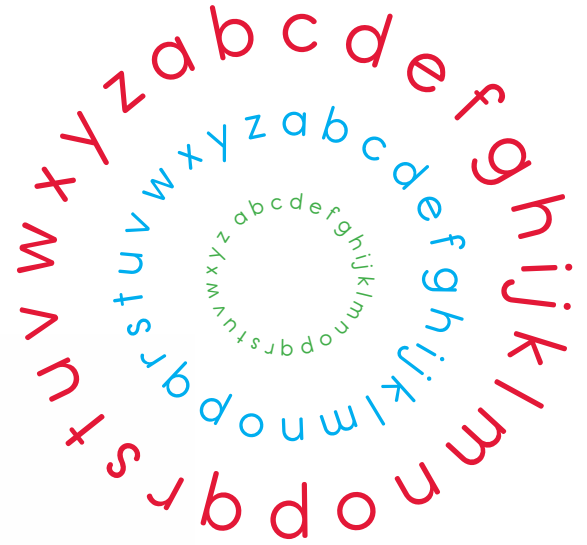


Unit 7

Skills Workbook

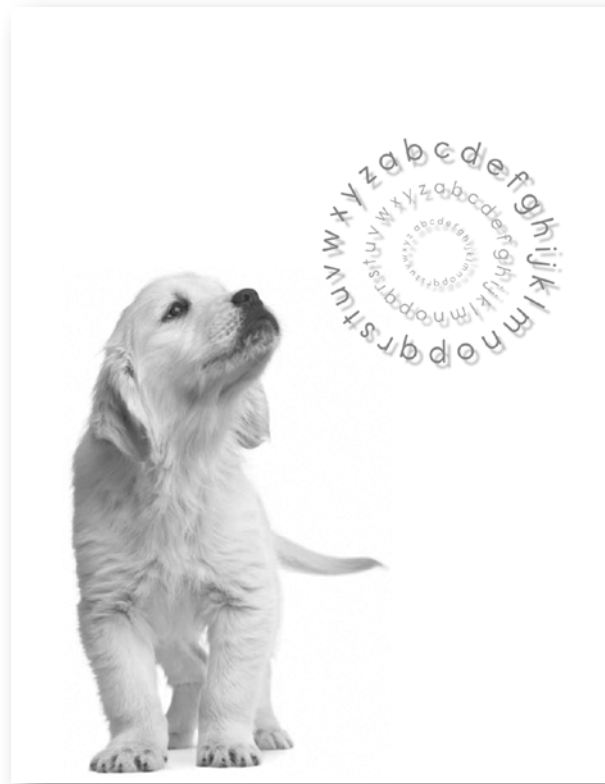


Core Knowledge Language Arts® • Skills Strand



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Unit 7

Workbook

Skills Strand
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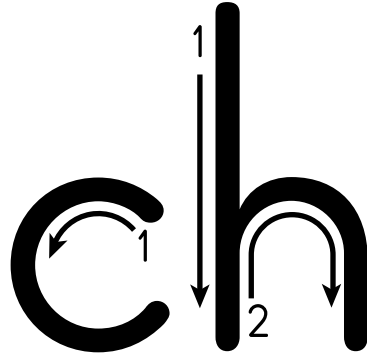
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Unit 7

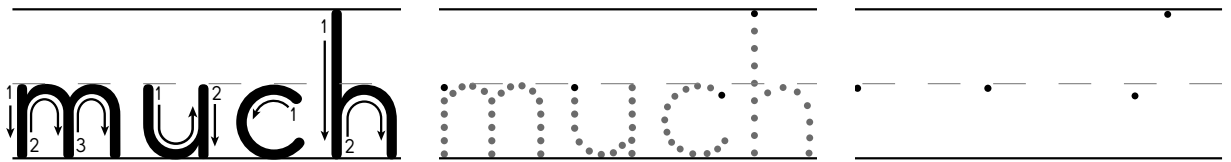
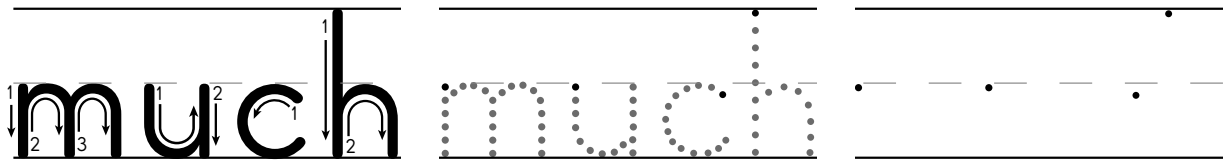
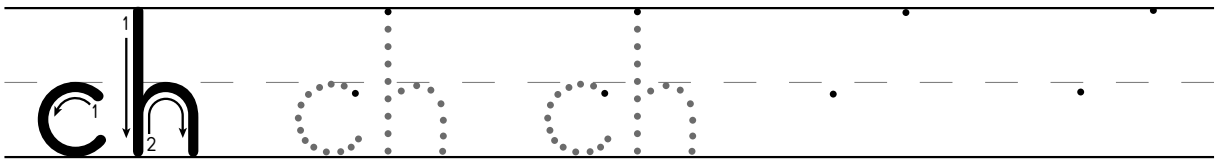
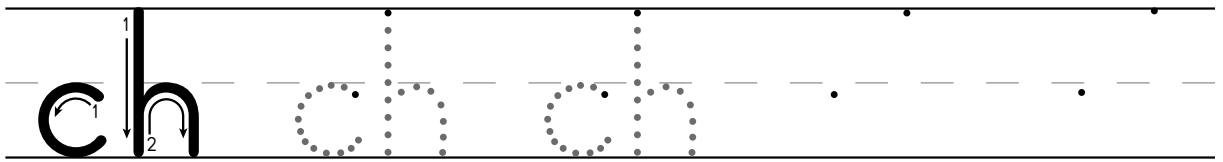
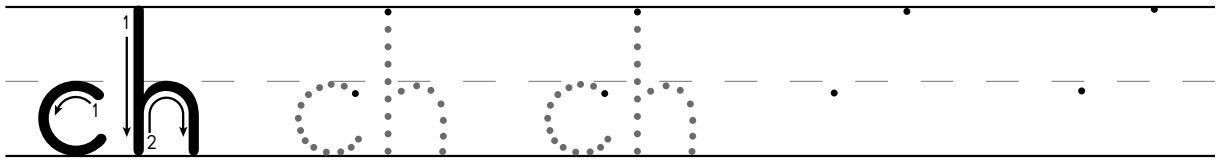
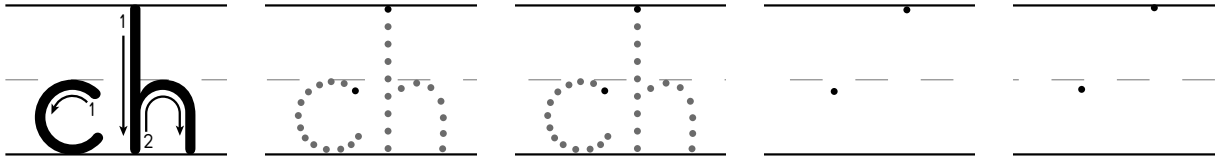
Workbook

This workbook contains worksheets which accompany many of the lessons from the *Teacher Guide* for Unit 7. 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 word and say the sounds while printing.



lunch

branch

bench


chips








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


Directions: For each picture, have students circle the spelling of the depicted item and write the name of the item on the line.


	ch	i	s	t
	j	e	z	d

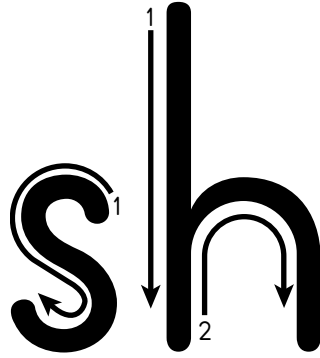
	ch	i	m	b
	c	o	n	p

	h	i	p	t
	ch	a	d	s

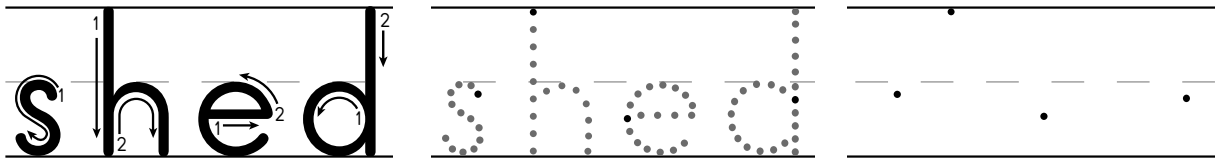
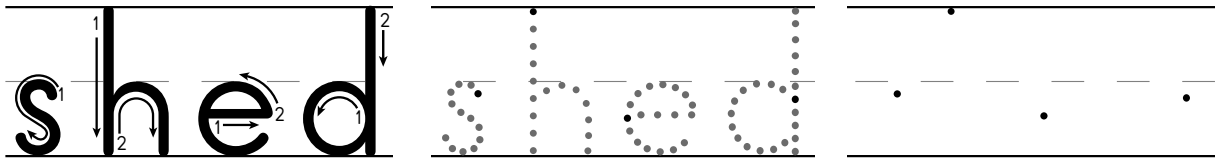
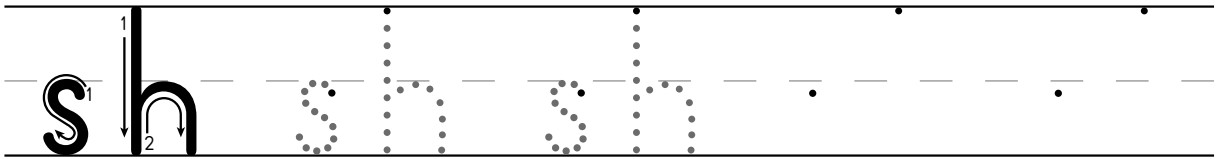
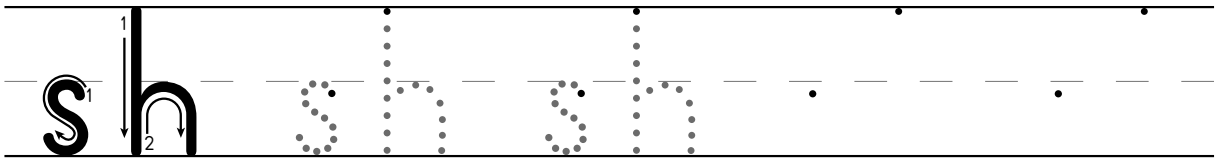
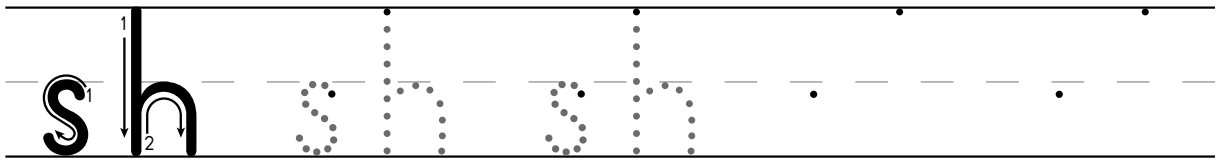
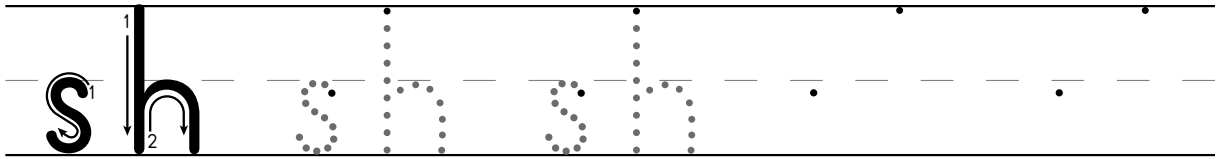
	b p	i e	r n	k ch
---	--------	--------	--------	---------

	p d	a u	n t	ch j
---	--------	--------	--------	---------

	g p	i e	n m	sh ch
---	--------	--------	--------	----------



Directions: Have students trace and copy the digraph and word and say the sounds while printing.



1. **shin**



2. **fish**



3. **brush**



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

Dear Family Member,

Your child has been taught to read the digraphs 'sh' and 'ch'. Digraphs are spellings consisting of two letters. Both letters together stand for only one sound as in "chill" and "rashsh." Words with digraphs are difficult to read at first because the reader has to recognize that two letters combined stand for a single sound. Ask your child to cut out the word cards. Show the cards to your child and have your child read them. Notice the digraphs are printed in bold letters; if necessary, remind your child these two letters stand for just one sound. You may also read the words aloud and have your child write the sounds down, one at a time. Please keep these cards for future practice.



bench	chest	fish
chin	shrubs	shed
chips	splash	crunch
trash	crush	chimps

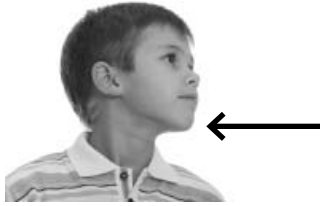
Directions: For each picture, have students read the phrases and put a check mark in the box next to the matching phrase.

1.



- big **ship**
 big **shop**

2.



- his **chin**
 his **shin**

3.



- trash in **chest**
 cash in **chest**

4.



- chop** up logs
 chop up ships

5.



- fish and **shrimp**
 ham and **chips**

6.



such big hands

such big lips

7.



crush can

crush box

8.



dog on **bench**

cat on **bench**

9.



crab can **pinch**

kid can **pinch**

10.



mom **shops**

dad **shops**

Dear Family Member,

For each row on the front and back, have your child blend and read all three words and circle the word matching the picture. If necessary, identify the pictures for your child.



1.

**champ****chomp****chimp**

2.

**punch****hunch****bunch**

3.

**shed****mush****sash**


4.

**chip****ship****shin**

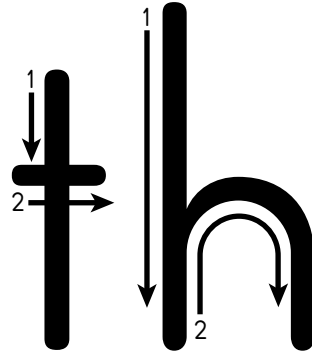
5.  **branch** **ranch** brand

6.  **lunch** **hunch** lump

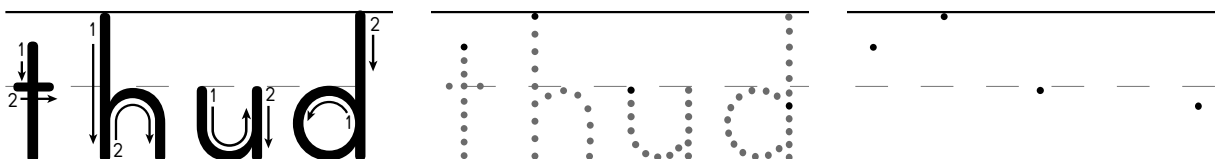
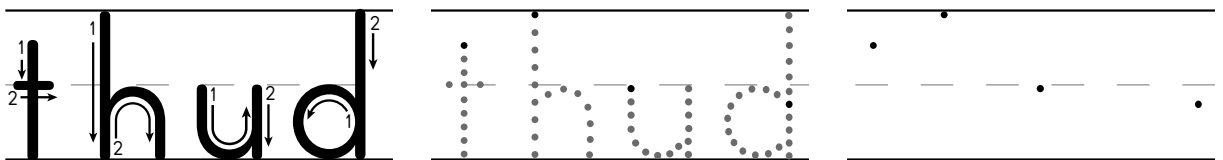
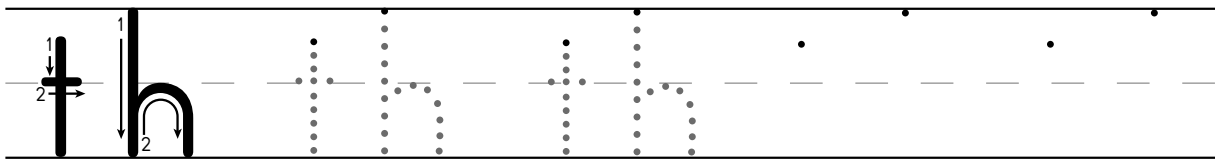
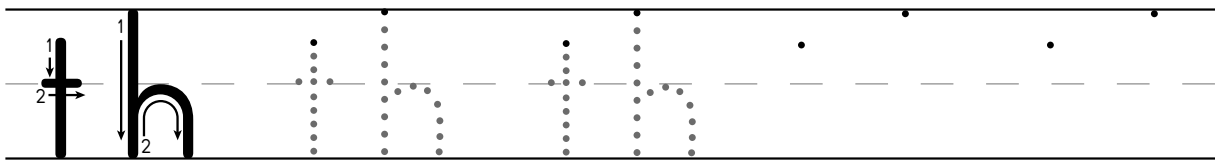
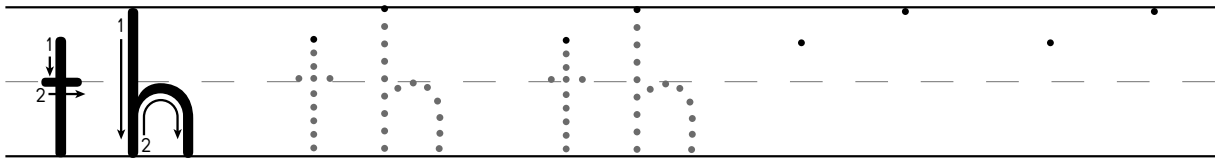
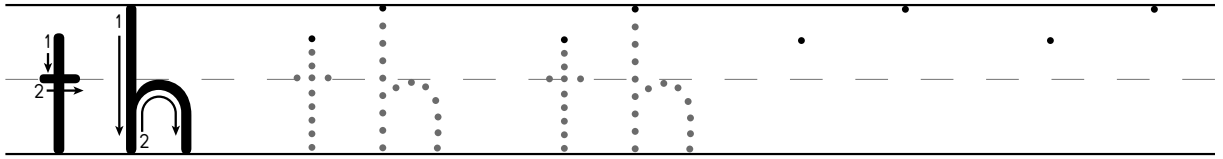
7.  **shelf** **fish** **shrug**

8.  **crash** trap **trash**

9.  **ship** **shin** **chin**



Directions: Have students trace and copy the digraph and word and say the sounds while printing.



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

1. **bath**

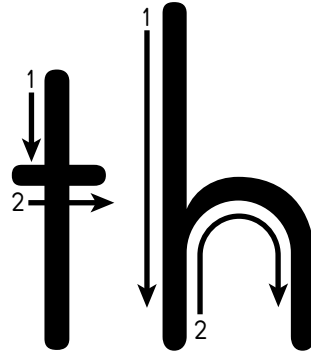


2. **moth**

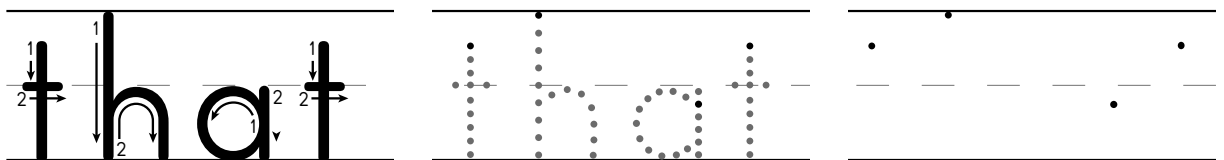
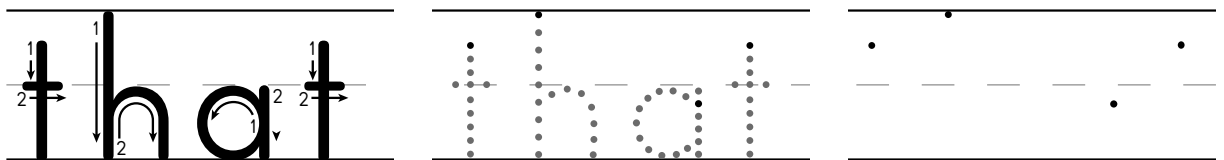
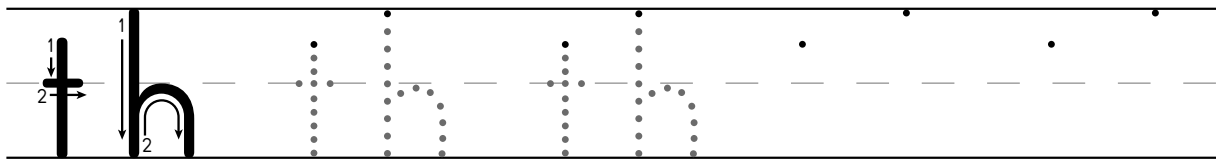
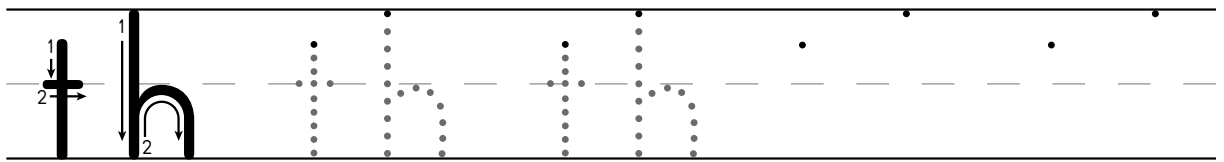
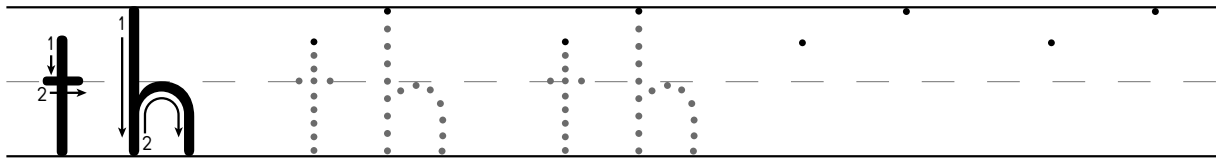
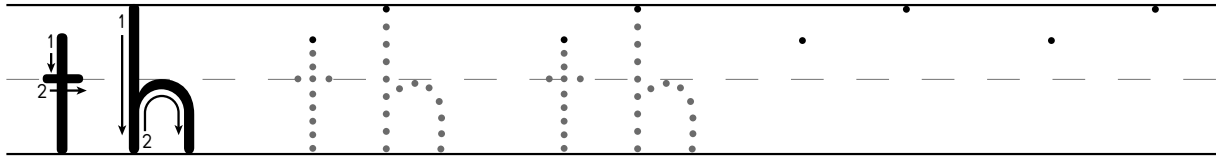


3. **thumb**





Directions: Have students trace and copy the digraph and word and say the sounds while printing.



Directions: Have students write the words with buzzy /th/ under the bee saying "bzzzzz" and the words with non-buzzy /th/ under the crossed-out bee.

math	than	then	theft
that	this	bath	thin



Handwriting practice lines for the 'buzzy' bee. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are five such sets of lines.

Handwriting practice lines for the 'crossed-out' bee. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are five such sets of lines.

Name _____

5.2

Dear Family Member,

On the front and back of this sheet, have your child draw a line from each word on the left to the matching picture. If necessary, identify the pictures for your child.



1. **bath**



2. **fish**



3. **thumb**



4. **branch**



5. **moth**



6. **brush**



7. **chop**



8. **pinch**



9. **chest**



1. bench



2. bath



3. lunch



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

4. moth

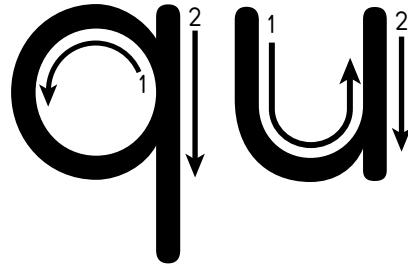


5. cash



6. punch





Directions: Have students trace and copy the digraph and word and say the sounds while printing.

qu qu qu . . .

qu qu qu . . .

qu qu qu . . .

qu qu qu . . .

quiz quiz . . .

quiz quiz . . .

Directions: Have students write 'qu' under the pictures of items that begin with lqu.







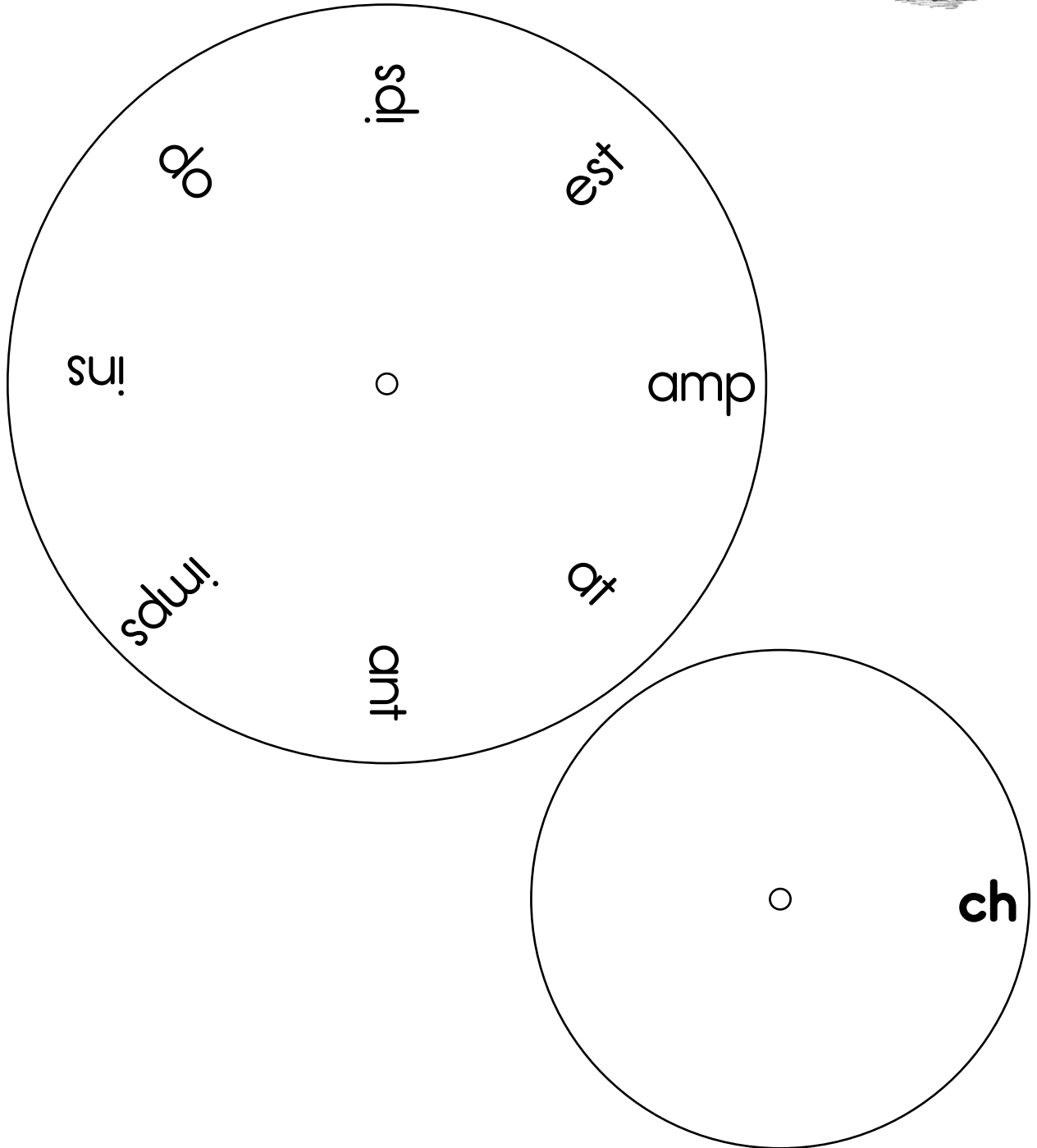


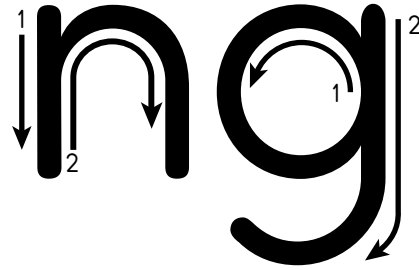




Dear Family Member,

Ask your child to cut out the two circles. Pin the smaller circle on top of the larger circle with a brass fastener. Ask your child to spin the smaller circle to make words. Have your child read the words he or she makes. You may ask your child to copy the words on a sheet of paper.





Directions: Have students trace and copy the digraph and word and say the sounds while printing.

ng ng ng . . .

ng ng ng . . .

ng ng ng . . .

ng ng ng . . .

bang bang . . .

bang bang . . .

punch

king

ring

swing



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

Name _____

Directions: Have students hold up this worksheet when you say /n/.

n

n


Name _____

Directions: Have students hold up this worksheet when you say /ng/.


ng


ng


Directions: For each picture, have students circle the spelling of the depicted item and write the name of the item on the line.


	z	v	e	ng
	s	w	i	n

	k	i	l	d
	qu	e	f	t

	s	e	ng
	z	i	n

	sh	i	s	t
	ch	e	z	d

	s	e	p
	sh	i	d

	t	l	o	sh
	c	r	a	ch

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

1. ranch

2. ship

3. plush

4. bath

5. chips

6. this

7. song

8. **them**

9. **moth**

10. **sing**

11. **bench**

12. **brush**

13. **chest**

14. **thing**

Dear Family Member,

Your child is learning to read the digraphs 'sh', 'ch', 'qu', 'th', and 'ng'. Digraphs are spellings consisting of two letters. Both letters together stand for only one sound. Ask your child to cut out the word cards. Show the cards to your child and have your child read them. You may ask your child to copy the words onto a sheet of paper. You may also read the words aloud and have your child write the sounds down, one at a time. Please keep these cards and practice reading them each night.



wish	such	this
quilt	ship	bath
string	that	quiz
much	inch	thing
them	then	with

1. **then** **thin**

2. **song** **sang**

3. **gush** **lush**

4. **chat** **chant**

5. **thing** **thin**

6. **quit** **quilt**

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

Directions: For each picture, have students read the phrases and put a check mark in the box next to the matching phrase.

1.



- cat in bath
- dog in bath

2.



- lunch bag
- lunch box

3.



- cab crash
- bus crash

4.



- sit on quilt
- sit on bench

5.



- big ship
- six ships

Student Record Sheet – Reading Words with Consonant Digraphs

Note: The number in parentheses represents the number of points/sounds in each word.

	Word						Total Phonemes Correct
1.	then	/th/	/e/	/n/			_____ (3)
2.	path	/p/	/a/	/th/			_____ (3)
3.	chin	/ch/	/i/	/n/			_____ (3)
4.	lunch	/l/	/u/	/n/	/ch/		_____ (4)
5.	thrash	/th/	/r/	/a/	/sh/		_____ (4)
6.	quilts	/qu/	/i/	/l/	/t/	/s/	_____ (5)
7.	ring	/r/	/i/	/ng/			_____ (3)
8.	shut	/sh/	/u/	/t/			_____ (3)
9.	song	/s/	/o/	/ng/			_____ (3)
10.	quiz	/qu/	/i/	/z/			_____ (3)

Initial Digraphs

_____ /6

Final Digraphs

_____ /5

Total Correct

_____ /34

Name _____

11.3



1. **thin** **then** **than** ten

2. math pat **path** pats

3. **thin** **chin** **shin** **chip**

4. **lush** **lunch** **bunch** **brunch**

5. **thrash** **rash** **trash** trap

6. **qu**ilts **qu**its kilts **qu**ip

7. **si**ng ra**ng** ri**ng** ru**ng**

8. hu**t** **sh**ut **sh**ot **sh**rug

9. go**ng** so**ft** so**ng** si**ng**

10. **qu**it **qu**iz **qu**ip **qu**its

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. There is an activity on the back.



Seth

This is Seth Smith.

Seth is ten.



Seth must get in bed at ten.

Seth can jump on his bed,
but not past ten.

Seth can stomp and romp
and stand on his hands, but
not past ten.



Seth's dad gets mad if
Seth is not in bed at ten.



Sing the ABC song with your child, as he or she points to each letter. When you finish, randomly call out a letter by name and ask your child to touch it.

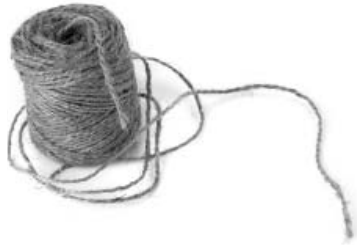
a b c d e f g

h i j k l m n

o p q r s t u

v w x y z

shed	string	quilt
punch	bench	path





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

chimp

shin

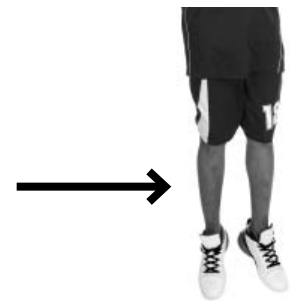
shelf

fish

moth

bath





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. Encourage your child to ask *you* questions about the story.



Seth's Mom

This is Pat.

Pat is **Seth's** mom.



Pat can fix **things**.



Pat can scrub, plan, and **think**.



Pat can run fast.



Pat can **sing** songs.



1. ship



2. king



3. cash



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

4. ring



5. chat



6. chop



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.



Seth's Dad

This is Ted.
Ted is **Seth's** dad.
Ted is **strong**.



Ted can **chop** big logs
with his ax.




Ted can lift big stumps.




Ted can **crush** tin cans **with** his hands.





Directions: For each picture, have students circle the spelling of the depicted item and write the name of the item on the line.


	ch	i	p	z
	sh	a	b	s

	p	i	u	sh
	b	r	n	ch

	qu	e	l	t
	ch	i	f	d

	m n	i o	ch th
---	--------	--------	----------

	d f	e i	sh ch
---	--------	--------	----------

	c g	e a	sh s
---	--------	--------	---------

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.



Sal's Fish Shop

Pat and Seth went in Sal's Fish Shop.



Sal had **fresh fish**.

Sal had **fresh shrimp**.

Sal had crabs.

Sal had clams.

Sal had **squid**.



Pat got **fish** and **shrimp**.



Sing the ABC song with your child, as he or she points to each letter. When you finish, randomly call out letters by name and ask your child to touch the letter you named.

a b c d e f g

h i j k l m n

o p q r s t u

v w x y z

1.



bath

bed

bib

2.



desk

disk

dusk

3.



fox

fog

ox

4.



caps

chips

clips

5.



ship

shin

shop

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

6.



clam

clap

cap

7.

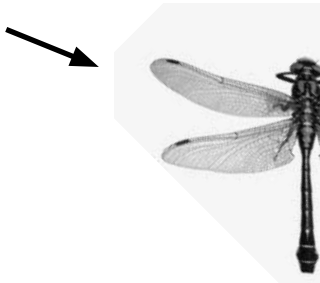


shelf

shrug

ship

8.

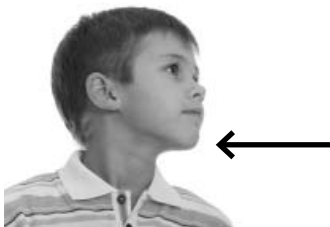


wig

wax

wing

9.



cat

chin

chest

10.



desk

dish

drop

Dear Family Member,

On the front and back of this sheet have your child write each word under the matching picture. If necessary, identify the pictures for your child.



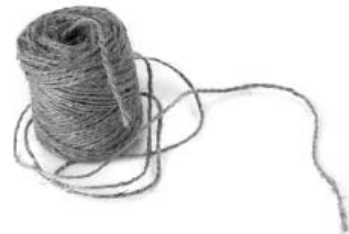
1. sing



2. punch



3. string



4. king





5. dish





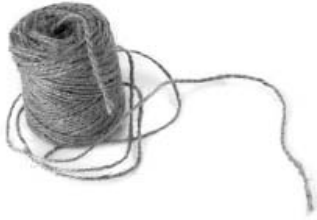
6. quilt





Directions: For each picture, have students read the phrases and put a check mark in the box next to the matching phrase.

1.



- long belt
- long string

2.



- trash bag
- trash can

3.



- man on bench
- kid on bench

4.



- pig with hen
- pig with bug

5.



- brush on shelf
- brush on bed

6.



- fin**ch** on branch
 - chimp** on branch
-

7.



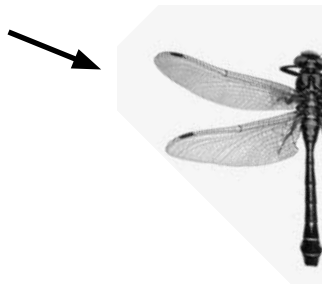
- m**unch** on **chips**
 - jump on bed
-

8.



- van **crash**
 - fish** crash
-

9.



- wing** on bug
 - wing** on hen
-

10.



- shrimp** on dish
 - fish** on dish
-

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

Seth had lunch with his mom and dad.
Pat had **shrimp** and **chips**.
Ted had **shrimp**, **fish**, and **chips**.
Seth had ham and **chips**.



Munch, munch.
Crunch, crunch.
Yum, yum.



Ask your child to read each of the following words. After he has read each word, ask him to provide a rhyming word.

quit

that

chip

shop

sang

thing

Name _____

th th th th th

ch ch ch ch ch

sh sh sh sh sh

sh

qu qu qu qu

qu

ng ng ng ng

ng

Directions: Have students trace and copy the digraphs as they say the sounds.

t h

ch

sh

sh

qu

qu

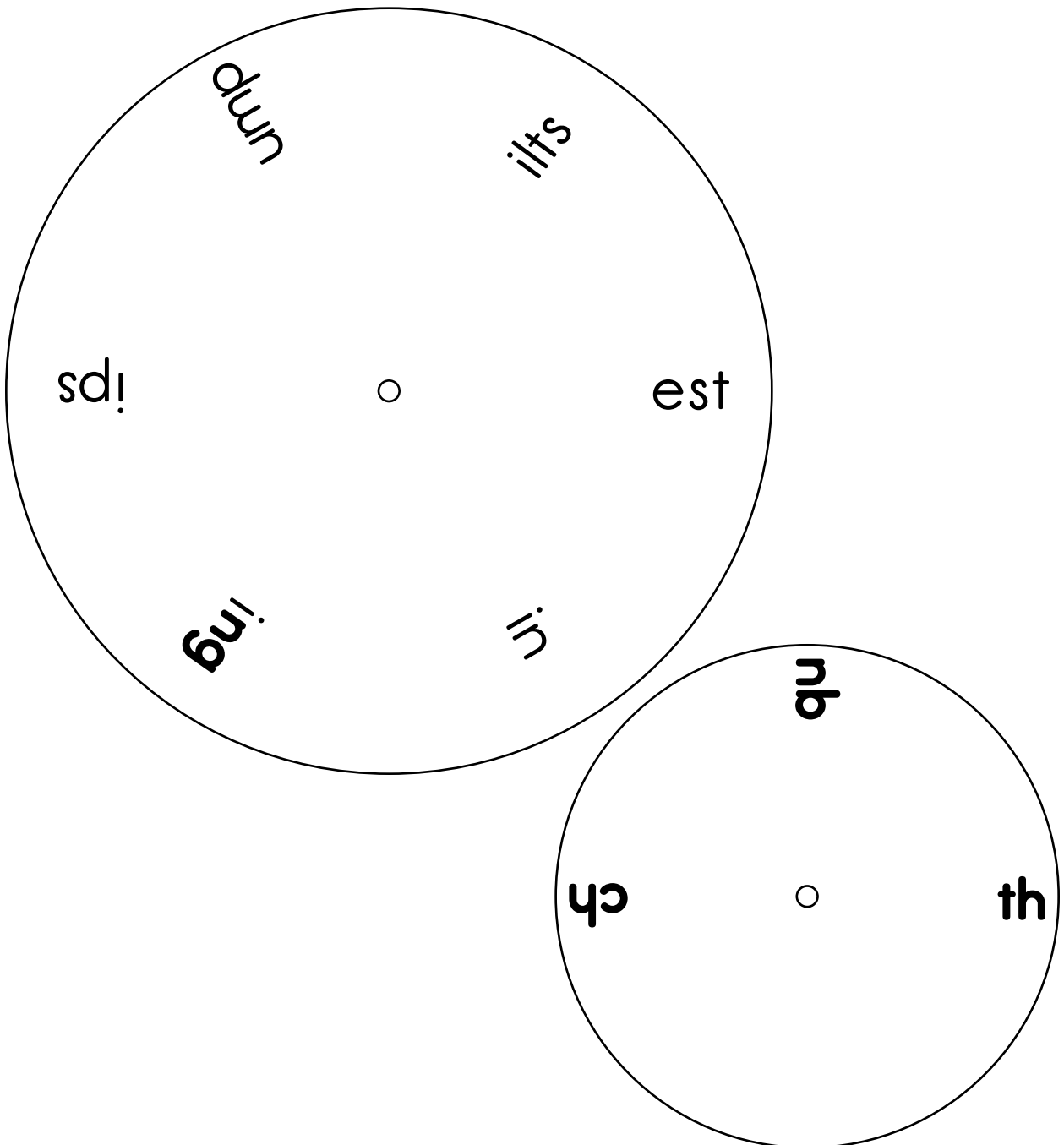
ng

ng

Name _____

Dear Family Member,

Ask your child to cut out the two circles. Pin the smaller circle on top of the larger circle with a brass fastener. Ask your child to spin the smaller circle to make words. Have your child read the words he or she makes. Discuss whether each word is real or silly. Additionally you may ask your child to copy the words on a sheet of paper.



Directions: Have students cut out the word cards and place them on the matching words on Worksheet PP4.

champ	thump	sling
them	thrust	quiz
brush	shelf	bench
this	baths	sheds
quit	chins	wings

Name _____

Directions: Have students read the word cards from Worksheet PP3 and place them on top of the matching words on this worksheet.

sling	bench	champ
quiz	them	thump
sheds	brush	thrust
chins	this	shelf
wings	quit	baths

Directions: For each picture, have students read the phrases and put a check mark in the box next to the matching phrase.

1.



- fish in pan
 fish in pond

2.



- strong man
 thin man

3.



- bring lunch
 bring gift

4.



- man sits at desk
 man sits on bench

5.



- ants in cup
 ants in bag

6.



- splash in pond
- splash in bath

7.



- chat with mom
- run with dad

8.



- lid on jug
- lid on pan

9.



- kid in bath
- pig in bath

10.



- long pants
 - long belt
-

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.



Seth's Finch

That's Seth's pet finch,
Chip.
Chip can flap his wings.
Chip can munch on ants
and bugs.
Chip can sing.



Chip can land on Seth's
hand.
That finch is fun!



Ask your child to read each of the following words. After he has read each word, ask him to provide a rhyming word.

thin

chest

lunch

wing

dish

math

Dear Family Member,

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



Lost Finch

Seth's pet finch, **Chip**,
is lost.

Seth can't spot him.

Pat can't spot him.

Ted can't spot him.



Chip is not on **Seth's** bed.

Chip is not on **Seth's** desk.

Then, at last, **Pat** spots

Chip.

Chip hid in **Pat's** hat and
slept.



Dear Family Member,

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



Seth's Sled

Seth's sled went fast.
Seth held on.
Seth hit bumps but did not stop.
Seth hit slush but did not stop.



Then Seth's sled hit mud.
Splash!
Seth got mud on his sled.
Seth got mud on his pants.
Seth got mud on his hat.



Dear Family Member,

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



Meg's Tots

This is Meg.

Meg is Pat's best pal.



Pat has 1 lad—**Seth**.

Meg has 5 tots—Tom, Tim,
Max, Sam, and Wes.

Meg has **quints**!



Pat and Ted help Meg.

Pat sets Tim and Tom on

Seth's rug.

Ted sets Sam on **Seth's**
quilt.

Pat sets Max on **Seth's**
bed.

Ted helps Wes stand up on
Seth's desk.



Name _____

Dear Family Member,

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



Hash and Milk

Pat and Ted had lunch with

Meg's tots.

Max got hash on his chin.

Wes got hash on his bib.

Tim's milk is on Tom.

Then Tom got milk on Tim.

Sam got milk on Pat and Ted.



Dear Family Member,

Ask your child to cut out the letter cards. Show the cards to your child and have him or her say the sounds. (You may also wish to review the letter names.) Additionally, you may arrange the cards to make the words “chin,” “chip,” “chop,” “pinch,” “quip,” “shin,” “ship,” “shop,” “thin,” “thing,” “ping,” and “pong,” and have your child read the words. You may have your child copy the words on a sheet of paper. Additional activity: Say one of the words listed above and ask your child to try and spell the word by selecting and arranging letter cards.



ch	i	n
qu	sh	p
ng	th	o

Name _____

chop

chop

chop

thin

thin

thin

that

that

that

quit

quit

quit

shop

shop

shop

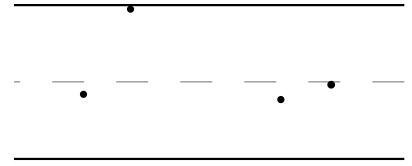
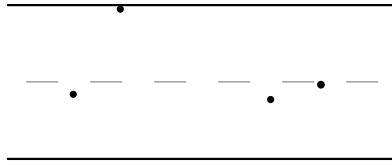
sing

sing

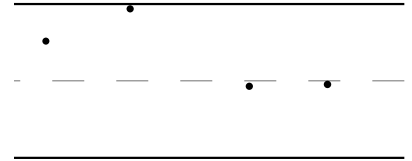
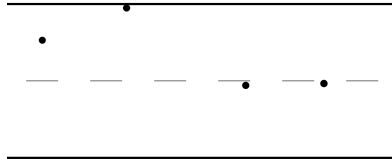
sing

Directions: Have students trace and copy the words as they say the sounds.

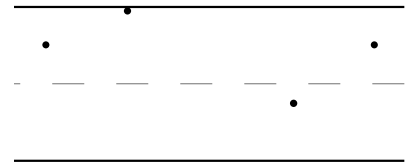
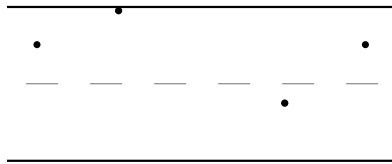
chop



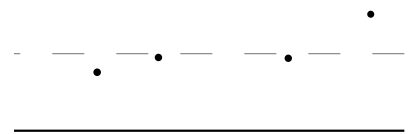
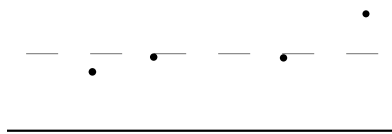
thin



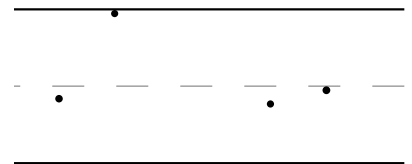
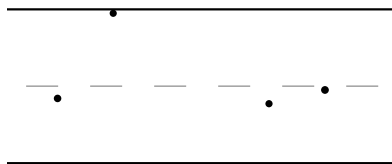
that



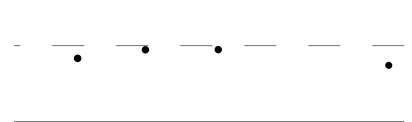
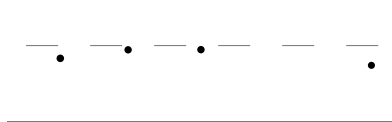
quit



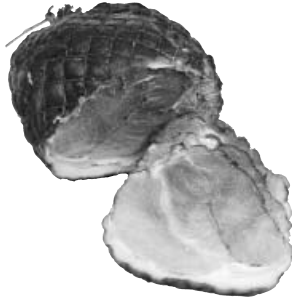
shop



sing



1. **branch**



2. **shed**



3. **moth**



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

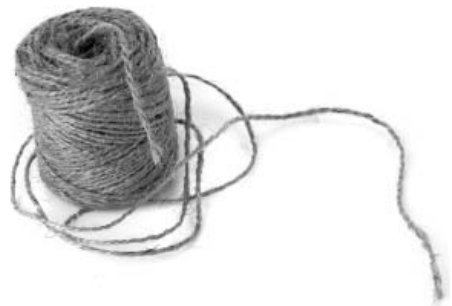
4. quilt





5. string





6. pinch





ring	brush	chop
shed	quilt	bath





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

thumb

sing

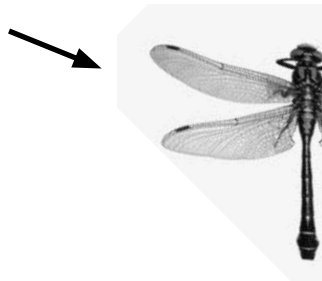
chimp

cash

wing


chat







Name _____

Directions: For each picture, have students circle the spelling of the depicted item and write the name of the item on the line.

	s	l	i	sh
	p	w	a	ng

	v	a	n	sh
	b	e	d	ch

	b	l	a	sh
	c	r	u	m



qu
p

i
e

n
l

t
m



m
h

e
o

th
c



l
t

o
u

m
n

ch
sh

Running Record of “Lost Finch” – As each student reads aloud from the Reader, *Seth*, mark any misread words directly above the word; circle any omitted words.

Lost Finch

Seth’s pet finch, Chip, is lost.

Seth can’t spot him.

Pat can’t spot him.

Ted can’t spot him.

Chip is not on Seth’s bed.

Chip is not on Seth’s desk.

Then, at last, Pat spots Chip.

Chip hid in Pat’s hat and slept.

Number of misread words: _____/45

Notes:

Running Record of “Seth’s Sled” – As each student reads aloud from the Reader, *Seth*, mark any misread words directly above the word; circle any omitted words.

Seth’s Sled

Seth’s sled went fast.

Seth held on.

Seth hit bumps but did not stop.

Seth hit slush but did not stop.

Then Seth’s sled hit mud.

Splash!

Seth got mud on his sled.

Seth got mud on his pants.

Seth got mud on his hat.

Number of misread words: _____/47

Notes:

Running Record of “Meg’s Tots” – As each student reads aloud from the Reader, *Seth*, mark any misread words directly above the word; circle any omitted words.

Meg’s Tots

This is Meg.

Meg is Pat’s best pal.

Pat has 1 lad – Seth.

Meg has 5 tots – Tom, Tim, Max, Sam, and

Wes. Meg has quintts!

Pat and Ted help Meg.

Pat sets Tim and Tom on Seth’s rug.

Ted sets Sam on Seth’s quilt.

Pat sets Max on Seth’s bed.

Ted helps Wes stand up on Seth’s desk.

Number of misread words: _____/61

Notes:

Running Record of “Hash and Milk” – As each student reads aloud from the Reader, *Seth*, mark any misread words directly above the word; circle any omitted words.

Hash and Milk

Pat and Ted had lunch with Meg’s tots.

Max got hash on his chin.

Wes got hash on his bib.

Tim’s milk is on Tom.

Then Tom got milk on Tim.

Sam got milk on Pat and Ted.

Number of misread words: _____/41

Notes:

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