can add in the **cake** mix.

Name _____

Directions: Have students paste the sentences from Worksheet PP15 on this worksheet in the correct order. Then have students illustrate each sentence.

2.

4.

1.

3.

Fill in the gaps.

1. c _____ t _____

2. c _____ t

3. b _____ t

4. b _____ t

5. b _____ t _____

6.

b k

7.

b k

8.

w k

9.

w k

10.

ch k

Name _____

Directions: Have students write the words containing the /i/ sound spelled 'i' under the 'i' header and the words containing the /ie/ sound spelled 'i_e' under the 'i_e' header.

spin	spine
shin	pine
quit	pin
shine	quite

as in bii

as in biie

Directions: Have students write the words containing the /u/ sound spelled 'u' under the 'u' header and the words containing the /u/ sound spelled 'u_e' under the 'u_e' header.

cub	cube
us	fuzz
mute	use
fuse	mutt

as in cut

as in cute

Handwriting practice lines for the 'u' header. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 rows available for writing.

Handwriting practice lines for the 'u_e' header. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 rows available for writing.

Print the word where it fits best.

1. **cake**





2. **bike**





3. **robe**





4. **cube**



5. **cane**



6. **smile**



Print the **names** of the things.

grape grade



home hand



frill fire



mute mule



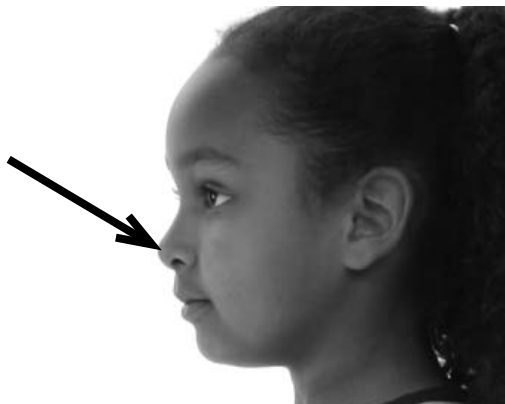
dime deem



clap cape



hose nose



gate rake



In the box are the **names** of the 6 things. Print the **names** on the **lines**.

lake	globe
feet	mule
bike	snake





Directions: Have students write each word under its matching picture.

cone

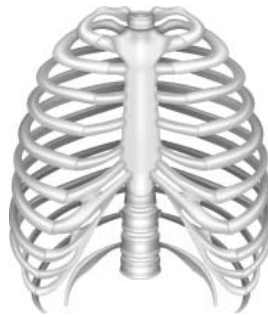
cube

sleep

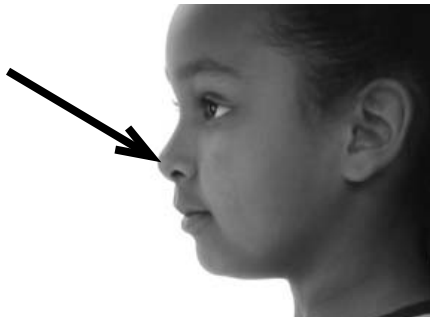
grapes

bones

bride



rope	nose
cone	stone





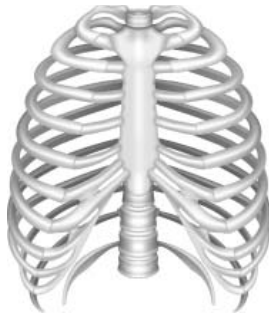
Directions: Ask students to write the matching word under the picture.

home

bones

robe

rose





Print the words.

he

he

he

she

she

she

we

we

we

be

be

be

me

me

me

me

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Print the words.

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Print the words.

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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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