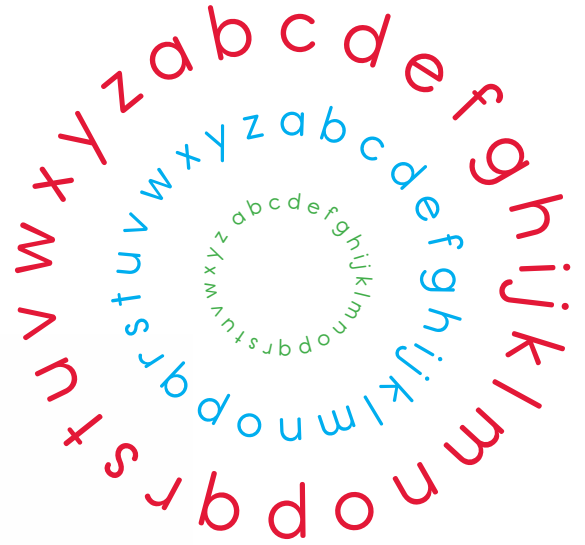


# Unit 4

## Skills Workbook



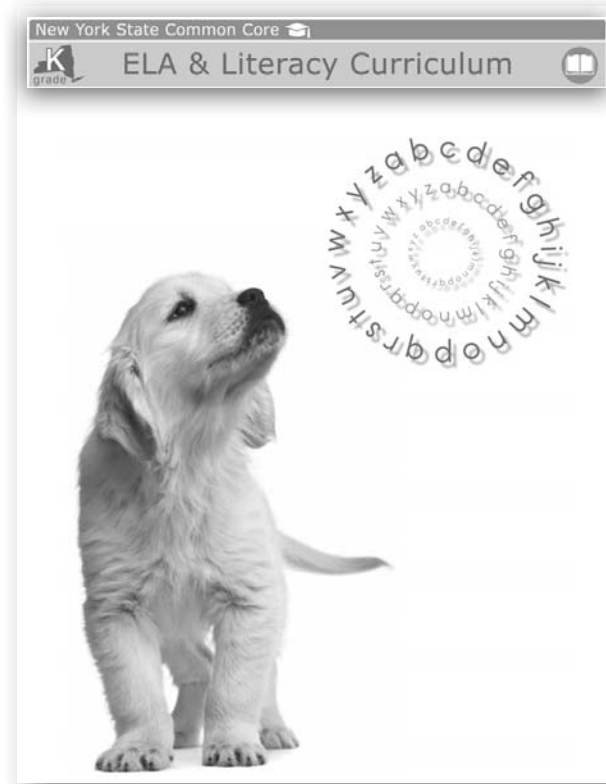
Core Knowledge Language Arts® • New York Edition • Skills Strand



Core Knowledge®

KINDERGARTEN





# Unit 4

## Workbook

Skills Strand  
KINDERGARTEN

Core Knowledge Language Arts®  
New York Edition



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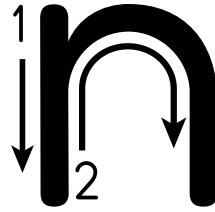
# Unit 4

## Workbook

This workbook contains worksheets which accompany many of the lessons from the *Teacher Guide* for Unit 4. Each worksheet is identified by the lesson number in which it is used. The worksheets in this book do not include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these worksheets to the students orally, using the instructions in the teacher guides. The workbook is a student component, which means each student should have a workbook.



Directions: Have students trace and copy the letters and words. The motion for 'n' can be described as 1. short line down, 2. hump. The student should say the sound as he or she writes the letter.



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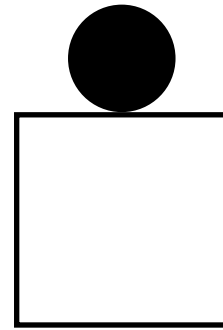
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in

cat

on

dog



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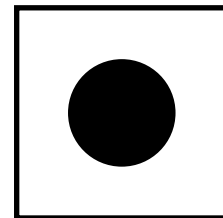
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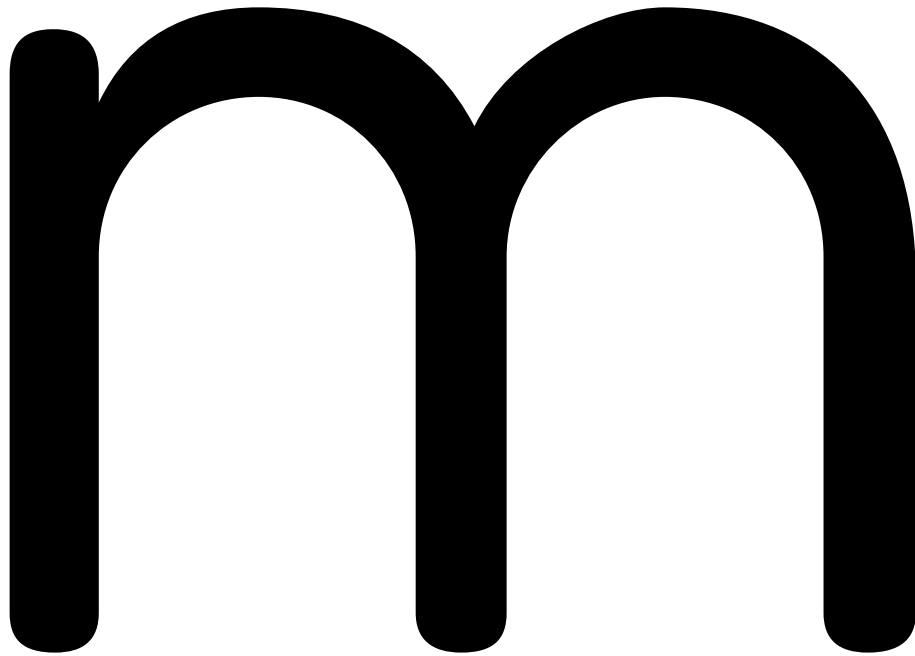
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*Directions: Have students write each word under the matching picture.*



Name \_\_\_\_\_

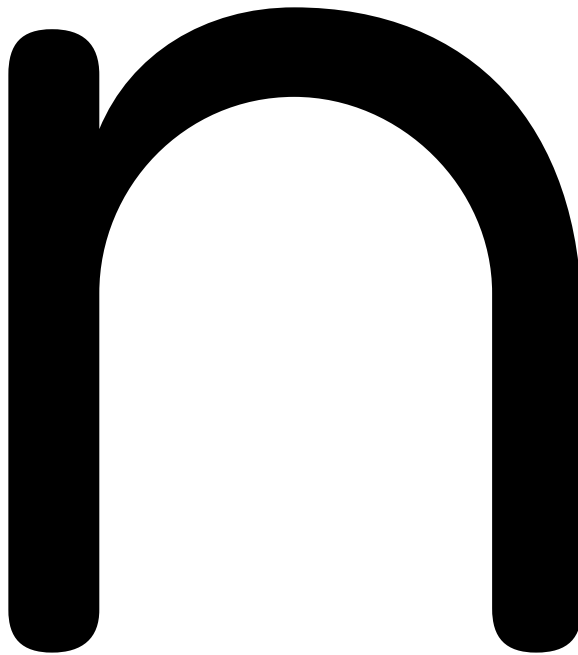
*Directions: Have students hold up this worksheet when you say /m/.*



m m

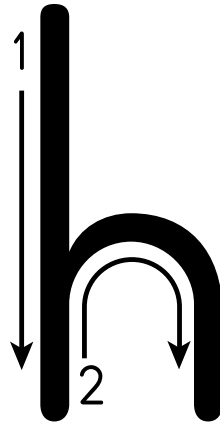
Name \_\_\_\_\_

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



**n**

*Directions: Have students trace and copy the letters and words. The motion for 'h' can be described as 1. long line down, 2. hump. The student should say the sound as he or she writes the letter.*




hat

dog

hot

ham



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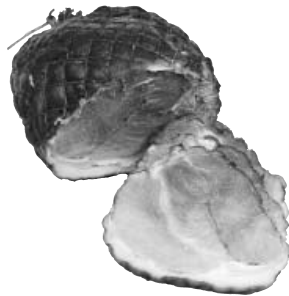
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*Directions: Have students write each word under the matching picture.*

Name \_\_\_\_\_

2.2

**Dear Family Member,**

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



1. man



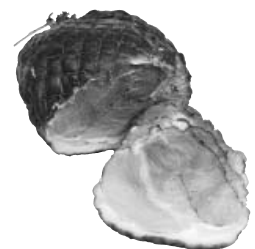
2. hat



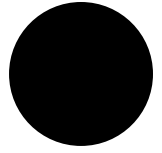
3. ham



4. can



5. hog



6. cat



7. dot



8. dig



9. dad



Directions: Have students trace and copy the letters and words. The motion for 's' can be described as 1. half circle to the left, half circle to the right. The student should say the sound as he or she writes the letter.



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sit

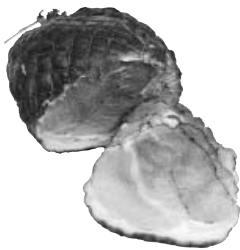
sad

dig

dog

ham

man



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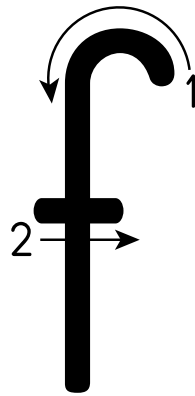
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*Directions: Have students write each word under the matching picture.*

Directions: Have student trace and copy the letter and word. The motion for 'f' can be described as 1. candy cane (lift), 2. short line across. The student should say the sound as he or she writes the letter.




dog

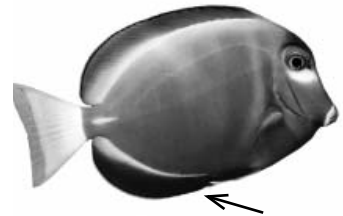
hat

mat

fin

man

fan



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

**Dear Family Member,**

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



1. sad



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

sad

\_\_\_\_\_

2. fan



\_\_\_\_\_

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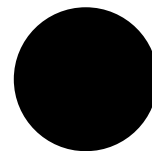
\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

3. sit



\_\_\_\_\_

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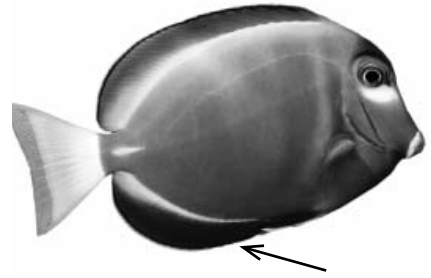
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\_\_\_\_\_

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\_\_\_\_\_

4. fin



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5. hat



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6. can



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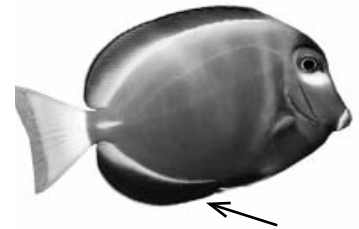
1. fin



2. hog



3. sit



4. dig



5. fan



*Directions: Draw a line from each word to the matching picture.*

6. sad



7. hat



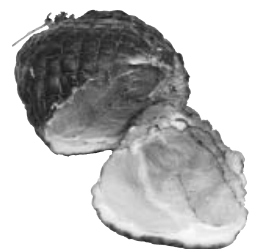
8. ham



9. can

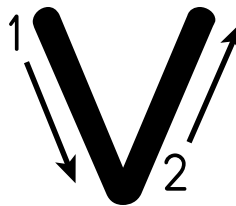


10. man





*Directions: Have students trace and copy the letters and words. The motion for 'v' can be described as 1. diagonal right, 2. diagonal up. The student should say the sound as he or she writes the letter.*



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van

can

hog

hat

sad

fan



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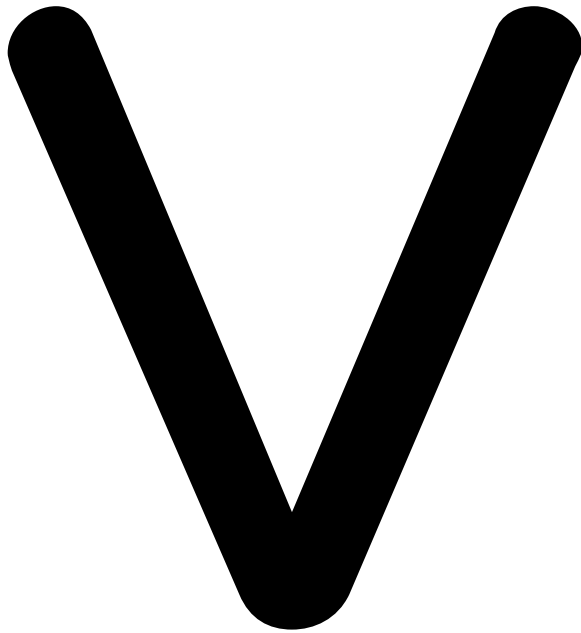
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*Directions: Have students write each word under the matching picture.*

Name \_\_\_\_\_

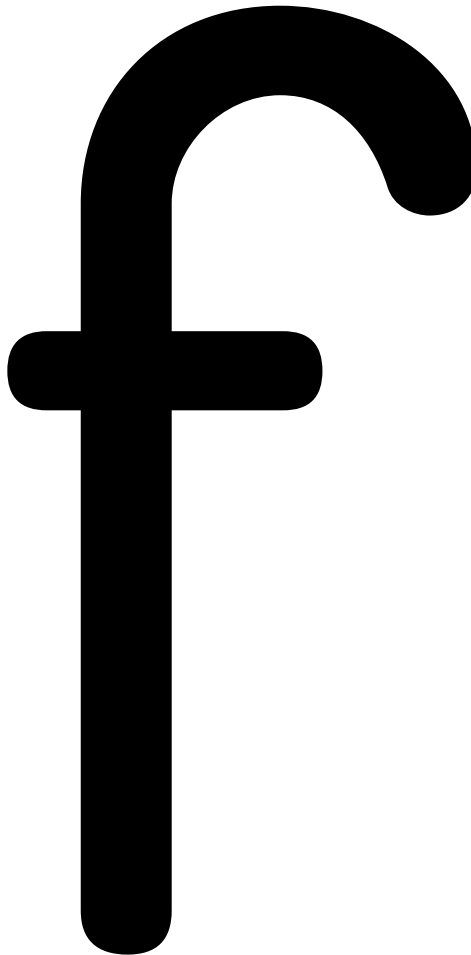
*Directions: Have students hold up this worksheet when you say /v/.*





Name \_\_\_\_\_

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



f

**Dear Family Member,**

Your child is learning to read words printed in lowercase letters by saying individual sounds and blending them to read a word. Listed below are words your child should be able to read with practice. Please help your child cut out the word cards. Show the cards to your child and have him or her read them. Encourage your child to read the whole word at once.



The process of blending sounds to read words is challenging. If necessary, assist your child by saying the individual sounds and have your child repeat the sounds after you. Ask your child to say the whole word, i.e., to blend the sounds into a word.

Your child may practice letter formation by copying the words on another sheet of paper.

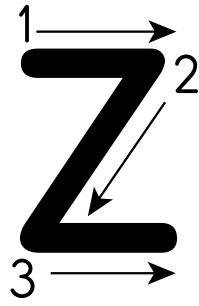
Please retain these cards in addition to the previous cards for future practice.

had	tin	vat
sit	man	nod
fit	fin	hot
sad	him	van





Directions: Have students trace and copy the letters and words. The motion for 'z' can be described as 1. short line across, 2. diagonal left, 3. short line across. The student should say the sound as he or she writes the letter.



Tracing row 1: A solid uppercase Z with stroke order arrows and numbers 1, 2, and 3. A dotted uppercase Z. A dotted uppercase Z. A dashed line with a starting dot. A dashed line with a starting dot.





















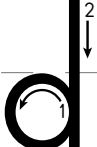









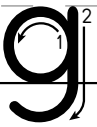
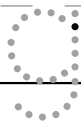
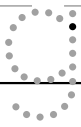


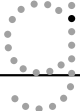




Tracing row 2: A solid uppercase Z with stroke order arrows and numbers 1, 2, and 3. A dotted uppercase Z. A dotted uppercase Z. A dashed line with a starting dot. A dashed line with a starting dot.

Tracing row 3: A solid uppercase Z with stroke order arrows and numbers 1, 2, and 3. A dotted uppercase Z. A dashed line with a starting dot. A dashed line with a starting dot.

Tracing row 4: A solid uppercase Z with stroke order arrows and numbers 1, 2, and 3. A dotted uppercase Z. A dashed line with a starting dot. A dashed line with a starting dot.

Tracing row 5: A solid uppercase Z with stroke order arrows and numbers 1, 2, and 3. A dotted uppercase Z. A dashed line with a starting dot. A dashed line with a starting dot.

Tracing row 6: A solid uppercase Z with stroke order arrows and numbers 1, 2, and 3. A dotted uppercase Z. A dashed line with a starting dot. A dashed line with a starting dot.

Name \_\_\_\_\_

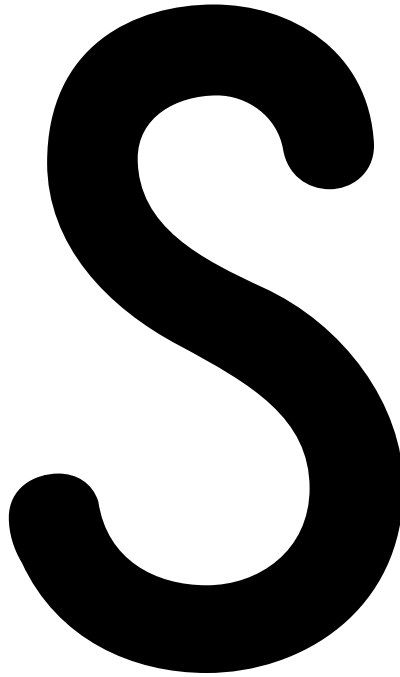
*Directions: Have students hold up this worksheet when you say /z/.*



**Z**

Name \_\_\_\_\_

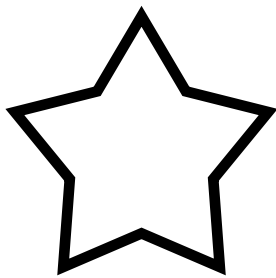
*Directions: Have students hold up this worksheet when you say /s/.*



S

**Dear Family Member,**

Please help your child cut out the picture cards on this page. On Worksheet 7.5, have your child glue or tape the cards with pictures beginning with the /s/ sound (snake, star, six) under the 's' heading. Next, glue or tape the cards with pictures beginning with the /z/ sound (zipper, zebra, zigzag) under the 'z' heading.







Name \_\_\_\_\_

**Dear Family Member,**

Please have your child glue or tape the cards from Worksheet 7.4 here. Affix pictures beginning with the /s/ sound under the 's' heading and pictures beginning with the /z/ sound under the 'z' heading.

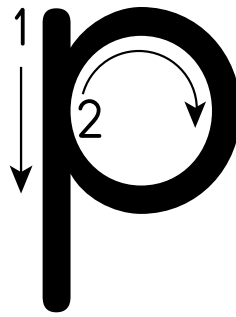


S

Z



*Directions: Have students trace and copy the letters and words. The motion for 'p' can be described as 1. line down ending below bottom line, 2. circle to the right. The student should say the sound as he or she writes the letter.*





pig

pan

cop

tag

nap

map



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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

**Dear Family Member,**

Help your child cut out the letter cards. Show the cards to your child and have him or her **say the sounds, not the letter names**. Here are some words beginning with these sounds to help you: **fin, pin, hat, van, at, so, zoo, it**.

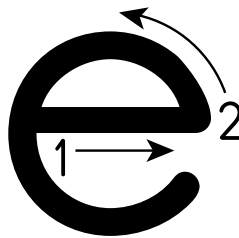
Extension: Arrange the cards to make the words “fin,” “pin,” “nap,” “van,” “fan,” “pan,” “hip,” “sip,” “sap,” “zip,” and “zap” and have your child blend and read the words. Extension: Say one of the words listed above and ask your child to try and spell the word by selecting and arranging letter cards. Note that this is a challenging assignment at this point; you may need to say the word sound by sound and help your child with the spelling.



n	h	s
f	v	z
p	a	i



Directions: Have students trace and copy the letters and words. The motion for 'e' can be described as 1. short line across, 2. most of a circle to the left. The student should say the sound as he or she writes the letter.



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hen

net

ten

pen

men

pet



10

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



**Dear Family Member,**

Your child is learning to read words printed in lowercase letters by saying individual sounds and blending them to read a word. Listed below are words your child should be able to read with practice. Please help your child cut out the word cards. Show the cards to your child and have him or her read them. Encourage your child to read the whole word at once.



The process of blending sounds to read words is challenging. If necessary, assist your child by saying the individual sounds and have your child repeat the sounds after you. Ask your child to say the whole word, i.e., to blend the sounds into a word.

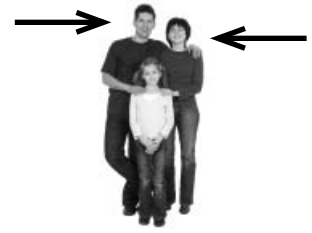
Your child may practice letter formation by copying the words on another sheet of paper.

Please retain these cards in addition to the previous cards for future practice.

ten	fig	hen
it	met	gas
vet	cop	did
mop	hip	fed



1. mom and dad



2. fat cat



3. dog on mat



4. pig pen

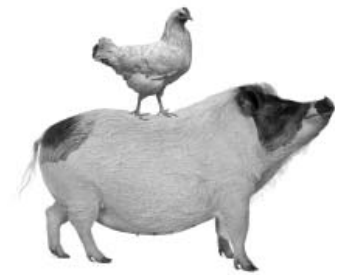


Directions: For each phrase, have students circle the matching picture.

5. pet dog



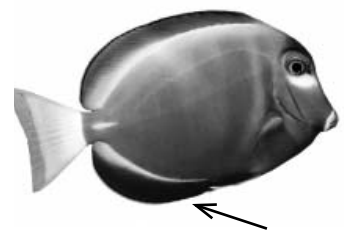
6. cat in hat



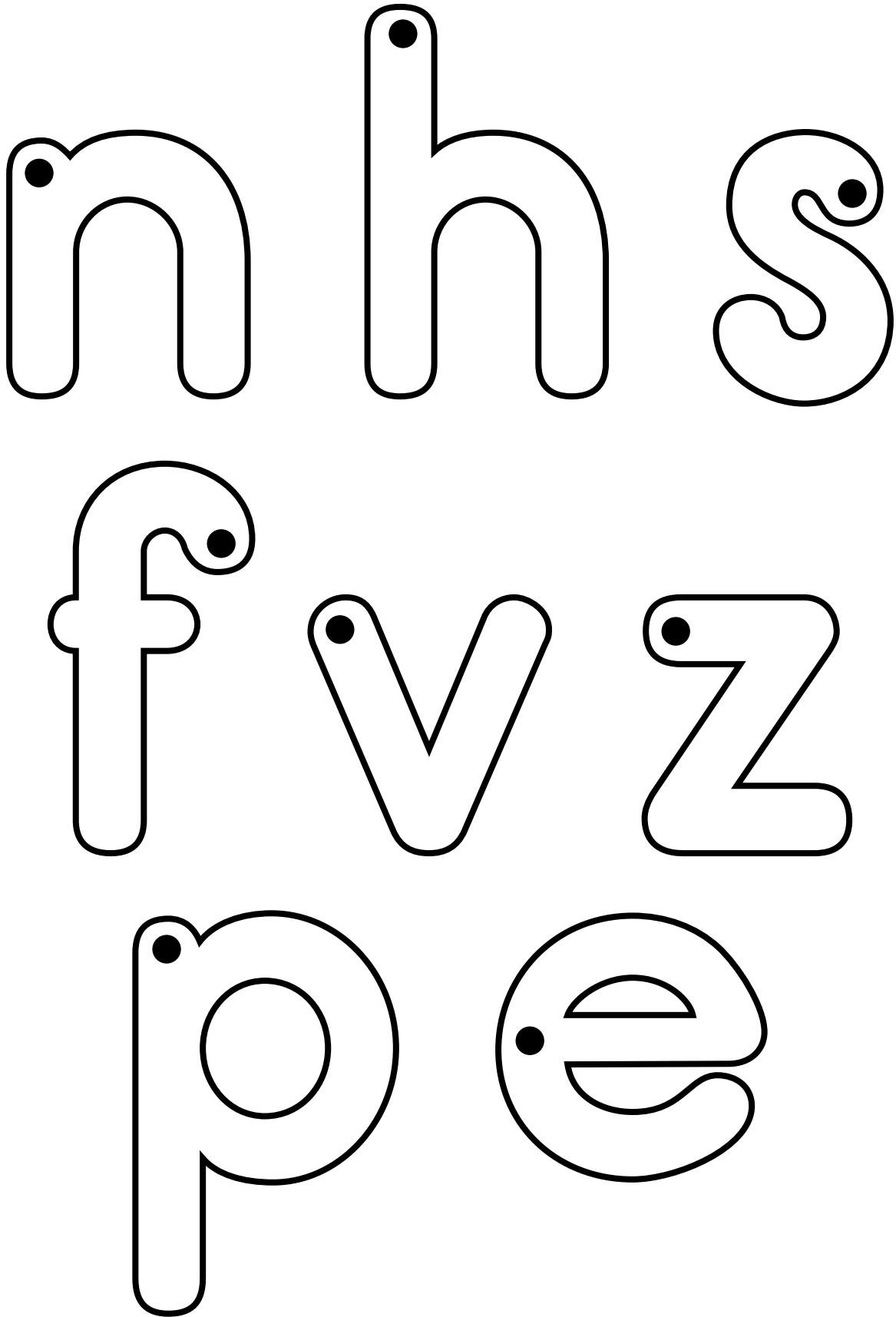
7. sip it



8. hot pot



*Directions: Have students trace each letter several times, using a different-colored crayon each time. Make sure students start tracing at the black dots.*





**Record Sheet for Unit 4 Word Reading**

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

WORD	FIRST ATTEMPT	SECOND ATTEMPT/NOTES
1. net		
2. van		
3. hen		
4. pen		
5. fin		
6. sad		
7. pot		
8. zip		
9. fan		
10. hat		
TOTAL CORRECT	/30	

SUBTOTAL: \_\_\_\_\_

'n' > /n/ (1,2,3,4,5,9) \_\_\_\_\_/6    'e' > /e/ (1,3,4) \_\_\_\_\_/3    't' > /t/ (1,7,10) \_\_\_\_\_/3    'v' > /v/ (2) \_\_\_\_\_/1  
 'a' > /a/ (2,6,9,10) \_\_\_\_\_/4    'h' > /h/ (3,10) \_\_\_\_\_/2    'p' > /p/ (4,7,8) \_\_\_\_\_/3    'i' > /i/ (5,8) \_\_\_\_\_/2  
 's' > /s/ (6) \_\_\_\_\_/1    'd' > /d/ (6) \_\_\_\_\_/1    'o' > /o/ (7) \_\_\_\_\_/1    'z' > /z/ (8) \_\_\_\_\_/1  
 'f' > /f/ (5,9) \_\_\_\_\_/2





1. net met nit ten

2. man fan vet van

3. din hen ham pen

4. pen fin ten pan

5. van tin fin vim

*Directions: In each row, have students circle the word the teacher says aloud.*

6. zap sad sat had

7. got pat pot pad

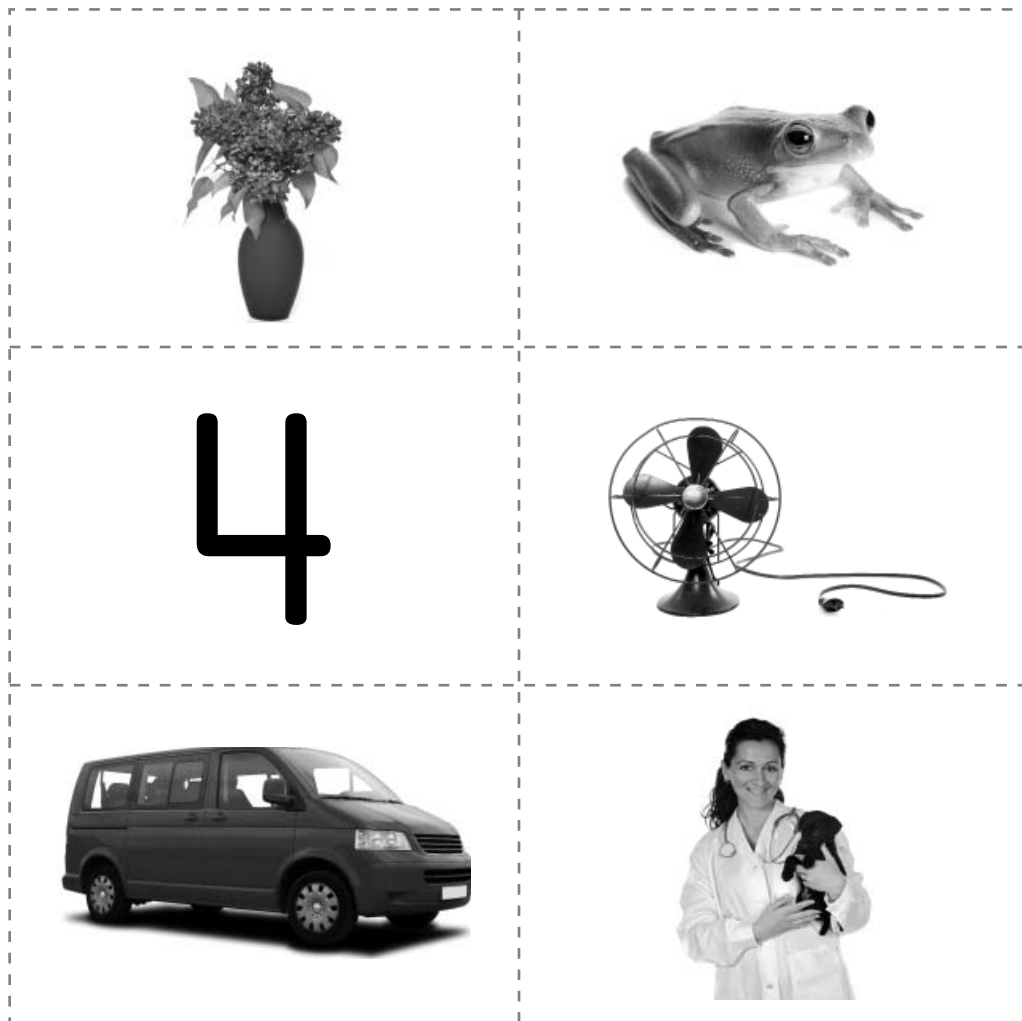
8. sip zip sap get

9. van fan pen tam

10. hat fat hen fin

**Dear Family Member,**

Please help your child cut out the picture cards on this page. On Worksheet 11.6, have your child glue or tape the cards with pictures beginning with the /f/ sound (fan, four, frog) under the 'f' heading. Next, glue or tape the cards with pictures beginning with the /v/ sound (van, vase, vet) under the 'v' heading.





Name \_\_\_\_\_

**Dear Family Member,**

Please have your child glue or tape the cards from Worksheet 11.5 here. Affix pictures beginning with the /f/ sound under the 'f' heading and pictures beginning with the /v/ sound under the 'v' heading.



f

v



1. sit set

\_\_\_\_\_

-----

\_\_\_\_\_

2. met mat

\_\_\_\_\_

-----

\_\_\_\_\_

3. tap top

\_\_\_\_\_

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\_\_\_\_\_

4. pen pan

\_\_\_\_\_

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\_\_\_\_\_

5. not net

\_\_\_\_\_

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\_\_\_\_\_

6. vat vet

\_\_\_\_\_

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\_\_\_\_\_

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





1. pot pat

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. met mat

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. sat set

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. gap tap

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. sad sat

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


6. sit sip

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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



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

	p a	e i	n m
---	--------	--------	--------


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	m n	o a	p g
--	--------	--------	--------


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	v f	a e	p n
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	p a	o a	f t
---	--------	--------	--------


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	h d	e a	t s
---	--------	--------	--------


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	p f	i e	h n
---	--------	--------	--------

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1. fan



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2. van



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3. pan



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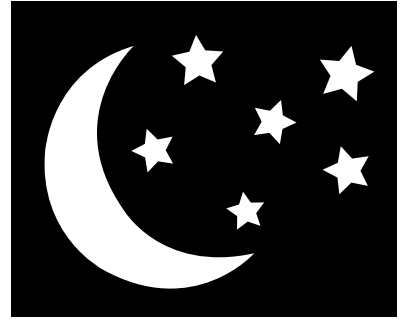
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*Directions: Have students write each word under the matching picture.*

4. net



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5. pen



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6. zip



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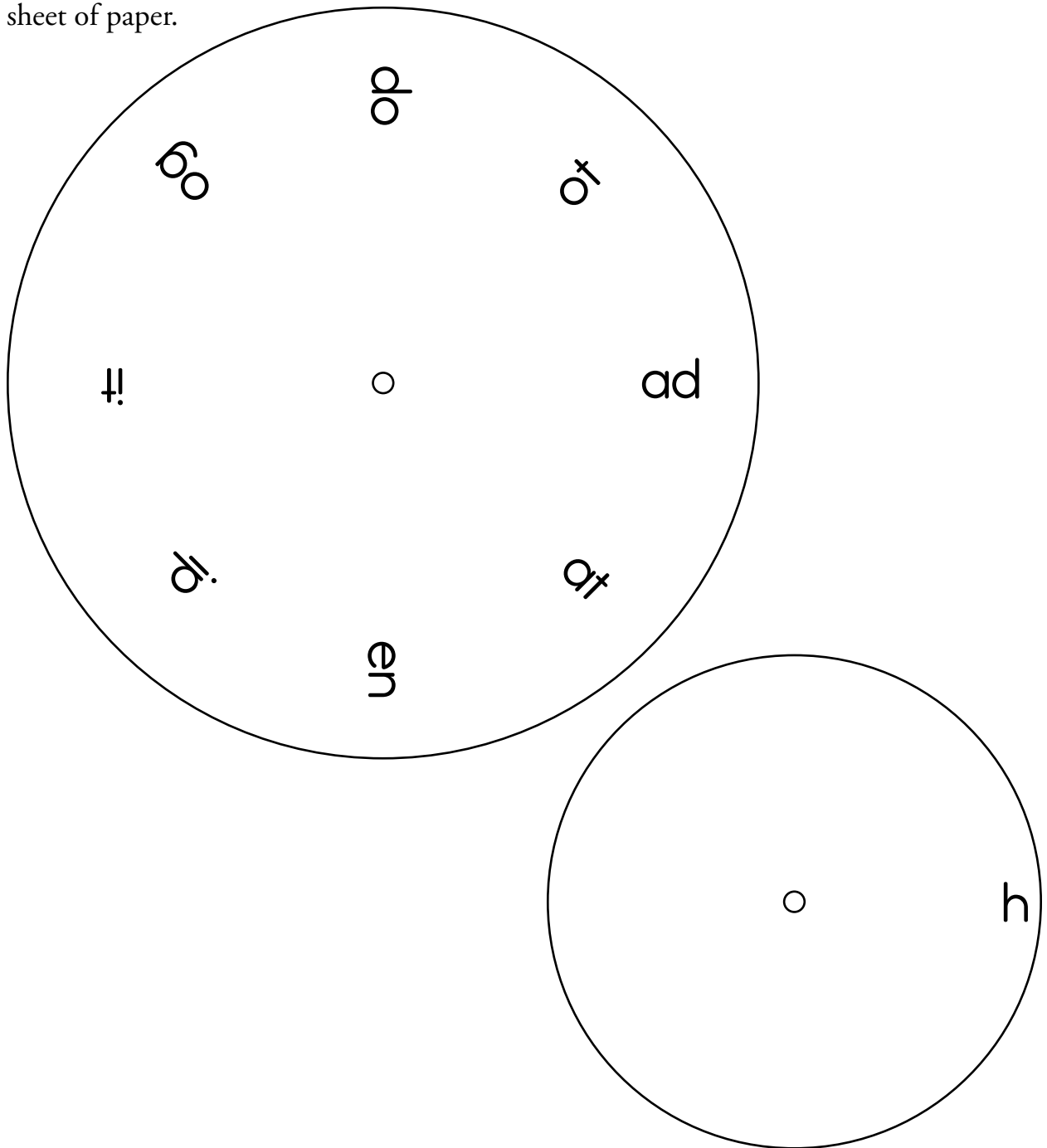
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**Dear Family Member,**

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

To practice letter formation, ask your child to copy the words on a sheet of paper.







1. in it

\_\_\_\_\_

-----

\_\_\_\_\_

2. set sat

\_\_\_\_\_

-----

\_\_\_\_\_

3. got pot

\_\_\_\_\_

-----

\_\_\_\_\_

4. cap zap

\_\_\_\_\_

-----

\_\_\_\_\_

5. mop hog

\_\_\_\_\_

-----

\_\_\_\_\_

6. did hid

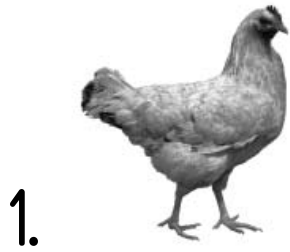
\_\_\_\_\_

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\_\_\_\_\_

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

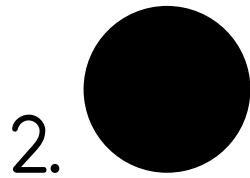




hen

ham

hog



dog

dot

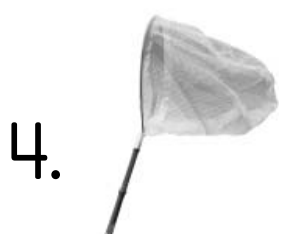
doc



hat

had

hit



not

net

hot



vat

van

man

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

6.



dog

hog

fog

7.



sat

man

sad

8.



zap

zip

hit

9.



sit

sip

tip

10.

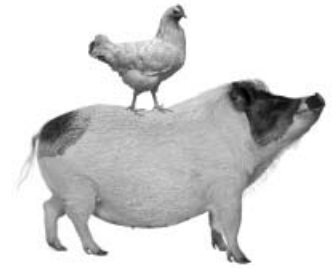


den

pin

pen

1. cat in net



2. hen on hog



3. dog can dig



4. ham in pan



5. mop it



*Directions: Have students draw a line from each phrase to the matching picture.*

6. dog on mat



7. mad cop



8. fat hog



9. zip it



10. pet cat



Name \_\_\_\_\_

it	pop	fed	get
on	tip	ad	at

*Directions: Have students write the word on the line on the line beside the correct vowel sound..*

a

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

o

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

i

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

e

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

hen	pet	tag	cod
top	fit	gap	in

a

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

o

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

i

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

e

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



mop	van	hat
hen	pig	nap



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

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

pan

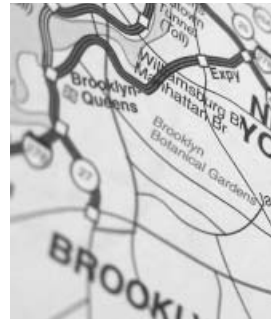
net

cap

dig

cop

map



**Dear Family Member,**

Your child is learning to read words printed in lowercase letters by saying individual sounds and blending them to read a word. Listed below are words your child should be able to read with practice. Please help your child cut out the word cards. Show the cards to your child and have him or her read them. Encourage your child to read the whole word at once.



The process of blending sounds to read words is challenging. If necessary, assist your child by saying the individual sounds and have your child repeat the sounds after you. Ask your child to say the whole word, i.e., to blend the sounds into a word.

Your child may practice letter formation by copying the words on another sheet of paper.

Please retain these cards in addition to the previous cards for future practice.

zip	on	in
hid	nap	at
hit	men	fog
him	top	pit



Name \_\_\_\_\_

PP1

*Directions: Have students cut out the word cards and place them on the matching words on Worksheet PP2.*

hip	hen	sad
zip	nod	pit
vet	met	dim
fog	get	can



Name \_\_\_\_\_

*Directions: Have students read the word cards from Worksheet PP1 and place them on top of the matching words on this worksheet.*


pit	dim	can
sad	hen	hip
zip	vet	fog
nod	met	get





Name \_\_\_\_\_


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

	h p	e i	n m
---	--------	--------	--------

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	v h	a e	n d
---	--------	--------	--------

---

---


---

	v c	e a	d t
---	--------	--------	--------

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	p f	i e	h n
---	--------	--------	--------


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---

	c h	e o	p c
--	--------	--------	--------


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	p g	o i	f g
---	--------	--------	--------

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1. man



---

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2. sit



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---

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---

---

---

3. van



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---

---

---

---

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

4. pet



5. dog



6. zip



Name \_\_\_\_\_

cat	vet	pot
pig	tag	hen



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

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

ham

fan

mop

pen

men

zip



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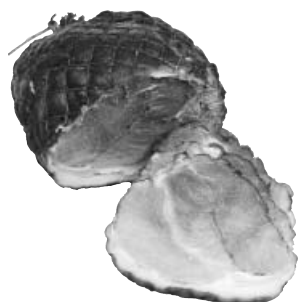
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1. sit on \_\_\_\_\_

2. cap and \_\_\_\_\_

3. pig \_\_\_\_\_

4. hot \_\_\_\_\_

5. hog and \_\_\_\_\_

6. \_\_\_\_\_ on mat

Directions: Have students fill in the blanks as the phrases are dictated.





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# Unit 4

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