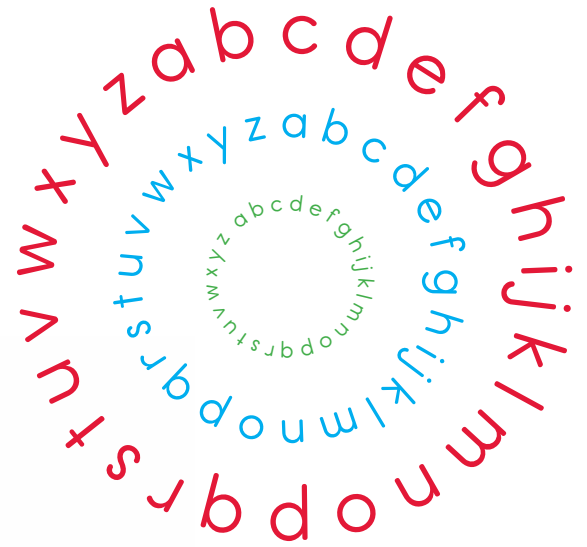


# Unit 9

## Skills Workbook



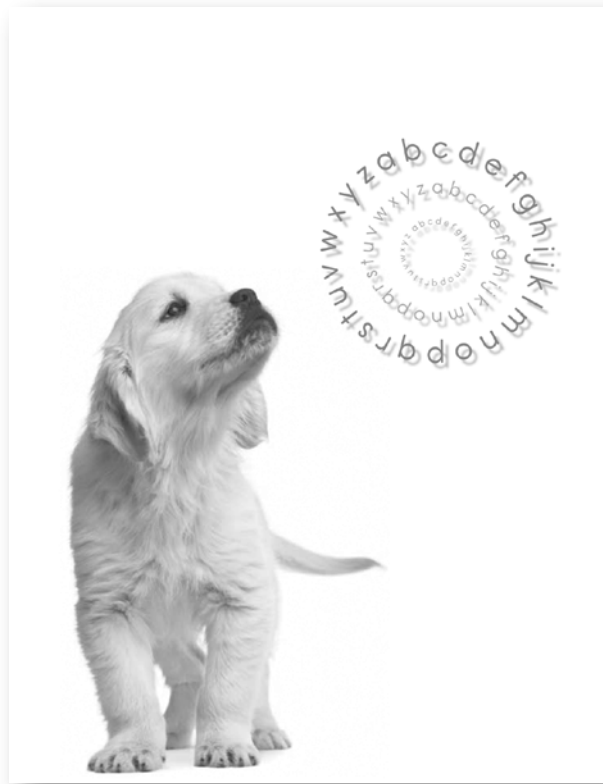
Core Knowledge Language Arts® • Skills Strand



Core Knowledge®

KINDERGARTEN





# Unit 9

## Workbook

Skills Strand  
KINDERGARTEN

Core Knowledge Language Arts®



## Creative Commons Licensing

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



### You are free:

- to Share** — to copy, distribute and transmit the work
- to Remix** — to adapt the work

### Under the following conditions:

**Attribution** — You must attribute the work in the following manner:

*This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.*

**Noncommercial** — You may not use this work for commercial purposes.

**Share Alike** — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

### With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<http://creativecommons.org/licenses/by-nc-sa/3.0/>

Copyright © 2013 Core Knowledge Foundation

[www.coreknowledge.org](http://www.coreknowledge.org)

All Rights Reserved.

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

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

# Unit 9

## Workbook

This workbook contains worksheets that accompany many of the lessons from the *Teacher Guide* for Unit 9. 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 \_\_\_\_\_

Print the caps and the words.

A A A A A A

B B B B B B

C C C C C C

D D D D D D

word word

when when

*Directions: Have students draw lines connecting the uppercase letters to the matching lowercase letters.*

A

b

B

d

C

a

D

c



Name \_\_\_\_\_

**Dear Family Member,**

Your child is learning to write uppercase letters of the alphabet. Ask your child to practice naming and writing the following uppercase letters. All of these letters start at or near the top line. Then complete the back.



Handwriting practice row for uppercase letter A. It features a solid 'A' with numbered arrows (1, 2, 3) showing stroke order, followed by five dotted 'A's for tracing. Below the row are two blank lines for independent practice.

Handwriting practice row for uppercase letter B. It features a solid 'B' with numbered arrows (1, 2, 3) showing stroke order, followed by five dotted 'B's for tracing. Below the row are two blank lines for independent practice.

Handwriting practice row for uppercase letter C. It features a solid 'C' with a numbered arrow (1) showing stroke order, followed by five dotted 'C's for tracing. Below the row are two blank lines for independent practice.

Handwriting practice row for uppercase letter D. It features a solid 'D' with numbered arrows (1, 2) showing stroke order, followed by five dotted 'D's for tracing. Below the row are two blank lines for independent practice.

Have your child first read aloud the Tricky Words in the box. Then ask your child to read each sentence aloud, filling in the blank with a word from the box.

when

from

of

1. Sam has a box \_\_\_\_\_ gum.

2. Kit got chips \_\_\_\_\_ a shop.

3. \_\_\_\_\_ will Seth get his gifts?

was

word

all

4. Sam drank \_\_\_\_\_ the milk.

5. Kit can spell the \_\_\_\_\_ *thing*.

6. Seth \_\_\_\_\_ hot from running.

Name \_\_\_\_\_

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

1.

2.

3.

4.

5.

6.

7.



# The Bad Crab

1. Is Zack six?

- Zack is six.
- Zack is not six.

2. Did the crab pinch Ann?

- The crab did pinch Ann.
- The crab did not pinch Ann.

3. Did Mom run from the crab?

- Mom ran from the crab.
- Mom did not run from the crab.

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



Name \_\_\_\_\_

spot

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

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





Name \_\_\_\_\_


snap

\_\_\_\_\_

-----

\_\_\_\_\_

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





Name \_\_\_\_\_

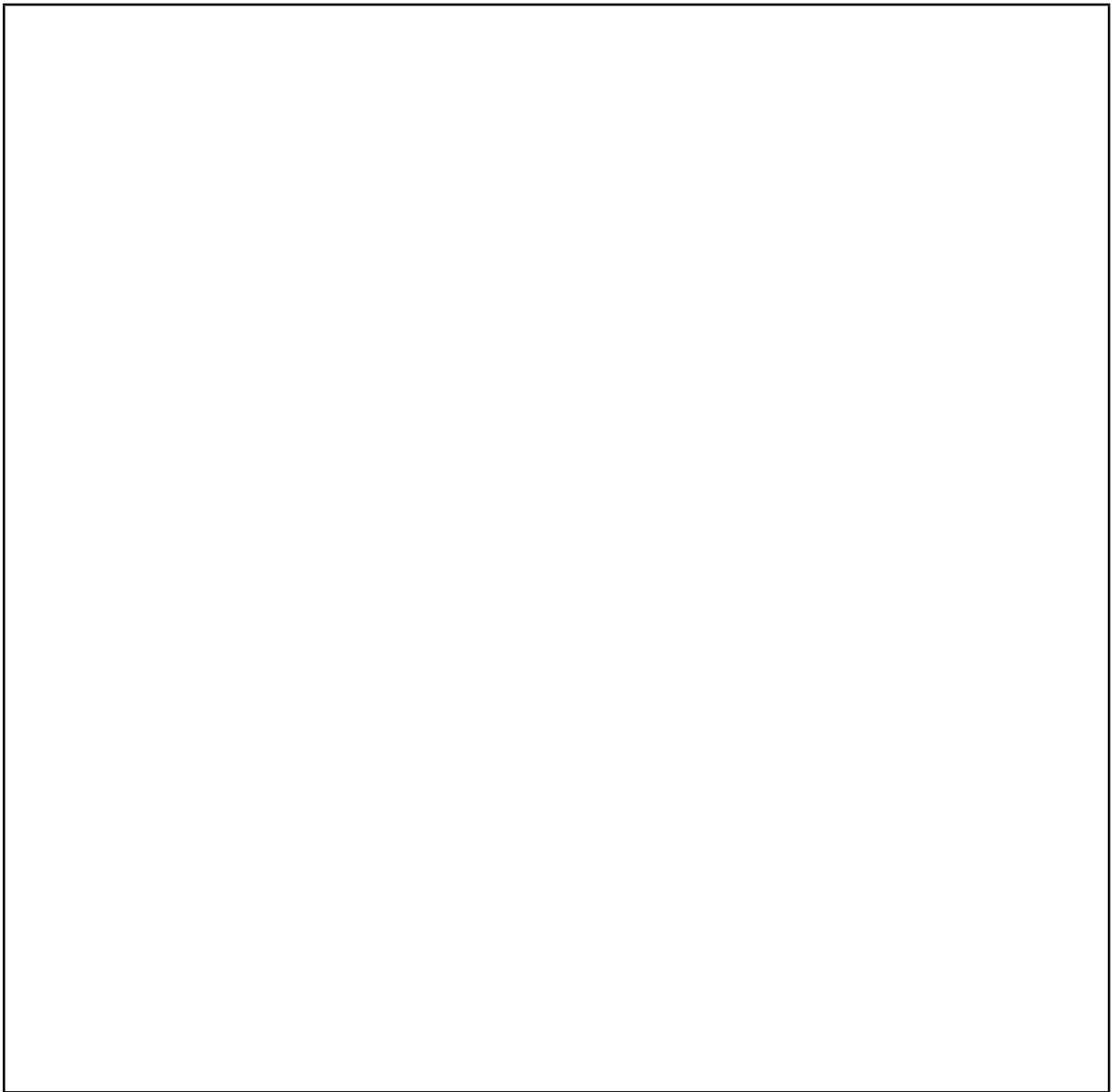
pass the word

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

\_\_\_\_\_

-----

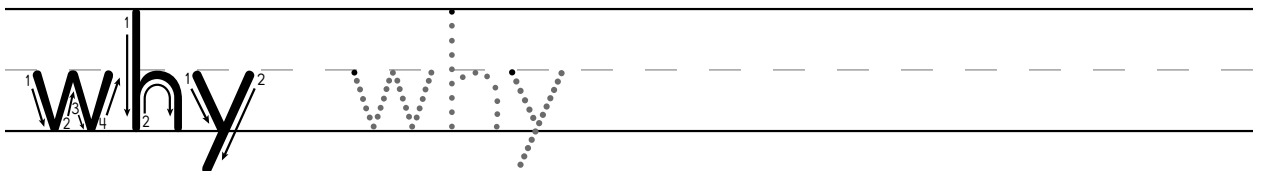
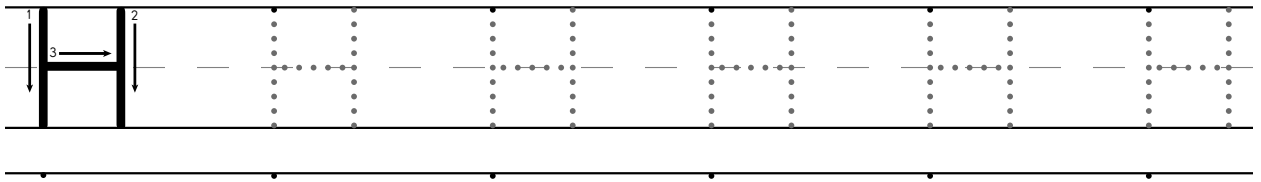
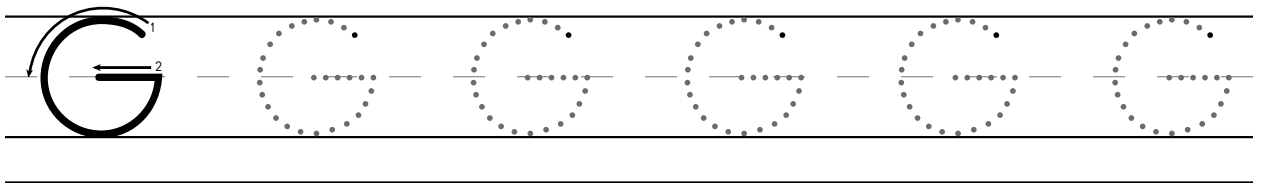
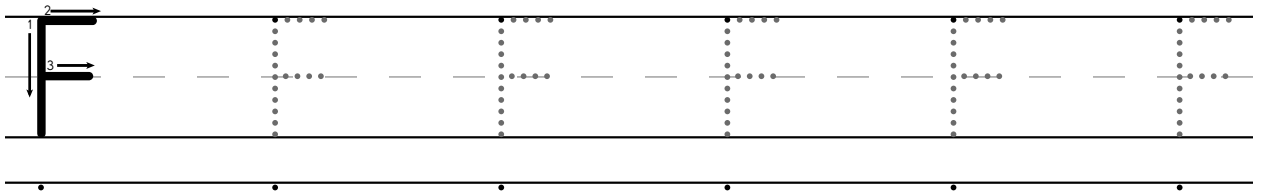
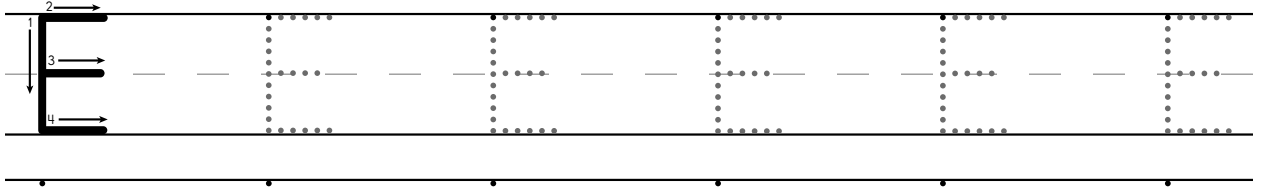
\_\_\_\_\_





Name \_\_\_\_\_

Print the caps and the words.



*Directions: Have students draw lines connecting the uppercase letters to the matching lowercase letters.*

A

B

C

D

E

F

G

H

e

h

g

a

b

a

c

f

Name \_\_\_\_\_

block

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

\_\_\_\_\_

-----

\_\_\_\_\_







Name \_\_\_\_\_

rips

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

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



**Dear Family Member,**

Ask your child to practice reading and writing the following Tricky Words.



when

when

when

word

word

word

why

why

why

to

to

to

one

one

one

from

from

from

was

was

was



Name \_\_\_\_\_

**Dear Family Member,**

Ask your child to practice naming and writing the uppercase letters.  
All of these letters start at or near the top line.



Uppercase letter E tracing practice. The first letter is solid with stroke order arrows: 1 (down), 2 (top bar), 3 (middle bar), 4 (bottom bar). It is followed by five dotted versions for tracing, all on a set of three horizontal lines.

Blank handwriting lines for independent practice of the uppercase letter E.

Uppercase letter F tracing practice. The first letter is solid with stroke order arrows: 1 (down), 2 (top bar), 3 (middle bar). It is followed by five dotted versions for tracing, all on a set of three horizontal lines.

Blank handwriting lines for independent practice of the uppercase letter F.

Uppercase letter G tracing practice. The first letter is solid with stroke order arrows: 1 (curved top), 2 (horizontal bar). It is followed by five dotted versions for tracing, all on a set of three horizontal lines.

Blank handwriting lines for independent practice of the uppercase letter G.

Uppercase letter H tracing practice. The first letter is solid with stroke order arrows: 1 (left vertical), 2 (right vertical), 3 (horizontal bar). It is followed by five dotted versions for tracing, all on a set of three horizontal lines.

Blank handwriting lines for independent practice of the uppercase letter H.



# Ann's Dress

1. The cab hit . . .

- a rock.
- a bump.
- the dress.

2. Why did Ann get the cab man to stop the cab?

- Ann had to get a snack.
- Ann had to pick up trash.
- Ann had to get the dress.

3. Why was Ann's dress a mess?

---

---

---

---

---

---

---

---

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





**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 tricky parts of words are underlined in gray. You may want to encourage your child to point with his finger word by word as he reads, especially on the back page.



# The Bad Crab

This is Zack Chang.  
Zack is six.



This is Ann Chang.  
Ann is ten.



Zack and Ann sit in the sun.  
Mom and Dad sit with them.  
Zack spots a crab on the sand.  
The crab runs up.  
Then it snaps at Zack's leg.  
Zack jumps up on the bench.



The bad crab snaps at Dad.  
Dad lifts up his legs.  
The bad crab snaps at Mom.  
Mom kicks sand at the crab.  
The bad crab runs off.  
Ann jumps up and yells  
at the kids on the next bench,  
“Bad crab on the sand!  
Pass the word!”



The kids on the next bench  
spot the crab and jump up.  
The bad crab snaps at them.  
Then it runs past them.  
When it is past them, the kids yell,  
“Bad crab on the sand!  
Pass the word!”



The duck flaps its wings.



---

---

---

The dress is long.



---

---

---

A kid gets a kiss.



---

---

---

Directions: For each sentence, have students circle the matching picture and then write the sentence on the line.

An egg is in the pan.



---

---

---

The fish has fins.

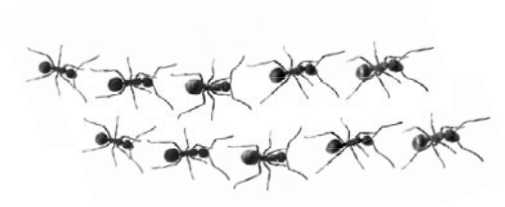


---

---

---

The kid went to bed.



---

---

---

<u>Where</u>	<u>Why</u>	<u>to</u>
--------------	------------	-----------

1. \_\_\_\_\_ is Jess mad at  
Ann?

2. The kids went \_\_\_\_\_ the  
pond.

3. \_\_\_\_\_ is the shop?

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

<u>I</u>	<u>When</u>	<u>word</u>
----------	-------------	-------------

4. Jeff can not spell the

\_\_\_\_\_

-----

\_\_\_\_\_.

5. \_\_\_\_\_ did Jill get

back?

6. \_\_\_\_\_ can not stand that cat!

Name \_\_\_\_\_

Print the caps and the words.

I I I I I I

J J J J J J

K K K

L L L L L L

M M M

where where

no no

A	B	M	D
E	F	G	H
I	J	K	L

*Directions: Have students copy the uppercase letters next to the matching lowercase letters.*

b \_\_\_\_\_ k \_\_\_\_\_ h \_\_\_\_\_

d \_\_\_\_\_ l \_\_\_\_\_ a \_\_\_\_\_

m \_\_\_\_\_ f \_\_\_\_\_ j \_\_\_\_\_

i \_\_\_\_\_ e \_\_\_\_\_ g \_\_\_\_\_



# Zack Gets a Pet

1. Why can't Zack get a cat?

- Cats smell bad.
- Cats run up trees.
- A cat is not a pet.

2. Why can't Zack get a bug?

- Bugs run up trees.
- Bugs smell bad.
- A bug is not a pet.

3. Where did Zack get his fish?

---

---

---

---

---

---

---

---

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



Name \_\_\_\_\_

shrug

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

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



Name \_\_\_\_\_

buck

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

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



Name \_\_\_\_\_

**Dear Family Member,**

Ask your child to practice writing the uppercase letters. All of the letters start at the top of the line



Uppercase letter I tracing practice. The first row shows a solid letter 'I' with numbered arrows indicating stroke order: 1 (down), 2 (top bar), and 3 (bottom bar). This is followed by five dotted 'I' characters for tracing. Below are two blank handwriting lines for independent practice.

Uppercase letter J tracing practice. The first row shows a solid letter 'J' with a numbered arrow indicating stroke order: 1 (down and curve). This is followed by five dotted 'J' characters for tracing. Below are two blank handwriting lines for independent practice.

Uppercase letter K tracing practice. The first row shows a solid letter 'K' with numbered arrows indicating stroke order: 1 (down), 2 (diagonal down-right), and 3 (diagonal up-right). This is followed by two dotted 'K' characters for tracing. Below are two blank handwriting lines for independent practice.

Uppercase letter L tracing practice. The first row shows a solid letter 'L' with numbered arrows indicating stroke order: 1 (down) and 2 (right). This is followed by five dotted 'L' characters for tracing. Below are two blank handwriting lines for independent practice.

Uppercase letter M tracing practice. The first row shows a solid letter 'M' with numbered arrows indicating stroke order: 1 (down), 2 (diagonal down-right), 3 (diagonal up-right), and 4 (down). This is followed by two dotted 'M' characters for tracing. Below are two blank handwriting lines for independent practice.





Name \_\_\_\_\_

Print the caps and the words.

N N N N N N

O O O . . .

P P P . . .

Q Q Q Q Q . . .

R R R R R R

what what

so so

*Directions: Have students answer the questions by writing yes or no. Support students by spelling yes and no on the board.*

1. Is an ant big?

---

---

---

2. Can a cat swing  
a bat?

---

---

---

3. Can a man sit?

---

---

---

4. Is the sun hot?

---

---

---

5. Can a dog shop?

---

---

---

6. Can a plant run?

---

---

---

Name \_\_\_\_\_

7.2

**Dear Family Member,**

Ask your child to read the Tricky Words and then practice writing them. Then ask your child to tell you a sentence using each word,



word word

when when

to to

why why

where where

no no



**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 tricky parts of words are underlined in gray. You may want to encourage your child to point with her finger word by word as she reads.



# Ann's Dress

Ann went to Gwen's Dress Shop.

The shop had a red dress.

Ann got the dress.



Ann got in a cab with the dress.

The cab man sped off.

His cab went fast.

Then the cab hit a big bump.

Thump!

Ann's dress fell from the cab.



Ann had the cab man stop the cab.  
Then Ann ran back to get the dress.  
Ann had to run ten blocks.



Ann's dress was in a trash can.  
A bus had hit it.  
A dog bit it.  
The dress had mud on it.  
The dress had rips and missing bits.  
Ann's dress was a mess!



I	where	no
---	-------	----

1. A fish has \_\_\_\_\_ legs.

2. I can't find the shop.

\_\_\_\_\_ is it?

3. Can \_\_\_\_\_ ring the bell?

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

so	What	from
----	------	------

4. Ross got a black pen  
\_\_\_\_\_   
\_\_\_\_\_ Ned.

5. That dog is \_\_\_\_\_ bad.

6. \_\_\_\_\_ is in the  
chest?



# On the Mat

1. What did the kids get on?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

2. Where was Ed?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

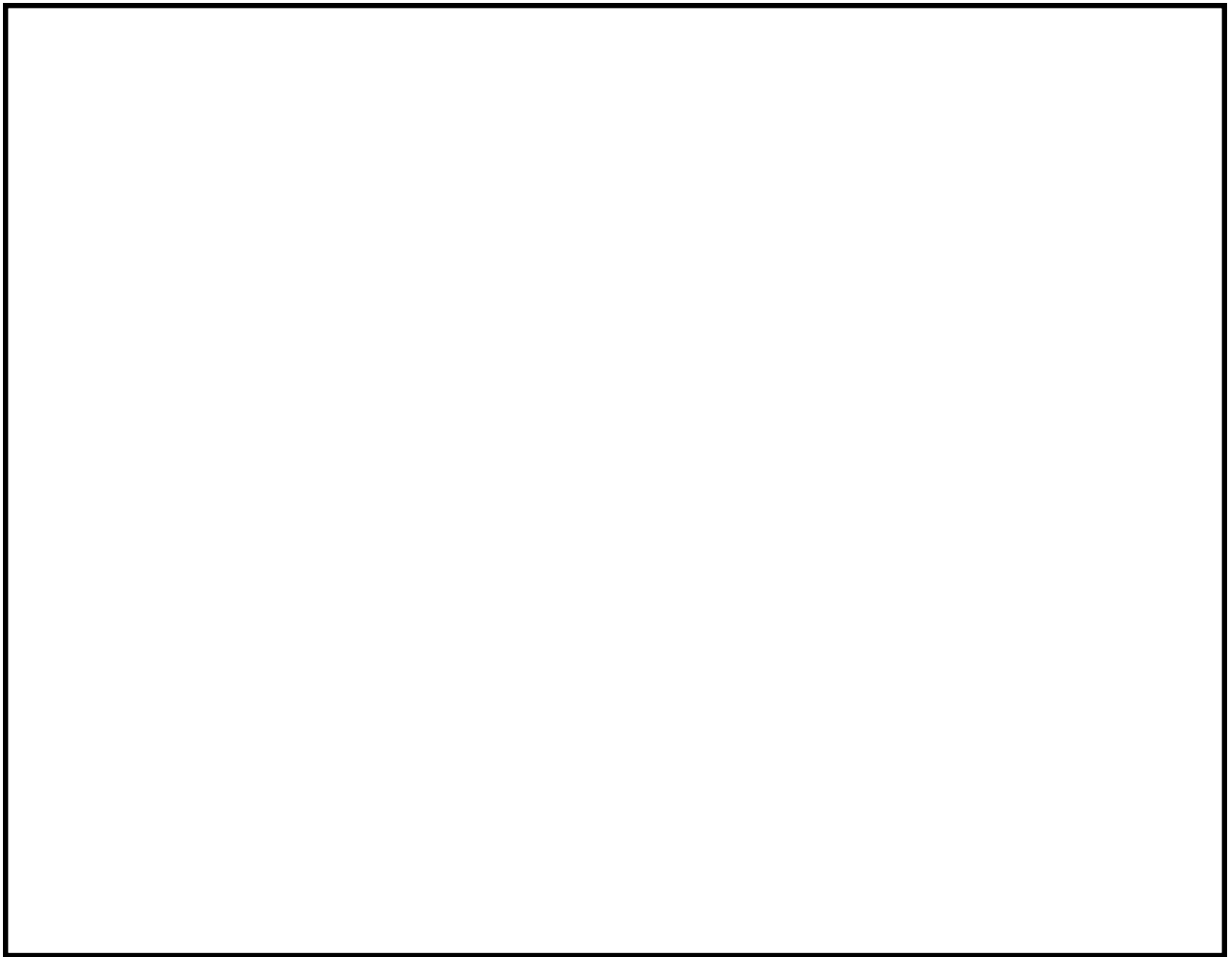
\_\_\_\_\_

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

3. Why did Zack slip?

- Zack went to smack a bug.
- Zack felt sick.
- Zack's hand was wet.

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



---

---

---

Print the caps and the word.

S S S S S S

T T T T T T

U U U U U U

V V V

W W W W W

which which

*Directions: Have students draw lines connecting the uppercase letters to the matching lowercase letters.*

T R Q P N M L K J I

— k p m i j n r t q

Name \_\_\_\_\_

mast

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

\_\_\_\_\_

-----

\_\_\_\_\_





Name \_\_\_\_\_

dent

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

\_\_\_\_\_

-----

\_\_\_\_\_







Name \_\_\_\_\_

rust

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

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



Name \_\_\_\_\_


sand

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

\_\_\_\_\_

-----

\_\_\_\_\_





Name \_\_\_\_\_

deck

\_\_\_\_\_

-----

\_\_\_\_\_

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





Name \_\_\_\_\_

drill

\_\_\_\_\_

-----

\_\_\_\_\_

*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 tricky parts of words are underlined in gray. You may want to encourage your child to point with his finger word by word as he reads.



# Zack Gets a Pet

“Can I get a cat?” Zack asks.  
Dad tells Zack, “No cats!  
Cats run up trees and can’t get back”



“Can I get a rat?” Zack asks.  
Mom adds, “No, no! No rats!”  
“Rats smell bad.”



“Can I get a bug?” Zack asks.  
Ann tells Zack, “No, no! A bug is not a pet!”



“Can I get a fish?” Zack asks.  
“A fish?” his mom asks.  
“A fish is not so bad.  
Can a fish be a fun pet?”  
Dad nods and Ann shrugs.  
“Can I get one, then?” Zack asks.  
Mom nods.  
“Yes!” yells Zack.



Zack runs to the pet shop.  
“Can I get that fish?” Zack asks.  
“This one?” the pet shop man asks.  
Zack nods.  
“This one costs six bucks.”  
Zack hands the man the cash.  
Then Zack runs to Mom and Dad with his pet fish.



# Fix That Ship

1. Why can't Dan fish?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. The mast of the ship . . .

- has a drip.
- has rust.
- has a crack.

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

### 3. What must Dan sand?

---

---

---

---

---

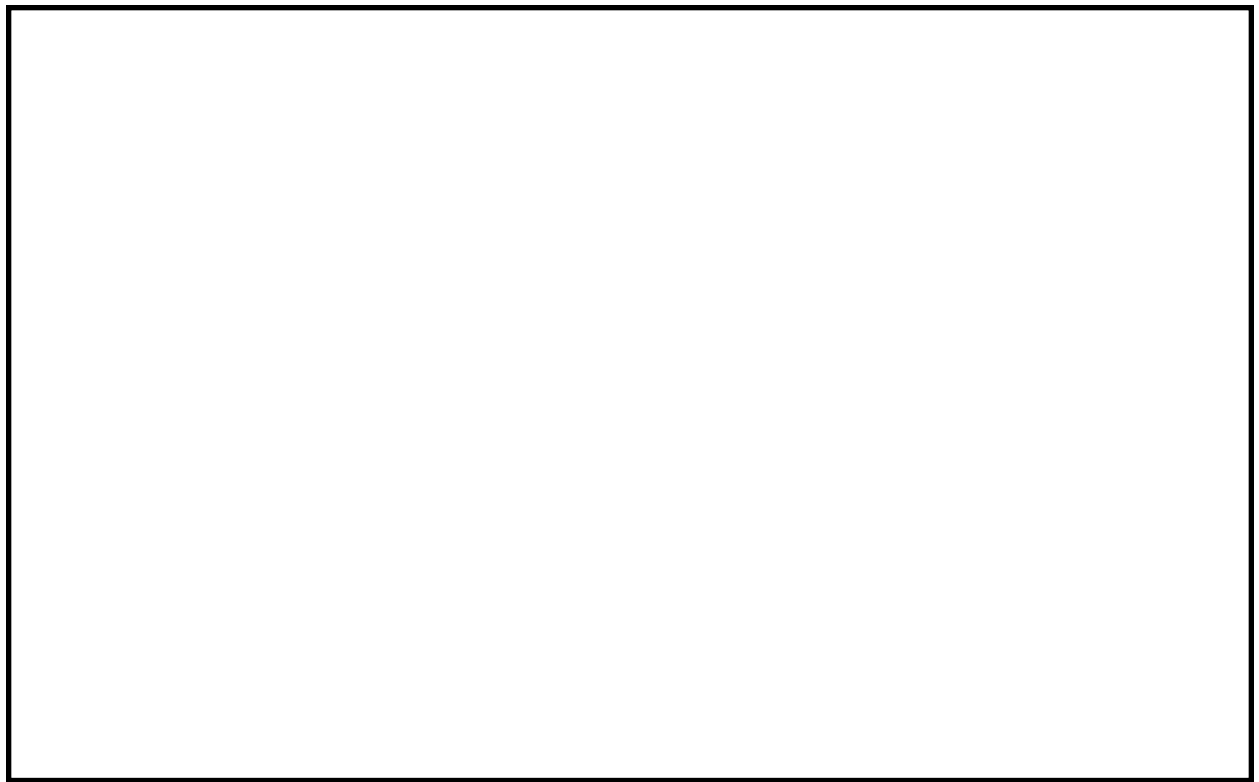
---

---

---

---

---



---

---

---

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

Name \_\_\_\_\_

11.2

**Dear Family Member,**

Please ask your child to read the Tricky Words and then practice writing them.

Extension: Ask your child to use the Tricky Words in a meaningful sentence.



word word

when when

to to

why why

where where

no no

what what

so so



Print the caps and the words.

X X X X X X

\_\_\_\_\_

Y Y Y Y Y Y

\_\_\_\_\_

Z Z Z Z Z Z

\_\_\_\_\_

one one

once once

When   What

1. \_\_\_\_\_ can the cat drink milk?

Why   Which

2. \_\_\_\_\_ bus will stop at the gift shop?

When   Where

3. \_\_\_\_\_ is Pam's best pal, Tess?

Why   What

4. \_\_\_\_\_ can't I skip as fast as Fred?

*Directions: Have students complete each sentence with the correct question word.*



# The Tent

1. Where did Zack and Ann get the tent?

- from a shop
- from the shed
- from Dad

2. What hit the tent?

---

---

---

---

---

---

---

---

3. What got in the tent?

- red ants and a slug
- a fish and a frog
- a dog and a cat

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



**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 tricky parts of words are underlined in gray. You may want to encourage your child to point with her finger word by word as she reads.



# On the Mat

Zack and Ann had fun on a mat.  
Zack got on the mat.  
Then Ann got on next to Zack.  
Then Quinn got on next to Ann.



Nell got up on top of Zack and Ann.  
Rod got up on top of Ann and Quinn.  
Then Ed got up on the tip top.  
It was so much fun!



Then, buzz, buzz!

What was that?

It was a bug.

The bug was on Zack's chin.

Zack went to smack the bug.



Flop!

Zack fell flat on the mat.

Nell fell on top of Zack.

Then all the rest of the kids fell.

It was a big mess.



Name \_\_\_\_\_

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

1.

2.

3.

4.

5.

6.

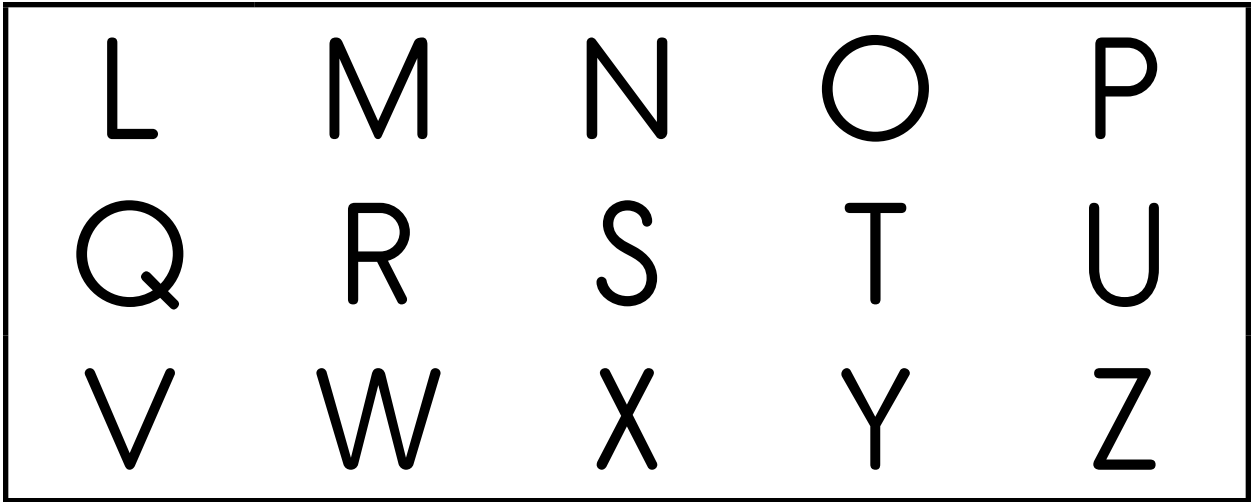
7.



A	B	C	D
E	F	G	H
I	J	K	L

*Directions: Have students copy the uppercase letters next to the matching lowercase letters.*

b	k	h
d	l	a
c	f	j
i	e	g



*Directions: Have students copy the uppercase letters next to the matching lowercase letters.*

O	w	r
v	s	z
q	m	p
y	x	n
t	u	l



# A Gift from Mom

1. What did Mom bring Zack and Ann?

- a cat
- a box
- a snack

2. What was in the box?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

3. Was Zack glad to get a dog?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

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



**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 tricky parts of words are underlined in gray.



# Fix That Ship

Zack's dad, Dan, has a ship.

It's fun to fish on the ship.

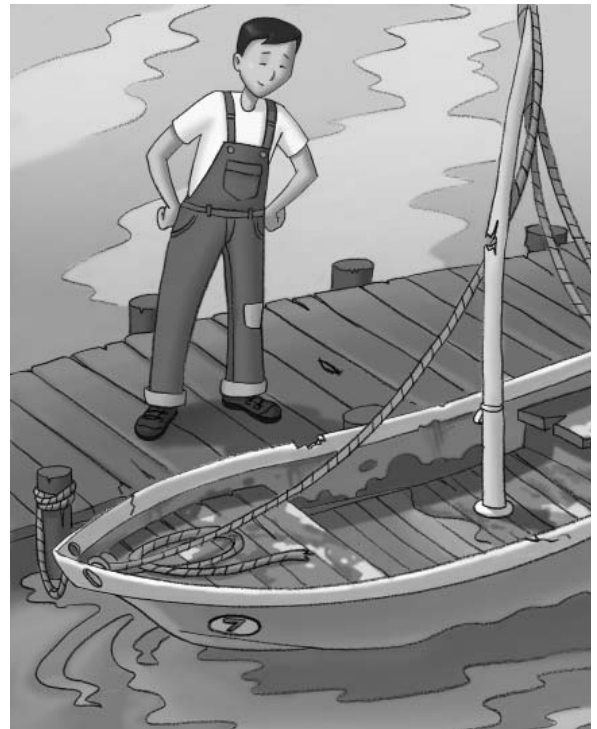
But Dan can't fish on the ship yet.

Dan must fix up his ship.

The ship has a big crack in its mast.

It has dents which Dan must fix.

It has rust which Dan must sand.



Dan gets the ship up on the land.

Then Dan gets a mask.

The mask will help block the dust.

Dan sands the deck.

Dan rubs and scrubs.

Dan drills and bangs.

At last, Dan's ship is all set.



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

1.



- The kid sings a song.
- The kid rings a bell.

2.



- This is a clock.
- This is a dish.

3.



- The man is strong.
- The dog is strong.

4.



- It's a can of trash.
- It's a bag of trash.

5.



- The dog is on a mat.
- The dog is in a tub.

---

6.



- The man chops.
- The man shops.

---

7.



- This is a desk.
- This is a bench.

---

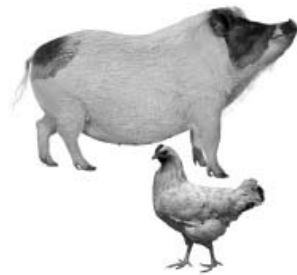
8.



- A kid sits on a quilt.
- A kid sits on a step.

---

9.



- This is a pig and a hen.
- This is a rat and a cat.

---

10.



- A kid is on a bed.
  - A kid is on a bench.
-

<u>W</u> hich	o <u>n</u> ce	sa <u>y</u> s
---------------	---------------	---------------

1. Sam says no, but Beth

\_\_\_\_\_ yes.

2. I went to the shop

\_\_\_\_\_ .

3. \_\_\_\_\_ glass is Ann's?

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

so	said	one
----	------	-----

4. That is what Trish

\_\_\_\_\_

-----

\_\_\_\_\_.

5. The plums smell \_\_\_\_\_

fresh.

6. Brad had \_\_\_\_\_ chip.



# Bug and Frog

1. Where are Zack and Ann?

---

---

---

---

---

---

---

---

2. Zack says . . .

- “I wish I were a cat.”
- “I wish I were a frog.”
- “I wish I were a bug.”

3. Ann says . . .

- “Bugs are no fun.”
- “Bugs are the best.”
- “Bugs spin webs.”

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

## 4. Can a frog munch on a bug?

---

---

---

---

---

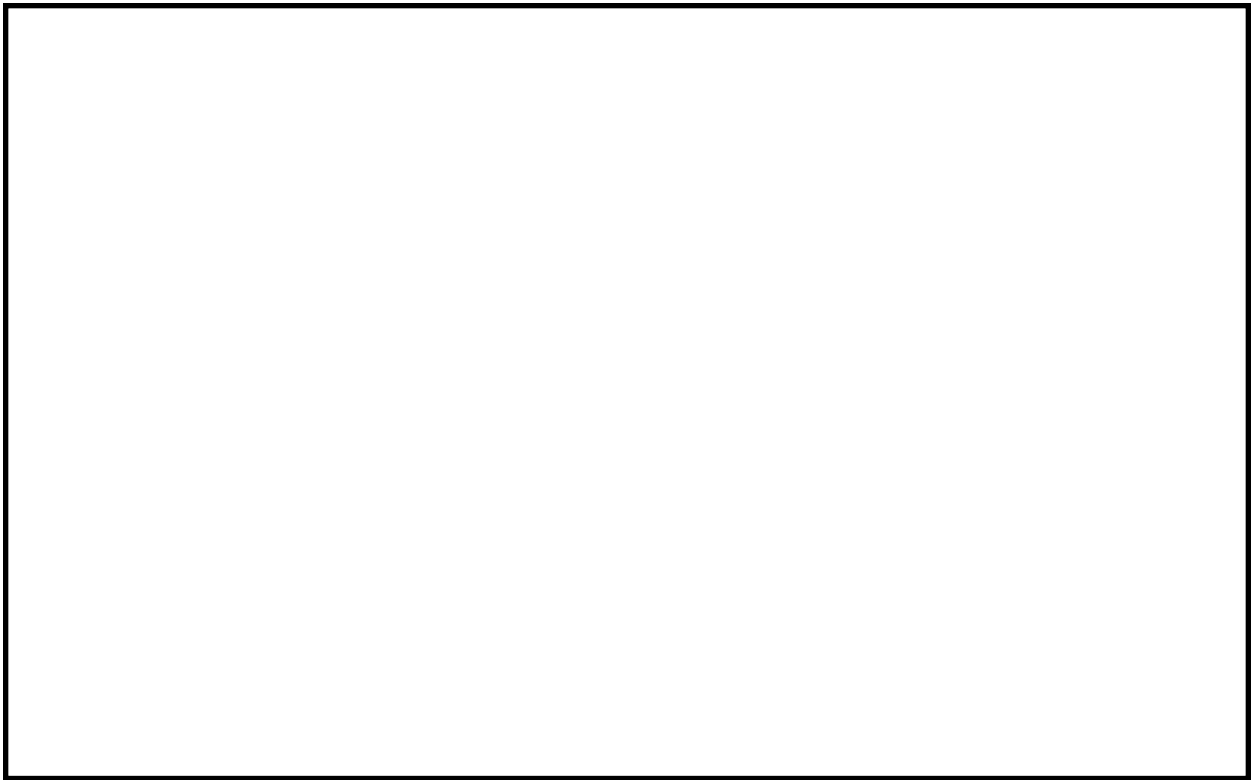
---

---

---

---

---



---

---

---

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

Name \_\_\_\_\_


munch

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

\_\_\_\_\_

-----

\_\_\_\_\_





Name \_\_\_\_\_

web

*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 tricky parts of words are underlined in gray. Encourage your child to point with his finger word by word as he reads.



# The Tent

Once Zack's dad got the kids a tent.

Zack and Ann set up the tent.

Then the kids sang a song:

"This big tent, it is the best,  
is the best, is the best!

This big tent, it is the best.

Yes, it's the best!"



The kids had fun in the tent.

But then a big wind hit the tent.

Flop!

The tent fell on Zack and Ann.



Then Zack felt a drip.  
Drip, drop, drip, drop.  
Splish, splash, splish, splash.  
Zack and Ann got wet.  
The kids set the tent back up.



Red ants got in and bit Zack.  
A slug got on Ann.  
Once the ants and slug got in,  
that was it.  
Zack and Ann ran from the tent.





Name \_\_\_\_\_

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

1.

2.

3.

4.

5.

6.

7.



# Swing That Net

1. What did Zack say to the frogs?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

2. Did Zack get lots of frogs?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

3. Did Zack get wet?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

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



Name \_\_\_\_\_

slick

*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 a number of Tricky Words. Tricky Words are difficult to read and write because some parts of the word do not follow the letter-sound correspondences your child has been taught. These tricky parts are underlined with a gray line. Ask your child to cut out the word cards. Show the cards to your child and have your child read them. Extension: Read the words aloud and have your child write the words down. Please keep and use the cards for future practice.



<u>word</u>	<u>no</u>	<u>I</u>
<u>to</u>	<u>when</u>	<u>where</u>
<u>why</u>	<u>what</u>	<u>which</u>
<u>so</u>	<u>once</u>	<u>said</u>





Name \_\_\_\_\_

1. \_\_\_\_\_ one

2. Ann \_\_\_\_\_ no

3. gifts \_\_\_\_\_ here

4. \_\_\_\_\_ am I

*Directions: Have students fill in the blanks while the phrases are said.*

5. \_\_\_\_\_ to shop

6. \_\_\_\_\_ did Scott

7. one \_\_\_\_\_

8. \_\_\_\_\_ Ann said

were	Here	to
------	------	----

1. The kid went \_\_\_\_\_ the  
shop.

2. The rocks \_\_\_\_\_ big.

3. \_\_\_\_\_ is his mitt.

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

no	There	are
----	-------	-----

4. \_\_\_\_\_  
\_\_\_\_\_ are eggs in  
the nest.

5. I said \_\_\_\_\_.

6. The stamps \_\_\_\_\_ red  
and black.

Name \_\_\_\_\_

grip

*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 tricky parts of words are underlined in gray. Encourage your child to point with her finger word by word as she reads.



# A Gift from Mom

Once Mom got the kids a gift.

The gift was in a big black box.

Mom set the box on the rug.

“Is it a truck?” Zack said.

“No,” Mom said. “It’s not a truck.”

“I bet it’s a hat,” Ann said.

“No,” Mom said. “It’s not a hat.”



Then the box said, “Ruff, ruff!”

Zack slid the lid off the box.

A dog sat up.

“It’s a dog!” said Ann.

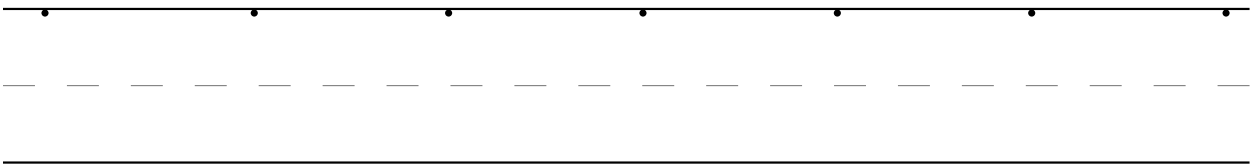
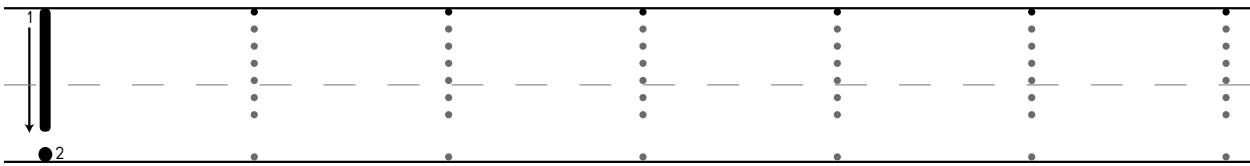
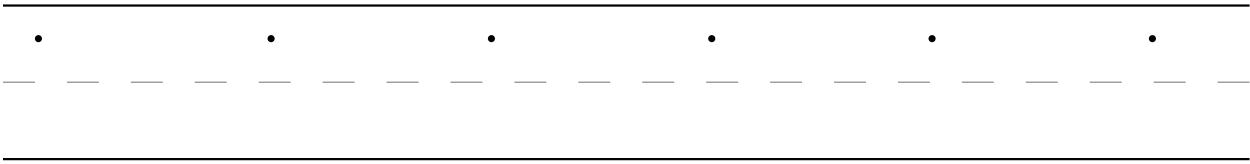
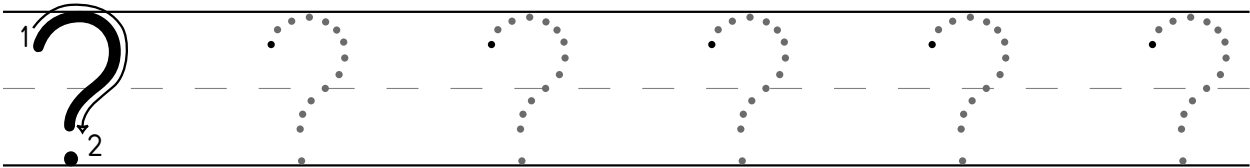
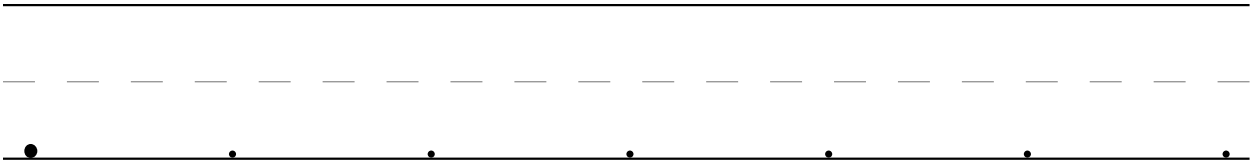
“Yes!” said Zack.

“Mom’s the best!”





Name \_\_\_\_\_



*Directions: Have students trace and copy the punctuation marks.*

?           .           !

1. Can Stan help us \_\_\_\_\_

2. Stop the bus \_\_\_\_\_

3. Did Jim get a bag of chips \_\_\_\_\_

4. Tom sang a song \_\_\_\_\_

5. Where are the kids \_\_\_\_\_

6. Help \_\_\_\_\_

7. A dog is a fun pet \_\_\_\_\_

*Directions: Have students fill in the punctuation marks as the sentences are read aloud.*

# Spot's Bath

1. What got on Spot?

mud

jam

sand

2. Where were Spot's pals?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

3. Was Spot a bad dog?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

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



1. which    wimp    word

2. sock    so    sop

3. here    there    hem

4. bet    are    ask

5. hut    wet    what

6. zed      says      said

7. a      I      it

8. no      not      next

9. one      once      when

10. when      win      went

*Directions: Have students write the corresponding uppercase letter next to each lowercase letter.*

w \_\_\_\_\_  
a \_\_\_\_\_  
u \_\_\_\_\_  
c \_\_\_\_\_  
m \_\_\_\_\_  
p \_\_\_\_\_  
r \_\_\_\_\_  
d \_\_\_\_\_  
n \_\_\_\_\_

h \_\_\_\_\_  
q \_\_\_\_\_  
e \_\_\_\_\_  
l \_\_\_\_\_  
y \_\_\_\_\_  
t \_\_\_\_\_  
v \_\_\_\_\_  
g \_\_\_\_\_  
k \_\_\_\_\_

o \_\_\_\_\_  
x \_\_\_\_\_  
i \_\_\_\_\_  
s \_\_\_\_\_  
f \_\_\_\_\_  
j \_\_\_\_\_  
z \_\_\_\_\_  
b \_\_\_\_\_





?	.	!
---	---	---

1. Which desk is his \_\_\_\_\_

2. A dog just bit him \_\_\_\_\_

3. Why is it so hot \_\_\_\_\_

4. The dress is red \_\_\_\_\_

5. I can not stand it \_\_\_\_\_

6. His dad has a truck \_\_\_\_\_

Directions: Have students fill in the punctuation marks as the sentences are read aloud.



<b>Circle any misread word.</b>	<b>1 point per correct word</b>
1. Rob and Ed were sad.	_____ / 5
2. Which pet is fun?	_____ / 4
3. When can I get a snack?	_____ / 6
4. Why are the dogs here?	_____ / 5
5. Dad says, "This cab is so fast."	_____ / 7
<b>Total Correct</b>	_____ / <b>27</b>

**For further consideration:**

1. Does the student misread words in particular parts of the sentence? (e.g. the student always misreads the first word of each sentence or the last word of each sentence?) If so, note here: \_\_\_\_\_
  - a. The student may benefit from reading with deliberate finger pointing to each word.
  
2. Does the student read too slowly? \_\_\_\_\_ If so, is the student laboring over decoding or does the student need instruction in automaticity?
  - a. If the student needs instruction in automaticity, you may consider using word cards displayed for one to two seconds, then ask student to identify the letter. This will help the student understand the depth of their knowledge and gain confidence.
  - b. If the student is struggling to decode, consider using the Assessment and Remediation Guide to remediate specific letter-sound correspondences.



**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 tricky parts of words are underlined in gray. Encourage your child to point with his finger word by word as he reads.



# Bug and Frog

Zack and Ann sit next to the pond.

Zack says, "The pond is a lot of fun!

I wish I were a bug."

"Why?" says Ann. "Bugs are no fun."

"Bugs zip and hum" says Zack.



“Frogs hop and splash and munch on bugs,” says Ann.

“I will not wish I was a bug.” Zack quips.

Zack and Ann had fun at the pond.  
They will tell Mom and Dad.



Directions: Have students complete each sentence with the correct question word. Remind students the first word in a sentence must begin with a capital letter.

When   Which

1. \_\_\_\_\_ will Pat get here?

Which   What

2. \_\_\_\_\_ is that?

What   Why

3. \_\_\_\_\_ did the cat hiss at him?

Where   Which

4. \_\_\_\_\_ pan is hot?

Where   Which

5. \_\_\_\_\_ can Dad rest his legs?

---

Why   What

6. \_\_\_\_\_ is it so hot in here?

---

What   When

7. \_\_\_\_\_ can I get a pet, Mom?

---

Which   Where

8. \_\_\_\_\_ cap is the black one?



There is an ant in the grass.



---

---

---

---

---

---

A fish has fins.



---

---

---

---

---

---

Directions: For each sentence, have students circle the matching picture and then copy the sentence on the line.

The pup gets a bath.



---

---

---

---

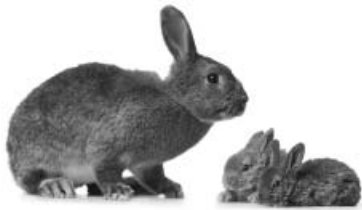
---

---

---

---

The hen has six eggs.



---

---

---

---

---

---

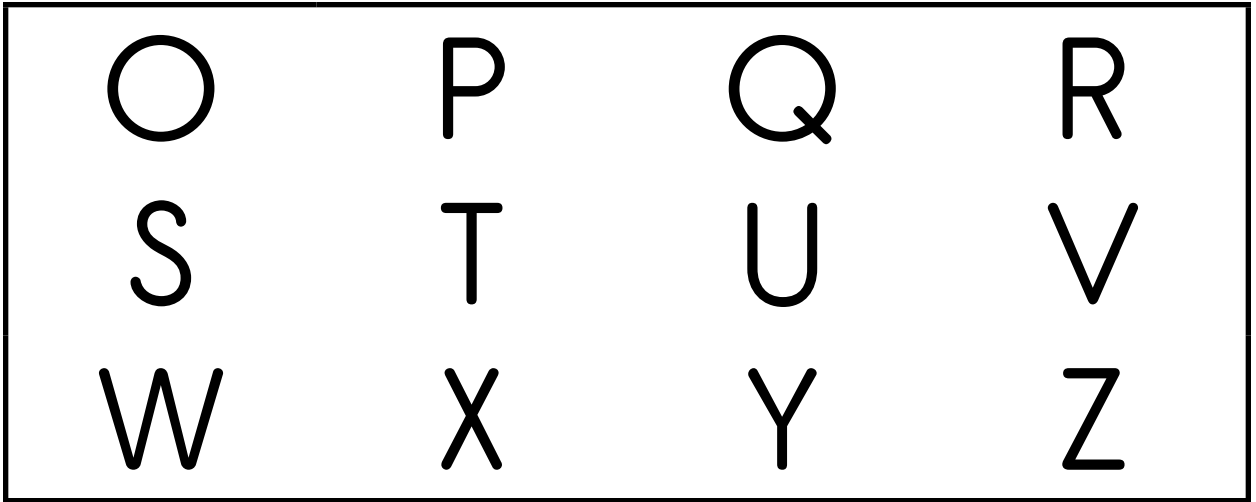
---

---

*Directions: Have students draw lines connecting the uppercase letters to the matching lowercase letters.*

b  
d  
e  
f  
g  
h  
i  
j  
k  
l  
m

H  
K  
E  
J  
M  
B  
F  
L  
D  
G  
I



*Directions: Have students copy the uppercase letters next to the matching lowercase letters.*

O	s	r
t	p	w
u	q	v
y	x	z

# The Pots and Pans Band

1. What is a pots and pans band?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

2. Did Mom bang on the pots and pans?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

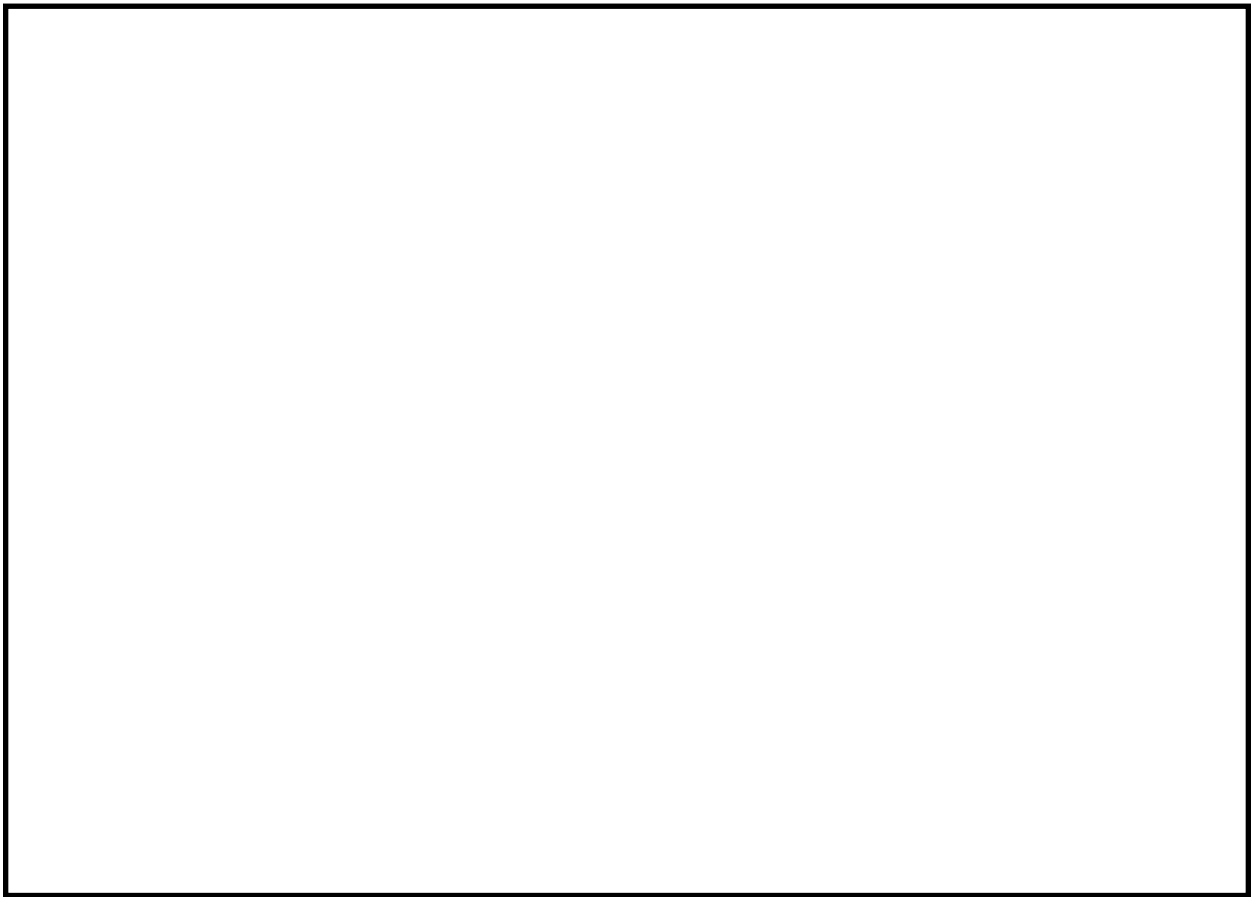
-----

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

3. What did the kids get from Mom in the end?

- snacks
- pots and pans
- lunch

*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 tricky parts of words are underlined in gray. Encourage your child to point with her finger word by word as she reads.



# Swing That Net

Zack is at the pond.

There are lots of frogs in the pond.

Zack runs in to get one.

But the frogs are so quick!

The frogs are so slick!

When Zack runs in,  
the frogs hop off.



Zack gets a net and runs in.

The frogs all jump.

Zack swings his net and yells,

“Get in here, frogs!”

Swish!

Zack gets a frog in his net!



Zack yells and swings the net.

Swish, swish, swish!

Swish, swish, swish!

Zack gets lots of frogs.

There are six big ones in his net!





*Directions: Have students answer the questions by writing yes or no. Support students by spelling yes or no on the board.*

1. Is there a king in this class?

\_\_\_\_\_

-----

\_\_\_\_\_

2. Are ants as big as pigs?

\_\_\_\_\_

-----

\_\_\_\_\_

3. Is a jet fast?

\_\_\_\_\_

-----

\_\_\_\_\_

4. Are pots the best pets?

\_\_\_\_\_

-----

\_\_\_\_\_

5. Are there kids in this class?

\_\_\_\_\_

-----

\_\_\_\_\_

6. Can a frog swim?

\_\_\_\_\_

-----

\_\_\_\_\_

7. Can a bug buzz?

---

---

---

8. Are all fish wet?

---

---

---

9. Can dogs run fast?

---

---

---

10. Can a chimp swing  
from a branch?

---

---

---

11. Can crabs sing?

---

---

---

12. Is a rock a snack?

---

---

---

# When It's Hot

1. When it's hot, Zack and his dad . . .

jump, skip, and hop.

camp, swim, and grill.

golf, fish, and grill.

2. Where did Zack's dad sit to cast?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

3. What did Zack and his dad grill?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

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



Name \_\_\_\_\_

golf

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

\_\_\_\_\_

-----

\_\_\_\_\_





Name \_\_\_\_\_

cast

*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 tricky parts of words are underlined in gray. Encourage your child to point his finger word by word as he reads.



# Spot's Bath

Spot is in his bathtub.

Spot and his dog pals went  
in a mud pit.

The kids must get the mud off.

Spot is one sad dog.

His dog pals are still in the mud  
pit.

But Spot is stuck in the tub.



Zack grips Spot with his hands.

Then his hands slip.

Spot runs off.

The kids run to the mud pit.

There's Spot, back in the mud  
with the rest of his dog pals.

“Spot!” Zack yells. “Bad dog!”

“Spot!” Ann yells.

“Get back in that tub!”



*Directions: For each picture, have students fill in the circle next to the matching sentence and then copy it on the line.*



No dogs are in the box.

Dogs are in the box.

---

---

---

---

---

---

---

---



This is a bed.

This is a bath.

---

---

---

---

---

---

---

---



There is a man here.

There is a mat here.

---

---

---

---

---

---

---

---



Beth has a doll.

Beth has a dog.

---

---

---

---

---

---

---

---

# Ann's Hat Box

1. What did Ann set on the bed?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

2. Which hat had a dent?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

3. Did Zack pick the nap cap?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

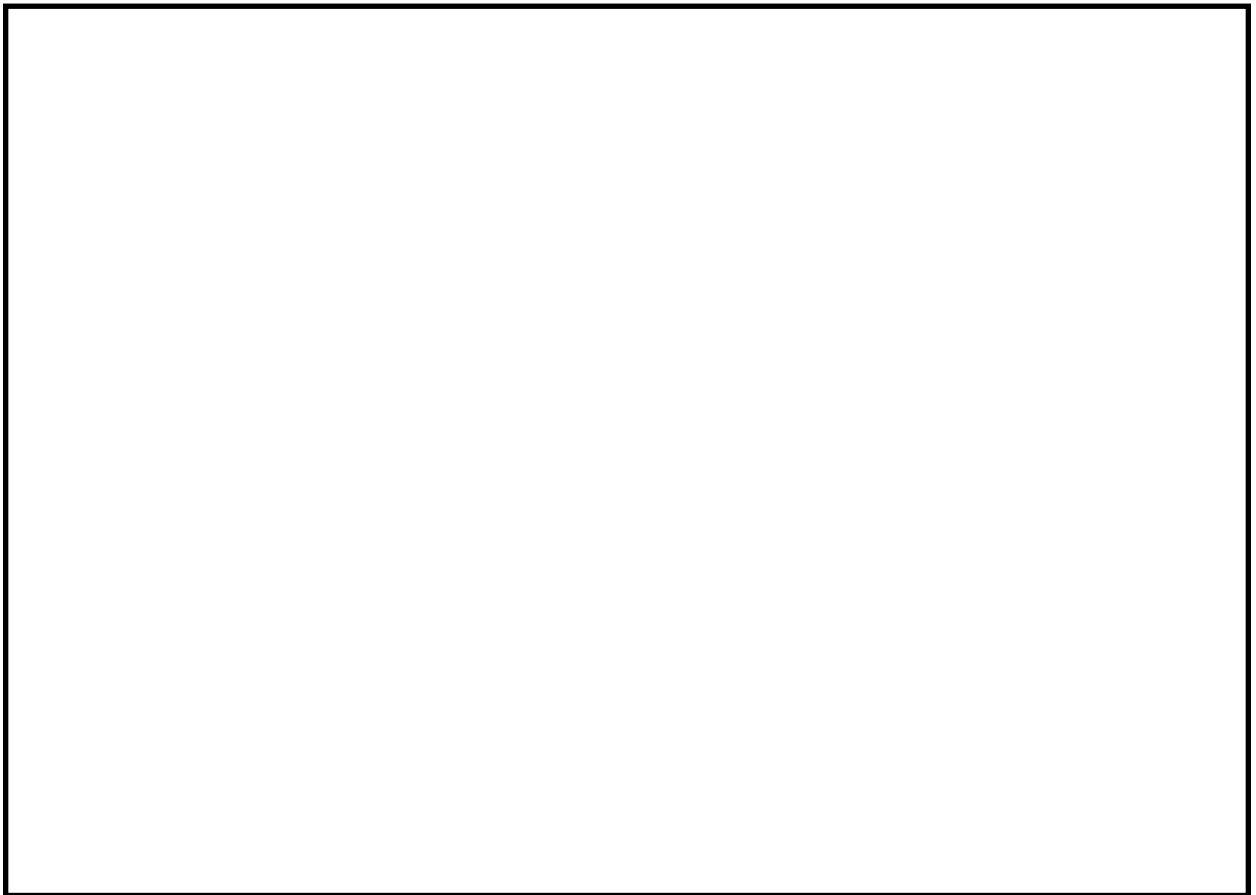
\_\_\_\_\_

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

4. Zack said that \_\_\_\_\_ was the best.

- the red hat
- the nap cap
- the top hat

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



---

---

---

Name \_\_\_\_\_

top hat

*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 tricky parts of words are underlined in gray. Encourage your child to point with her finger word by word as she reads.



# The Pots and Pans Band

Zack and Ann are in a band.

It's a pots and pans band.

Zack and Quinn bang on pots.

Ann and Nell bang on pans.

Bang, bang! Ding, ding!

Mom wants to sing songs.

"Stop!" Mom says.

Mom asks the band to sing not

bang.



Mom sets up snacks and says,  
“Snacks!”

The kids drop the pots and pans  
and run to get the snacks.

Mom grabs the pots and pans  
and sets them on a shelf.

And that is the end of the  
pots and pans band!



# Dan the Cab Man

1. Was Dan's cab fast?

---

---

---

---

---

---

---

---

2. What did the cab pass?

- a van and a bus
- a truck
- a ship

3. What did the man hand to Dan?

---

---

---

---

---

---

---

---

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



# Help from Pals

1. What tasks did Ann get from Dad?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

2. What tasks did Ann get from Mom?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

3. Did Zack's pals help Ann?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

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

## 4. What is a task?

---

---

---

---

---

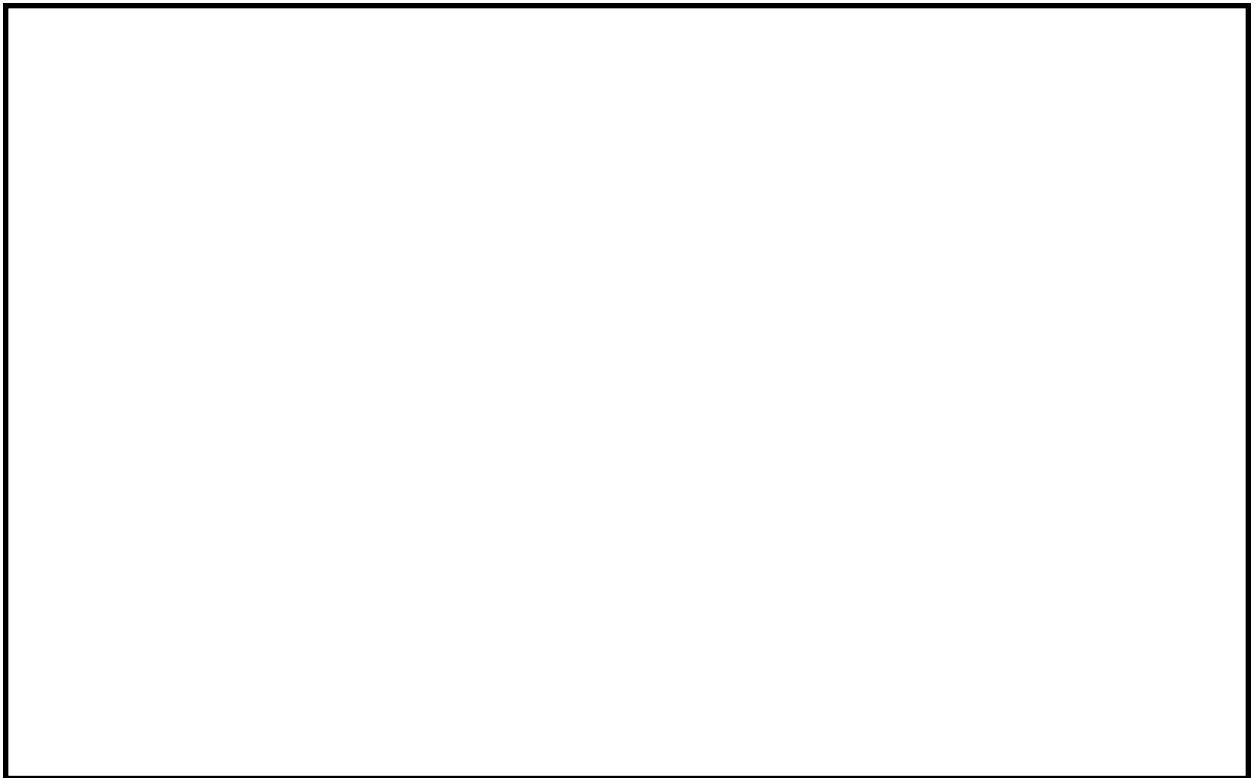
---

---

---

---

---



---

---

---

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

# Ann's Cut

1. Where did Ann get a cut?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

2. What did Mom get to help?

- a glass of milk
- a pad to scrub the cut
- a bag with pills

3. Did the cut sting?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

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

## 4. Did Ann get well?

---

---

---

---

---

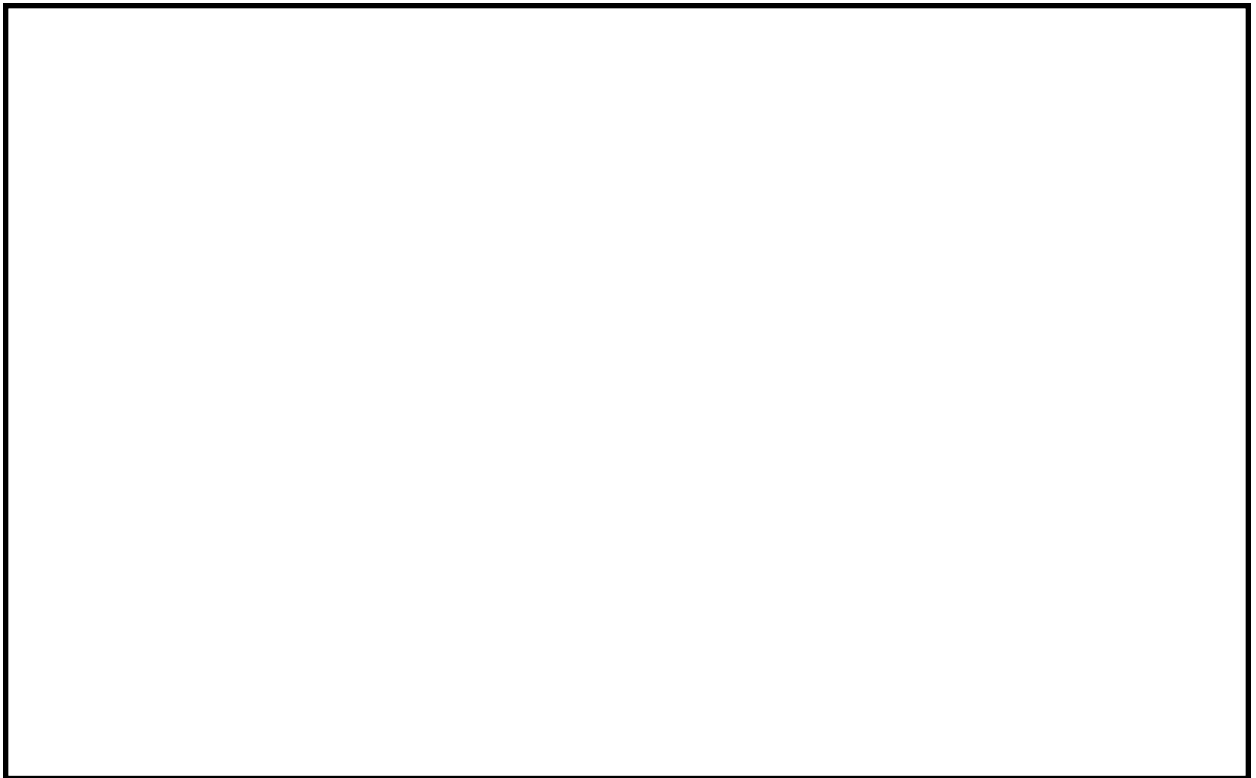
---

---

---

---

---



---

---

---

*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 tricky parts of words are underlined in gray. Encourage your child to point with his finger word by word as he reads.



# Dan the Cab Man

Zack's dad, Dan, has a cab.

A man jumps in the cab.

"Where to?" Dan asks.

"Tenth and Hill," says the man.

"And step on it!" the man adds.

"I'm in a big rush!"

Dan nods and steps on the gas.



Dan zips past a van.

Dan zips past a bus.

In a flash, the cab is there.

“This is the spot!” says Dan.

The man grabs a bunch of cash  
and hands it to Dan.



**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 tricky parts of words are underlined in gray. Encourage your child to point with her finger word by word as she reads.



# Help from Pals

Ann has a lot of tasks.

“Cut the grass!” says Dad.

“Scrub the pots!” says Mom.

“Trim the shrubs,” says Dad.

“Brush the dog!” says Mom.

“Ug!” says Ann.

“What a lot of tasks!”



Ann asks Zack to help with the tasks.

Zack runs and gets Rod and Ed.

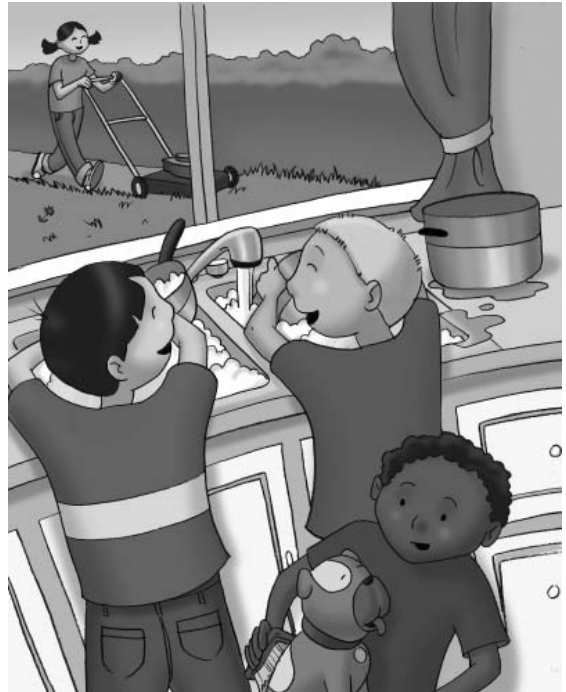
Ann cuts the grass.

Zack and Ed scrub the pots.

Ann trims the shrubs.

Rod scrubs the dog.

Then there are no tasks left!



**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 tricky parts of words are underlined in gray. Encourage your child to point with his finger word by word as he reads.



# Ann's Cut

Ann has a cut on one leg.

It's not just a cut.

It's a red gash.

"Mom!" Ann yells. "Dad!"



Mom and Dad run up.

Mom gets a pad to scrub  
the cut.

“No!” yells Ann. “That will  
sting!”

“It will sting,” says Dad,  
“but it will help.”

Mom rubs the cut with the  
pad.

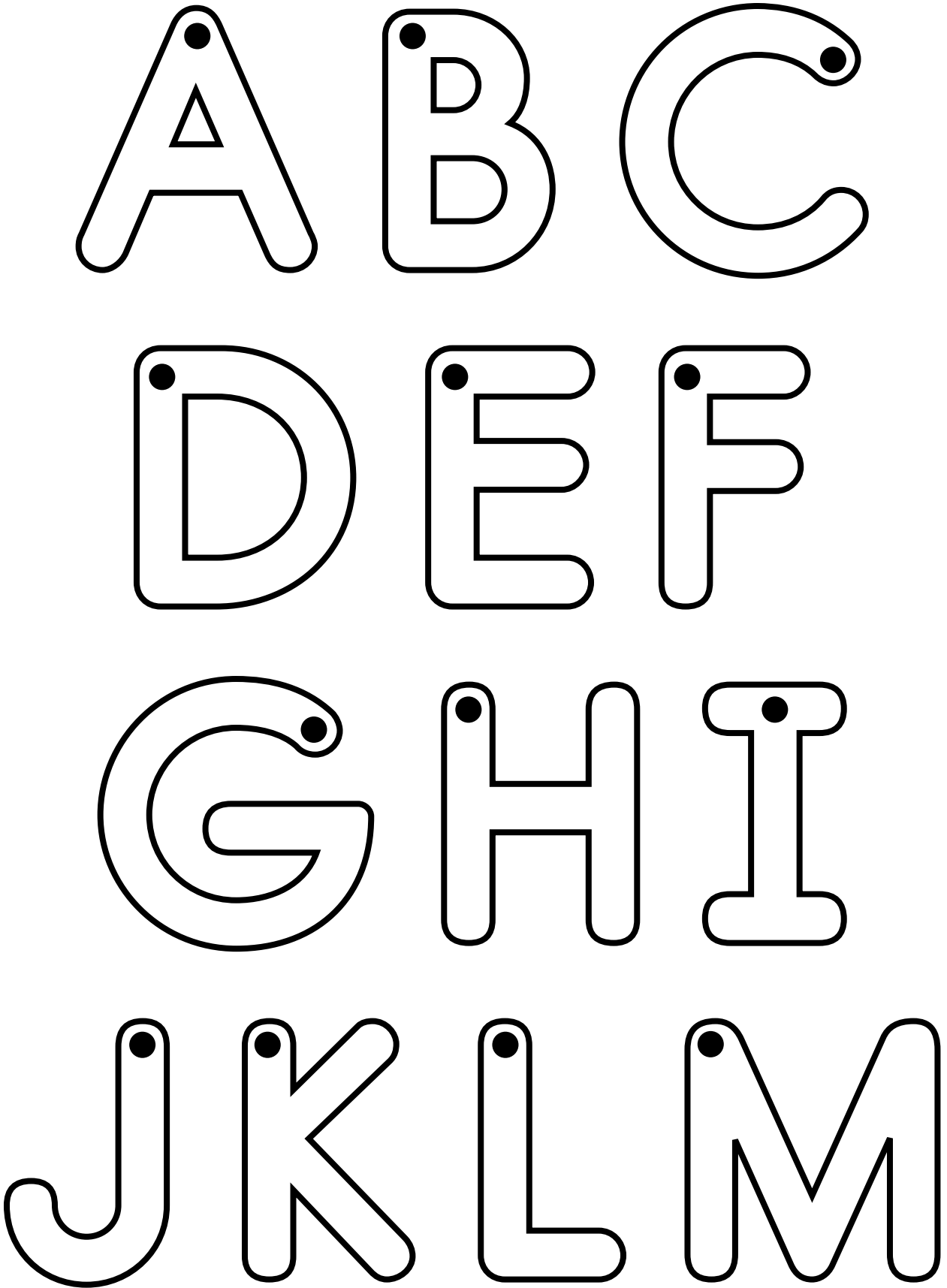
“It stings! It stings!” yells Ann.

“There!” Mom says. “All set!”

Ann gets a kiss from Dad  
and a big hug from Mom.



*Directions: Have students trace each uppercase letter several times inside of the outline, using a different-colored crayon each time. Make sure students start to trace the letters at the starting dots.*



N O P

Q R S T

U V W

X Y Z



Name \_\_\_\_\_

Fill in the gaps.

A \_ \_ C \_ \_

F G H \_ J

\_ L \_ \_ O

P \_ R \_ T U

\_ W \_ Y Z



Name \_\_\_\_\_

A	B	C	D
E	F	G	H
I	J	K	L

*Directions: Have students copy the uppercase letters next to the matching lowercase letters.*

h	i	l
b	c	a
j	k	f
d	e	g

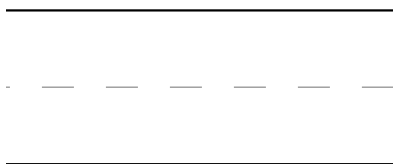
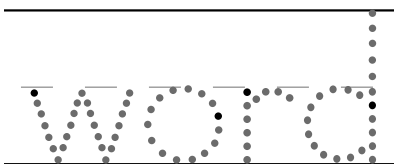
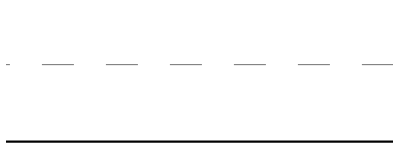
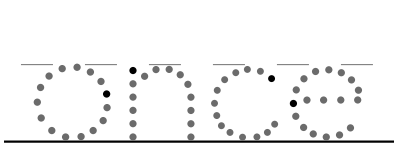
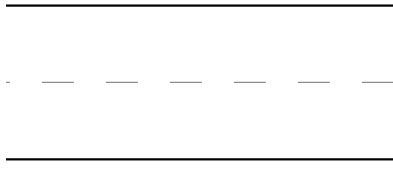
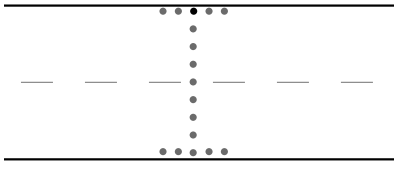
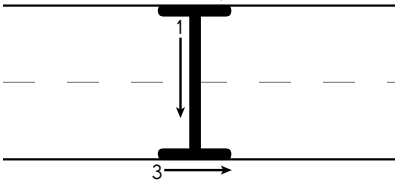
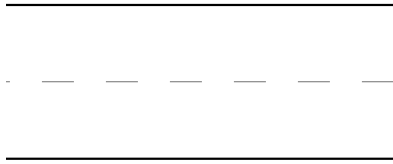
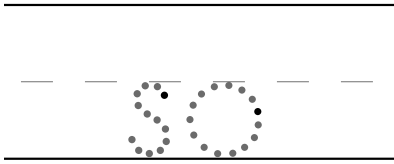
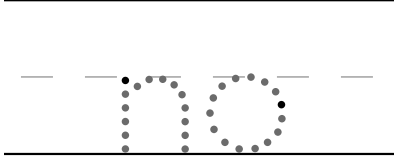
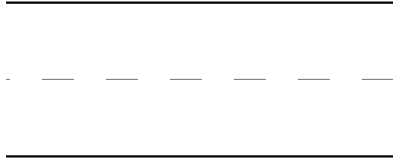
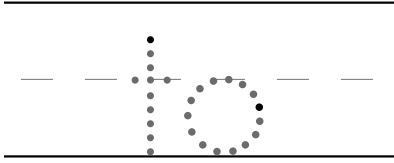
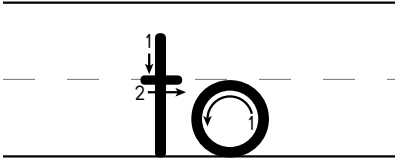
*Directions: Have students draw lines connecting the uppercase letters to the matching lowercase letters.*

m n o p q r s t u v w x y z

Q U Y V X N P R M O Z T W S

Name \_\_\_\_\_

Directions: Have students trace and copy the words. Encourage students to say the letter names while writing the words.



to

.

.

no

.

.

so

.

.

I

.

.

once

.

.

word

.

.

Name \_\_\_\_\_

Directions: Have students trace and copy the words. Encourage students to say the letter names while writing the words.

when

when

\_\_\_\_\_

where

where

\_\_\_\_\_

why

why

\_\_\_\_\_

what

what

\_\_\_\_\_

which

which

\_\_\_\_\_

which

which

\_\_\_\_\_

when

where

why

what

which

which



Name \_\_\_\_\_

Directions: Have students trace and copy the words. Encourage students to say the letter names while writing the words.

said

said

\_\_\_\_\_

says

says

\_\_\_\_\_

are

are

\_\_\_\_\_

were

were

\_\_\_\_\_

there

there

\_\_\_\_\_

here

here

\_\_\_\_\_

said

says

are

were

there

here

<u>Where</u>	<u>When</u>
--------------	-------------

1. \_\_\_\_\_ are Kim and Scott?

---

<u>Which</u>	<u>Why</u>
--------------	------------

2. \_\_\_\_\_ can't I jump on one leg?

---

<u>When</u>	<u>Which</u>
-------------	--------------

3. \_\_\_\_\_ dog ran up to Tim?

---

<u>When</u>	<u>What</u>
-------------	-------------

4. \_\_\_\_\_ did Pam get a snack?

*Directions: Have students complete each sentence with the correct question word.*

Why   Which

5. \_\_\_\_\_ dog has black spots?

---

What   Why

6. \_\_\_\_\_ was in the box?

---

When   Which

7. \_\_\_\_\_ did Jill get there?

---

Why   What

8. \_\_\_\_\_ is the best snack?

# CORE KNOWLEDGE LANGUAGE ARTS

## SERIES EDITOR-IN-CHIEF

E. D. Hirsch, Jr.

## PRESIDENT

Linda Bevilacqua

### EDITORIAL STAFF

Carolyn Gosse, Senior Editor - Preschool  
Khara Turnbull, Materials Development Manager  
Michelle L. Warner, Senior Editor - Listening & Learning

Mick Anderson  
Robin Blackshire  
Maggie Buchanan  
Paula Coyner  
Sue Fulton  
Sara Hunt  
Erin Kist  
Robin Luecke  
Rosie McCormick  
Cynthia Peng  
Liz Pettit  
Ellen Sadler  
Deborah Samley  
Diane Auger Smith  
Sarah Zelinke

### DESIGN AND GRAPHICS STAFF

Scott Ritchie, Creative Director

Kim Berrall  
Michael Donegan  
Liza Greene  
Matt Leech  
Bridget Moriarty  
Lauren Pack

### CONSULTING PROJECT MANAGEMENT SERVICES

ScribeConcepts.com

### ADDITIONAL CONSULTING SERVICES

Ang Blanchette  
Dorrit Green  
Carolyn Pinkerton

## 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.



## CREDITS

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

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

### **ILLUSTRATORS AND IMAGE SOURCES**

Cover: Shutterstock; Title Page: Shutterstock; Take Home Icon: Core Knowledge Staff; 4.2: Michael Parker; 5.1: Shutterstock; 8.1: Michael Parker; 10.8: Michael Parker; 12.3: Michael Parker; 14.3: Michael Parker; 15.1: Shutterstock; 16.4: Michael Parker; 18.4: Michael Parker; 19.7: Michael Parker; 20.2: Shutterstock; 21.3: Michael Parker; 22.5: Michael Parker; 23.1: Shutterstock; 23.4: Michael Parker; PP4: Michael Parker; PP5: Michael Parker; PP6: Michael Parker

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





Core Knowledge®

# Unit 9

## Skills Workbook

Skills Strand  
**KINDERGARTEN**

The Core Knowledge Foundation  
[www.coreknowledge.org](http://www.coreknowledge.org)