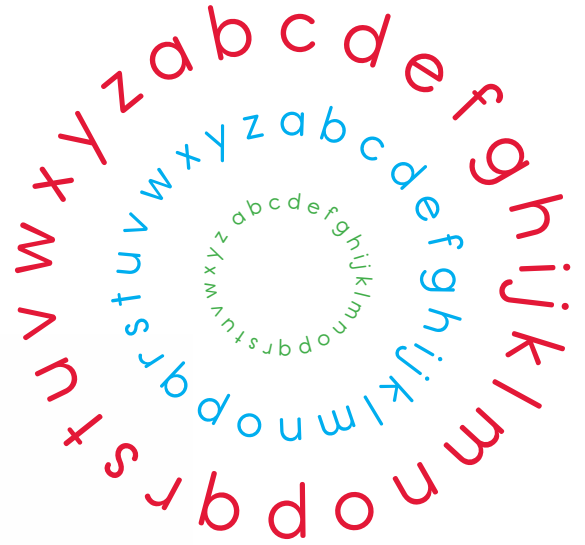


# Unit 8

## Skills Workbook



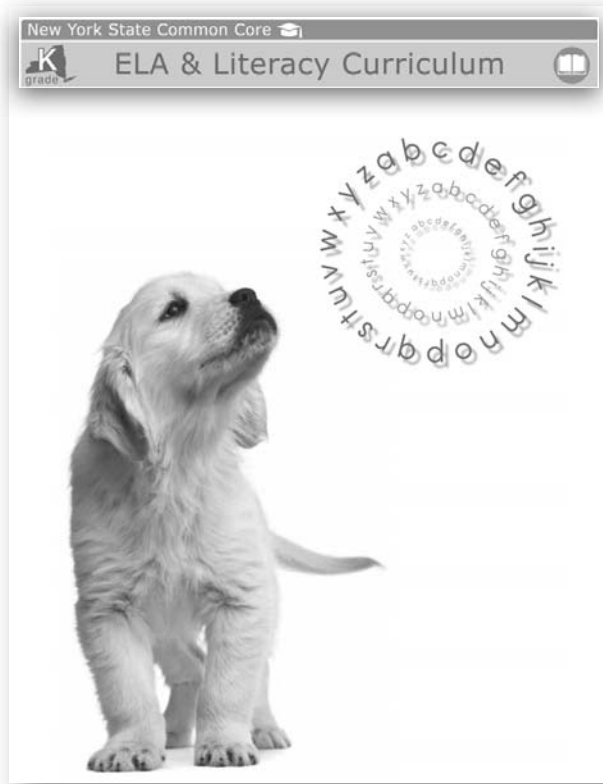
Core Knowledge Language Arts® • New York Edition • Skills Strand



Core Knowledge®

KINDERGARTEN





# Unit 8

## Workbook

Skills Strand  
KINDERGARTEN

Core Knowledge Language Arts®  
New York Edition



## 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 8

## Workbook

This Workbook contains worksheets that accompany many of the lessons from the *Teacher Guide* for Unit 8. 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 Guide. The Workbook is a student component, which means each student should have a Workbook.



*Directions: Have students read each sentence, circle the Tricky Word(s) on the line(s). On the back of the page, lines are provided for students to write an original sentence containing the Tricky Word a, the Tricky Word the or both Tricky Words.*

1. Mom went in the e shop.

\_\_\_\_\_

-----

\_\_\_\_\_

2. Seth got the e best hug.

\_\_\_\_\_

-----

\_\_\_\_\_

3. The e kid had a frog.

\_\_\_\_\_

-----

\_\_\_\_\_

4. Mom got a quilt.

\_\_\_\_\_

-----

\_\_\_\_\_

5. The   man had    a ship.

---

---

---

6. The   kid sang    a song.

---

---

---

---

---

---

---

---

---

---

---

---



Name \_\_\_\_\_

1.2

pond

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

\_\_\_\_\_

-----

\_\_\_\_\_





Name \_\_\_\_\_

1.3

rod

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

\_\_\_\_\_

-----

\_\_\_\_\_





**Dear Family Member,**

During this unit, your child will learn to read several words described as “Tricky Words.” Although some letters in these words can be sounded out, other letters “do not follow the rules” your child has been taught for sounding out words. The letters not following the rules in a Tricky Word will be underlined in gray to remind you and your child it cannot be sounded out.



Today, your child learned the Tricky Words *the* and *a*. Help him practice these words by asking him to first read aloud the individual words and the sentences below. After reading each sentence ask him to say and circle Tricky Words. Then ask your child to write the Tricky Words on the lines below the sentence.

thea

1. The cat is on the rug.

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

2. A man is on the bus.

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

3. The fish is in the pond.

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

4. Sam got a fish in the net.

\_\_\_\_\_

-----

\_\_\_\_\_

5. The king is glad he has a quilt.

\_\_\_\_\_

-----

\_\_\_\_\_

6. Sam will bring a bag to shop.

\_\_\_\_\_

-----

\_\_\_\_\_

7. Mom chats with the kids.

\_\_\_\_\_

-----

\_\_\_\_\_

8. Sam sang a song to the kids.

\_\_\_\_\_

-----

\_\_\_\_\_

*Directions: Have students read each sentence, circle the Tricky Word(s), and write the Tricky Word(s) on the line(s). On the back of the page, lines are provided for students to write an original sentence containing the Tricky Word of, the Tricky Word all, or both Tricky Words.*

1. Max had a pet dog.

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

2. The tots all got gifts.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Six of the t cats left.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Kim got a bag of chips.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. That's all of it.

\_\_\_\_\_

-----

\_\_\_\_\_

6. Did all of them get lunch?

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_



**Dear Family Member,**

Today your child learned the Tricky Words *of* and *all*. Help your child practice these words by asking your child to read the individual words in the box and the sentences below. After each sentence ask your child to say and write any Tricky Words from the sentence on the lines below.

ofallthea

1. All of the kids munched chips.

---

---

---

2. Mom got Sam a gift of red pants.

---

---

---

3. Sam has all of the things in his box.

---

---

---

4. Mom, Dad, and Sam all had fish at lunch.

---

---

---

5. Chad had a box of hats.

---

---

---

6. The ships all got wet.

---

---

---

7. All of the tots sang a song.

---

---

---

8. Dad brings Sam a can of ham.

---

---

---

Name \_\_\_\_\_

**3.1**

1.

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

2.

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

3.

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

4.

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

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



Name \_\_\_\_\_

3.2

snip

*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 the Tricky Words *the*, *a*, *of*, and *all*. Tricky Words are difficult to read and spell because they do not follow the letter-sound correspondences your child has been taught. These tricky letters are underlined with a gray line. Tricky Words occur frequently in stories and need to be practiced often. Ask your child to cut out the word cards and arrange them to make phrases.

Have your child read the phrases. Another way to practice: Arrange the cards yourself and have your child read the phrases. Please keep the cards for future practice.



<u>of</u>	the <u> </u>	<u>a</u>
<u>all</u>	ships	on
fast	mast	drift
wind	in	men





<u>o</u> f	f <u>r</u> om	<u>o</u> ne
------------	---------------	-------------

1. Stan got the best gift

\_\_\_\_\_ his mom.

2. Chad has six frogs and

\_\_\_\_\_ dog.

3. The man had ham and a

bag \_\_\_\_\_ chips.

Directions: Have students write a word from the box to complete each sentence.

<u>of</u>	<u>one</u>	<u>all</u>
-----------	------------	------------

4. Tim can crush a can with  
\_\_\_\_\_ hand.

5. The king slept on a bed  
\_\_\_\_\_ quilts.

6. Stan had \_\_\_\_\_  
the chips.

Name \_\_\_\_\_

5.2

yelp

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

---

---

---



Name \_\_\_\_\_

5.3

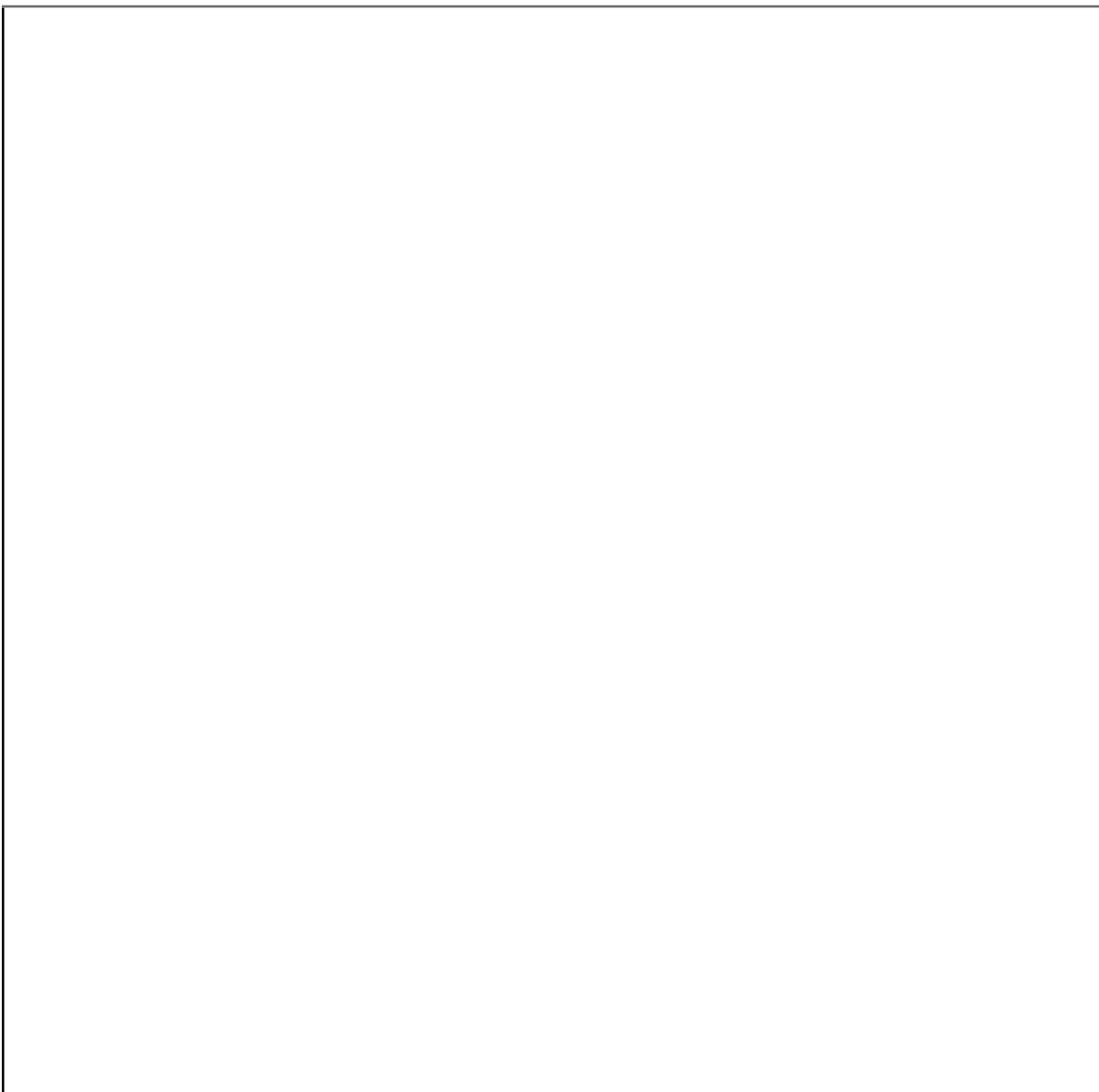
chomp

*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 letters in the words are underlined in gray.



# Sam and the Fish

This is Sam.



Sam and his dad fish in a pond.

Sam's dad brings a rod.

Sam brings a net.



Sam and his dad sit and sit.

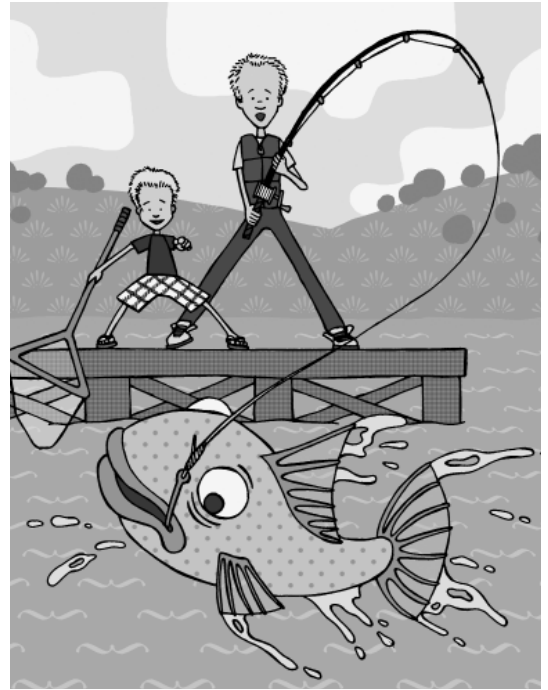
Then, zap!

Sam's dad gets a fish.

The fish jumps.

The fish twists and swims.

Sam's dad tugs on the rod.



The fish swims past Sam.

Sam swings his net.

Sam lifts up the net.

The fish is in the net!

Sam and his dad grin.





Name \_\_\_\_\_

6.1

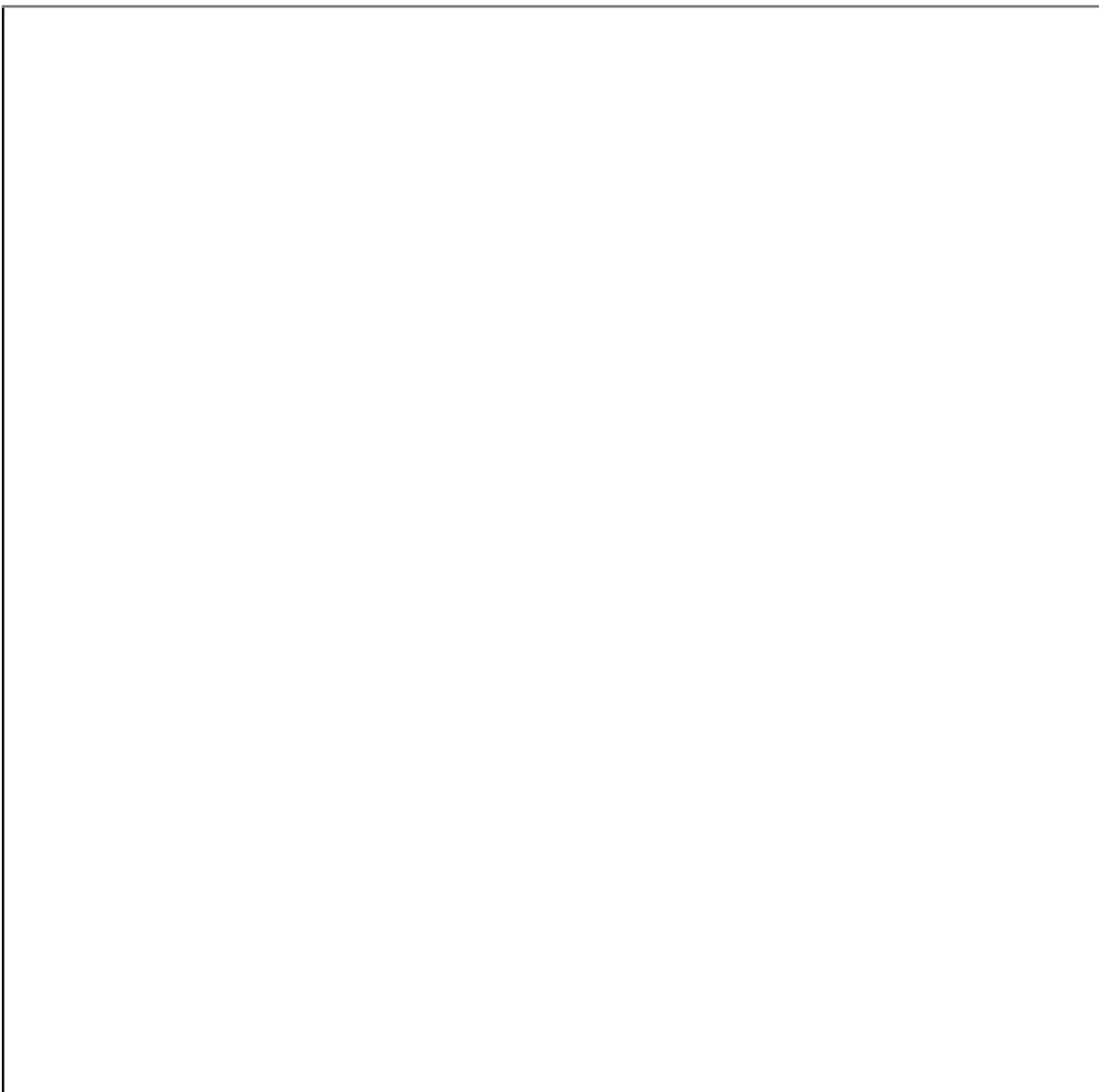
task

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

---

---

---





Name \_\_\_\_\_

6.2

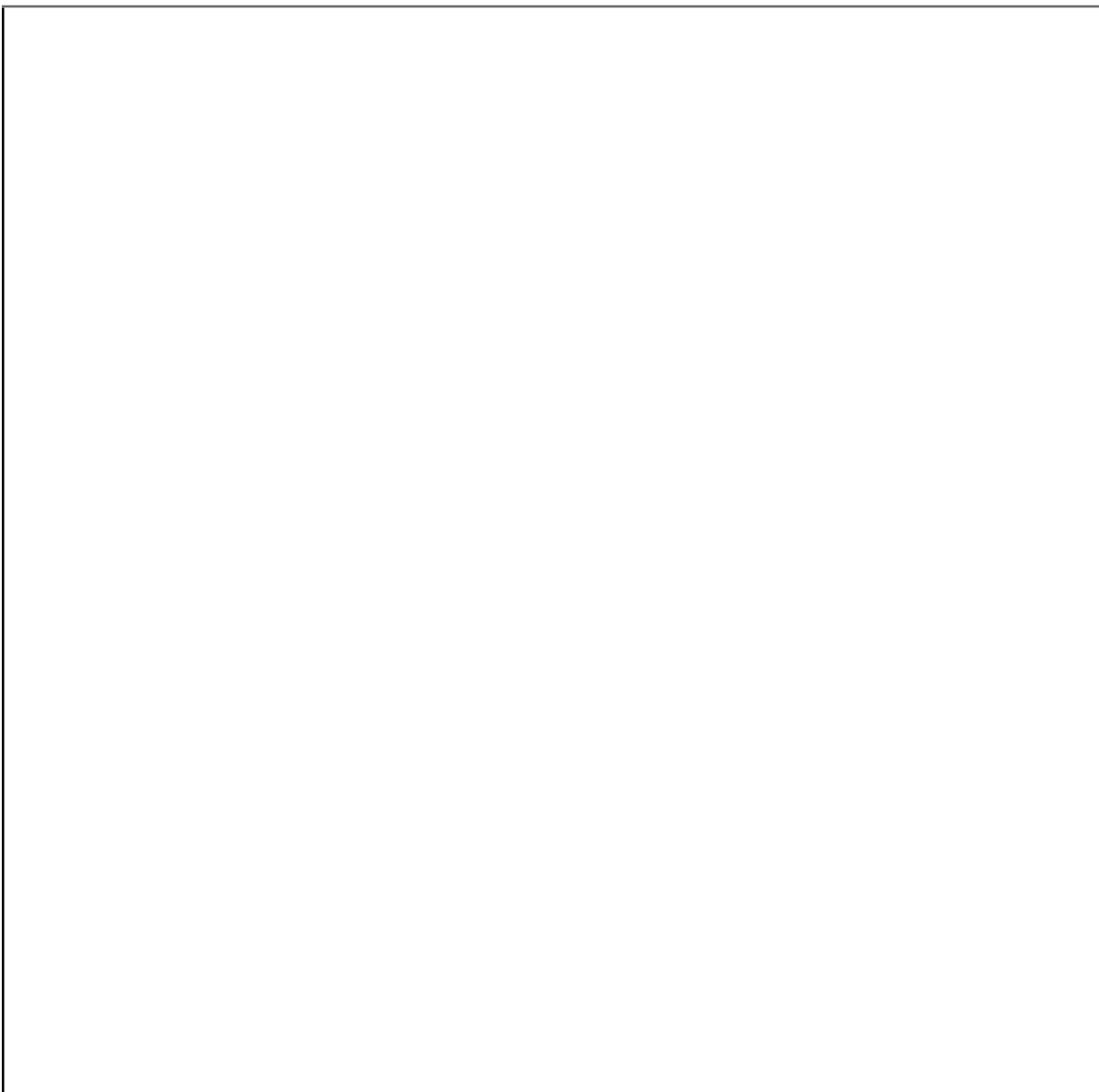
trim

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

---

---

---





Name \_\_\_\_\_

6.3


shrub

*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 letters in the words are underlined in gray.



# Fun at the Pond

Sam is at the pond with his pals.

Six frogs rest in the wet mud.

Sam runs at the frogs.

The frogs all hop in the pond.



Sam's pal, Chad, digs up a crab.

The crab gets mad at Chad.

The crab snips at Chad's hands.

Chad drops the crab.



Jen lifts up a log and spots a bug.

The bug is long with lots of legs.

The bug runs and digs in the sand.

The pond is lots of fun.



Please ask your child to read the following phrases to you, paying special attention to the Tricky Words. If your child needs more practice with Tricky Words, please review the words with flashcards or have your child read the words several times.

1. the pond

2. one frog

3. a fish

4. all of the shrubs

5. lots of fun

6. one cat

7. a gift from Tim

8. all of the jobs from the list



one can of trash



---

---

---

all six of the men

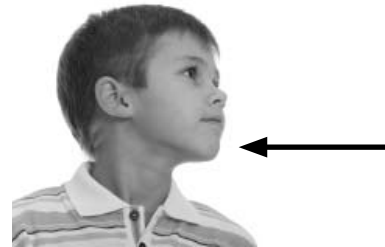


---

---

---

a kid's chin



---

---

---

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

one ship

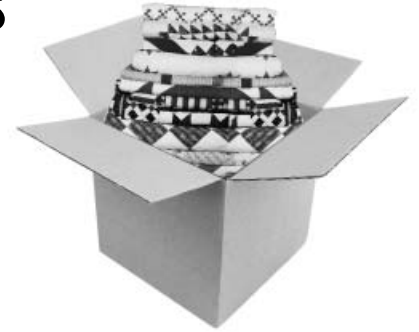


---

---

---

the box of quilts



---

---

---

all six of the kids



---

---

---

Name \_\_\_\_\_

**8.1**

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

1.

2.

3.

4.

5.

6.

7.



**Dear Family Member,**

Your child has been taught to read the Tricky Words: *one*, *was*, and *from*. Tricky Words are difficult to read and spell because they have letters which do not follow the letter-sound correspondences your child has been taught. These tricky letters 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. You may consider asking your child to make phrases with the cards and read them to you. Ask your child to copy the words onto a sheet of paper. Additional Activity: Read the words aloud and have your child write them down. Please keep the word cards for future practice.

pinch	hush	<u>all</u>
<u>of</u>	<u>one</u>	them
inch	jump	thump
next	<u>was</u>	<u>from</u>



Name \_\_\_\_\_

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

1.

2.

3.

4.

5.

6.

7.





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

1.



- a kid with a pig  
 a gift from a kid

2.



- one fish  
 ten fish

3.



- the cup of ants  
 the jug of milk

4.



- splash from a pond  
 splash from a bath

5.



- all of the chips  
 all of the plums

---

6.



- the kid was mad
- the kid grins

---

7.



- a bag of lunch
- a box of lunch

---

8.

**1 + 1**

- ten plus ten
- one plus one

---

9.



- all of the ants
- all of the plants

---

10.



- the kid was in bed
  - the kids ran
-

**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 letters in the words are underlined in gray.



# Sam's Pets

Sam has pets.

One of his pets is a dog.

One of his pets is a cat.

One of his pets is a bug.



This is Sam's dog, Max.

Max runs and jumps.

Max digs in the mud.

Max rubs mud on Sam.

Max yelps at the cat.

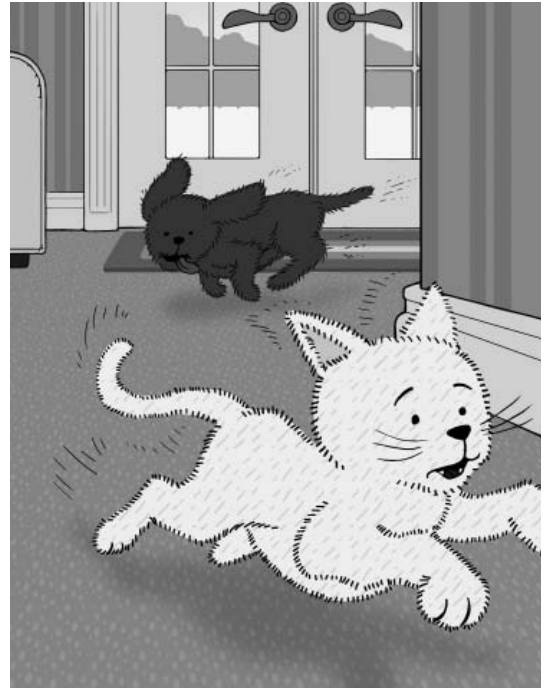


This is Sam's cat, Tim.

Tim sips milk from a dish.

Tim naps on Sam's bed.

Tim runs from Max.



This is Sam's bug, King Tut.

King Tut hops from plant to plant.

King Tut chomps on plants.

King Tut runs from Tim.







**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 letters in the words are underlined in gray.



# Tasks

Sam has a long list of tasks.

Sam must scrub a bunch of cups.

Sam must help his dad trim shrubs.

Sam must mop the steps.



Sam scrubs all of the cups.

Scrub, scrub, scrub.



Sam helps his dad trim shrubs.

Snip, snip, snip.

The sun is hot.

Sam gets hot.



Sam spots a fan on the rug.

Sam flops on the rug and naps.

Then his mom spots him.

Sam's mom taps him with the mop.

Sam jumps up. Sam picks up the mop.





1. big \_\_\_\_\_

2. \_\_\_\_\_ thin man

3. his \_\_\_\_\_ cap

4. \_\_\_\_\_ big chimp

5. hug \_\_\_\_\_ mom

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

6. lots of

\_\_\_\_\_

-----

\_\_\_\_\_

7. Dad \_\_\_\_\_ glad.

\_\_\_\_\_

-----

\_\_\_\_\_

8. All kids

\_\_\_\_\_

-----

\_\_\_\_\_.

Name \_\_\_\_\_

12.1

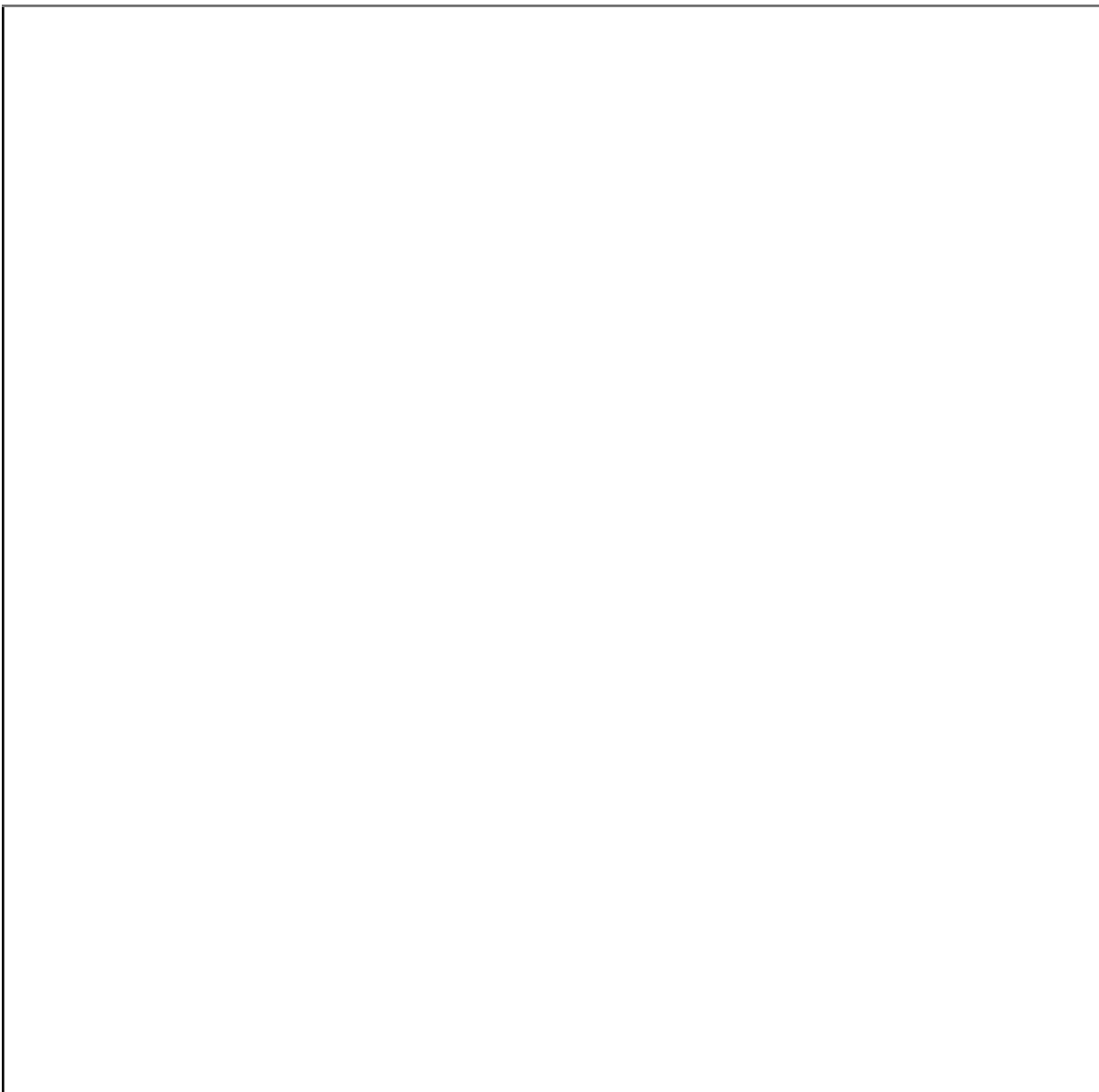
print

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

\_\_\_\_\_

-----

\_\_\_\_\_





Name \_\_\_\_\_

12.2

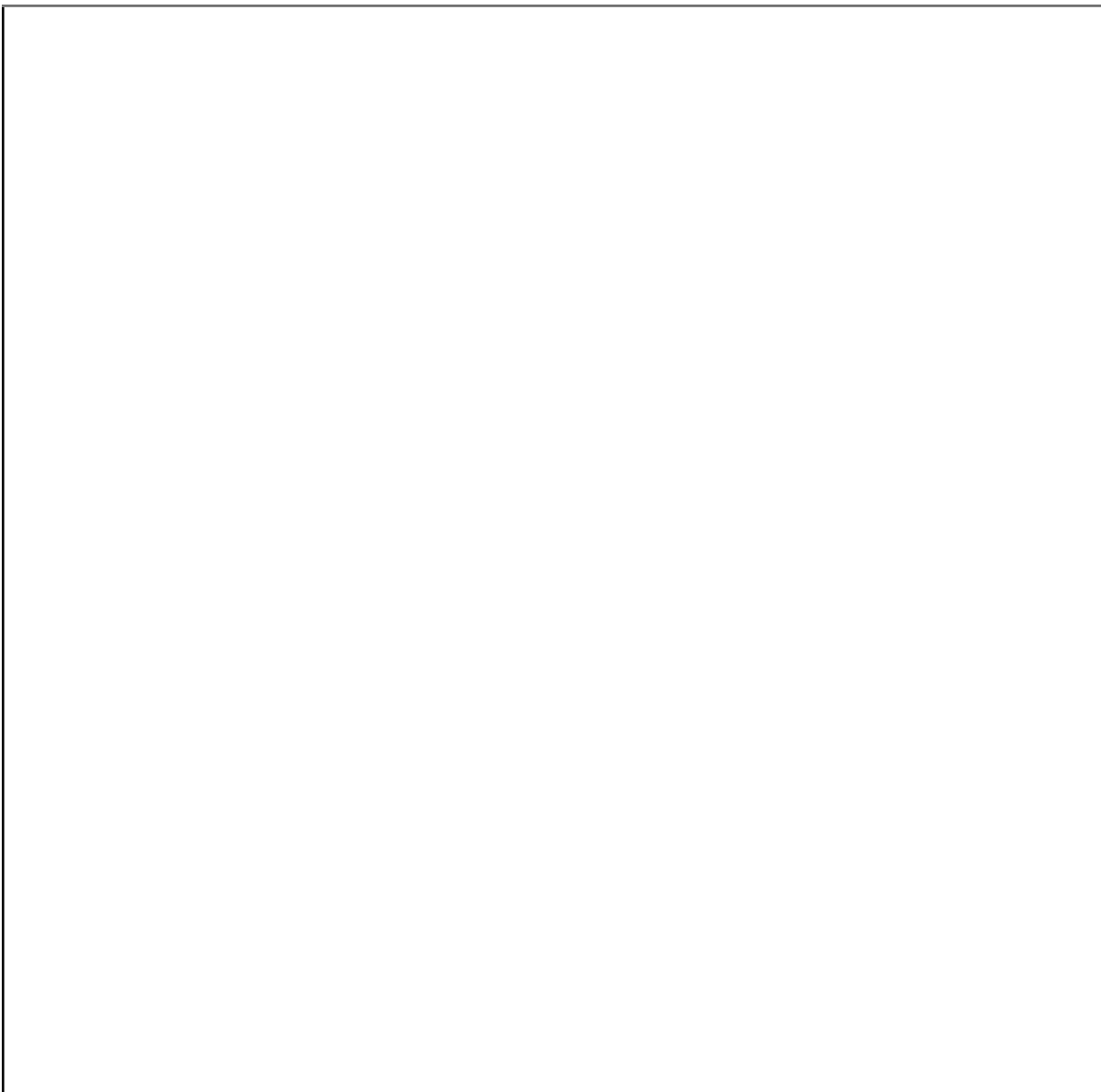
quip

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

\_\_\_\_\_

-----

\_\_\_\_\_





**Dear Family Member,**

Your child has been taught to read words with double-letter spellings. We have included 'ck' with the double-letter spellings because both letters stand for the sound /k/. Similarly, in the word *puff*, both of the letters 'f' stand for the single sound /f/. 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 sounds down, one at a time, paying attention to the double-letter spellings. Please keep the cards for future practice.



<b>puff</b>	<b>buzz</b>	<b>hiss</b>
<b>quack</b>	<b>yells</b>	<b>fizz</b>
<b>class</b>	<b>mitt</b>	<b>eggs</b>
<b>sniffs</b>	<b>odd</b>	<b>thick</b>





Directions: For each statement, have students circle the thumbs up icon if the statement is true and the thumbs down icon if the statement is false.

1. One kid in **class** has wings.



2. Trash can smell **bad**.



3. Milk is from hens.



4. The best **snack** is **grass**.



5. All the kids in **class** can grin.



6. Milk is **black**.



7. Trucks cost one **buck**.



8. This was fun.





Name \_\_\_\_\_

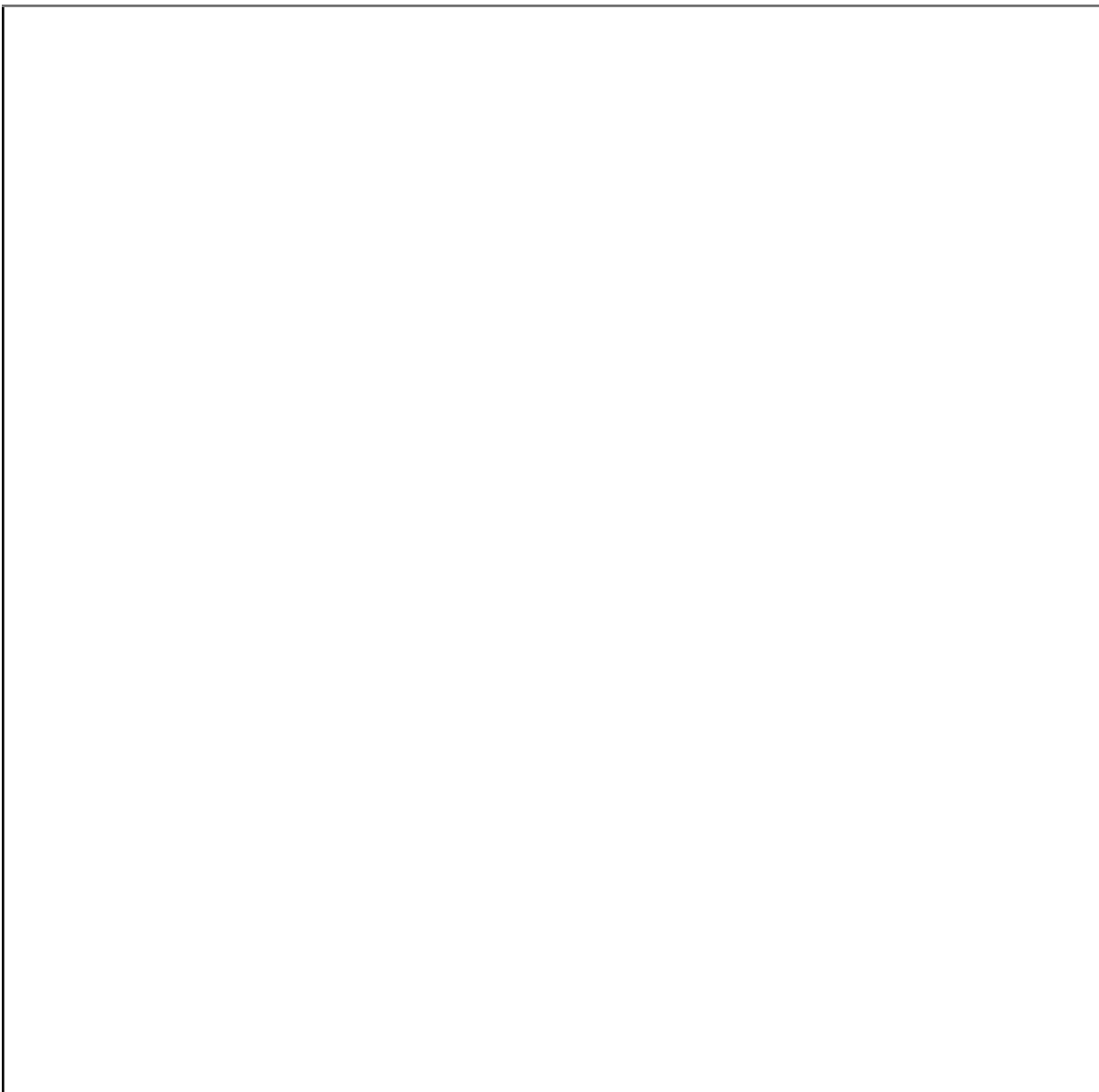
chills

*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 letters in the words are underlined in gray.



# The Van

Sam's mom has a van.

Sam is in the van.



Sam and his mom got his pal, Chad.

Then the van hit a big bump.

The van will jump up, up, up.



Then, slam!

The van hit the land.

Crash! Smash! Crunch!

Snap! Pop!



The van was bent.

The van had lots of dents.

The van did not run.



Sam's mom got a fix-it man.

The fix-it man had a big fix-it kit.

The fix-it kit did not help much.

The fix-it man did not fix the van.



Sam's mom got a cab.

The kids got in the cab.

Sam's mom was sad.

Sam held his mom's hand.

Then Sam sang his mom a song.

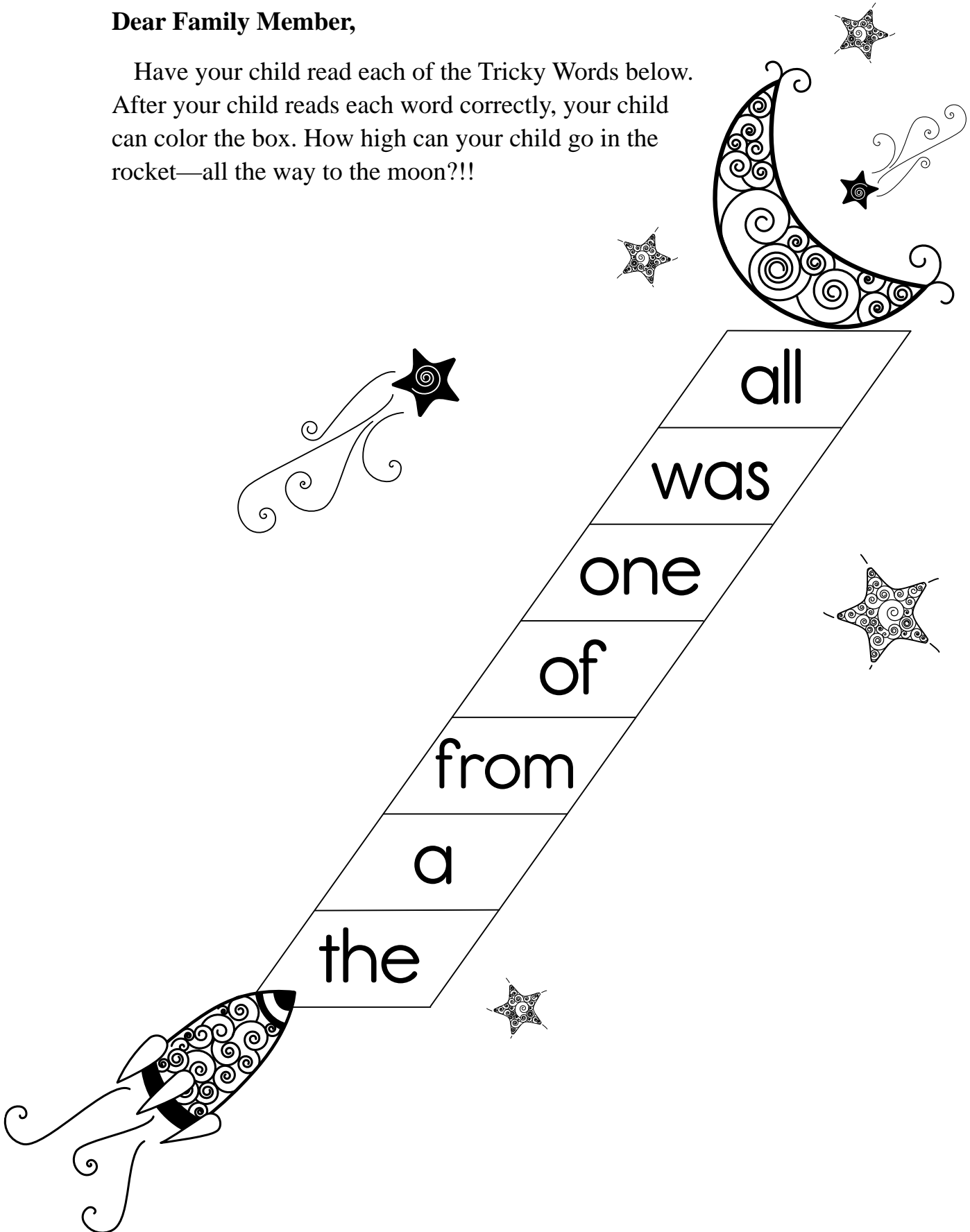
"Mom," Sam sang,

"a van is just a van!"



**Dear Family Member,**

Have your child read each of the Tricky Words below. After your child reads each word correctly, your child can color the box. How high can your child go in the rocket—all the way to the moon?!!







1. trash smells



2. one sock



3. duck quacks

$$\begin{array}{r} 7 \\ + 1 \\ \hline 8 \end{array}$$

4. add it up



5. one shell



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

6. a bat and a mitt



7. the sick kid



8. milk in a glass



9. the kid yells



10. one egg in a pan



cliff	egg	well
dress	duck	clock



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

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

hill

kiss

add

rock

shell

truck



---

---

---

---

---

---

$$1 + 1$$



---

---

---

---

---

---

**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 letters in the words are underlined in gray.



# On the Bus

The van is in the fix-it shop.

Sam's mom must get on the bus.

The bus pulls in at the bus stop.

Sam's mom gets on and sits in **back**.

The bus bumps up the hill.

Sam's mom hangs on with one hand.



Sam's mom rings the bell.

The bus stops at the next stop.

Sam's mom gets **off**.



**Summary Score Sheet**

*Teacher Directions: Record the scores of each assessment on this sheet. Retain the sheet and the Assessment Worksheets completed by the student in the student's assessment portfolio.*

**Student Performance Task Assessments required of all students**

Word Recognition Assessment: \_\_\_\_\_/20

Lowercase Letter Name Assessment: \_\_\_\_\_/26

Tricky Word Assessment: \_\_\_\_\_/7

**Individually Administered Assessments based on student performance**

Pseudoword Reading Assessment: \_\_\_\_\_/30

Real Word Reading Assessment: \_\_\_\_\_/30

Code Knowledge Diagnostic Assessment:

Rows 1–5 \_\_\_\_\_/25

Rows 1–7 \_\_\_\_\_/35

Story Reading:

Comprehension Questions: \_\_\_\_\_/3

Words Correct: \_\_\_\_\_

**Recommendation: (Check One)**

\_\_\_\_\_ Continue to Units 9 and 10 for instruction.

\_\_\_\_\_ Place in remediation group for instruction—do not continue to Units 9 and 10.





Name \_\_\_\_\_

15.2

😊 run leg cup cat

1. med mat met net

2. rim rot rob rod

3. yes yet yez yen

4. hat had hid ham

5. gut get cot got

6. bad pat pit pad

7. sip zip sap zap

8. hen ken kin jen

9. vat vet fat rat

10. fax fix box fox

11. thin fin thick this

12. chill jill chin still

13. ships chips chops shops

14. chest west quest quip

Name \_\_\_\_\_

15. boss bus fuzz buzz

16. ebb edd egg odd

17. wick wax whips wicks

18. kin king kong wing

19. trip drip drop drug

20. shop ship shot chop

Total Score: \_\_\_\_\_ /20

Notes:



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. **shock**

---

---

---

2. **spell**

---

---

---

3. **egg**

---

---

---

4. **cliff**

---

---

---

5. **fluff**

---

---

---

6. **splash**

---

---

---

7. **pinch**

---

---

---

8. **check**

---

---

---

9. clips

---

---

---

10. **fuzz**

---

---

---

11. **dress**

---

---

---

12. **kick**

---

---

---

13. plums

---

---

---

14. grin

---

---

---

Name \_\_\_\_\_

16.1

1. a w e i

2. t y u w

3. o p t m

4. f g h n

5. k l z c

6. c b v d

7. d x z j

8. n i h m

9. u r n m

10. l y p g

11. e a i o

12. n h m k

13. b d p q

14. i l t f

15. s t c k

16. x s t z

17. f t j l

18. y i j g



Name \_\_\_\_\_

19. i e u j

20. b p d q

21. z s c t

22. n m r q

23. q u w d

24. t f g e

25. c b v d

26. a w e i

Total Score: \_\_\_\_\_ /26

Notes:



Name \_\_\_\_\_

16.2

### STUDENT RECORD SHEET - Pseudowords

If a student misreads a word, write what she says directly above the pseudoword.

1. wug rab sep zat het

2. kem jid pog lum yod

3. lin fod cax ved mip

4. nist brin clup stent glosp

5. thog shup chim quib ling

6. geck vell tass beff dagg

Total Score: \_\_\_\_\_/30

Notes:



Name \_\_\_\_\_

**16.3**

### STUDENT RECORD SHEET – Real Words

If a student misreads a word, write what she says directly above the word on the record sheet.

1. dog bed rat him but

2. yes fax cup van sad

3. let rim jot zip wag

4. step drop rust bend spent

5. then shop chin quit long

6. puff back egg miss fell

Total Score: \_\_\_\_\_/30

Notes:



sock rock



\_\_\_\_\_

-----

\_\_\_\_\_

truck duck



\_\_\_\_\_

-----

\_\_\_\_\_

mitt kit



\_\_\_\_\_

-----

\_\_\_\_\_

lock clock



\_\_\_\_\_

-----

\_\_\_\_\_

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

glass dress



---

---

---

drums plums



---

---

---

bell bill



---

---

---

egg eggs



---

---

---



1.



2.



3.



4.



5.



*Directions: Have students connect words that rhyme.*

*Directions: Have students write one additional rhyming word for each row.*

6. bat rat

---

---

---

7. bell sell

---

---

---

8. chick trick

---

---

---

9. tan van

---

---

---

10. met set

---

---

---

11. bring thing

---

---

---

Name \_\_\_\_\_

17.1

1. u up a the

2. off of frame from

3. this the a that

4. waz wet with was

5. wab ib one once

6. from off up of

7. a the all tell



Name \_\_\_\_\_

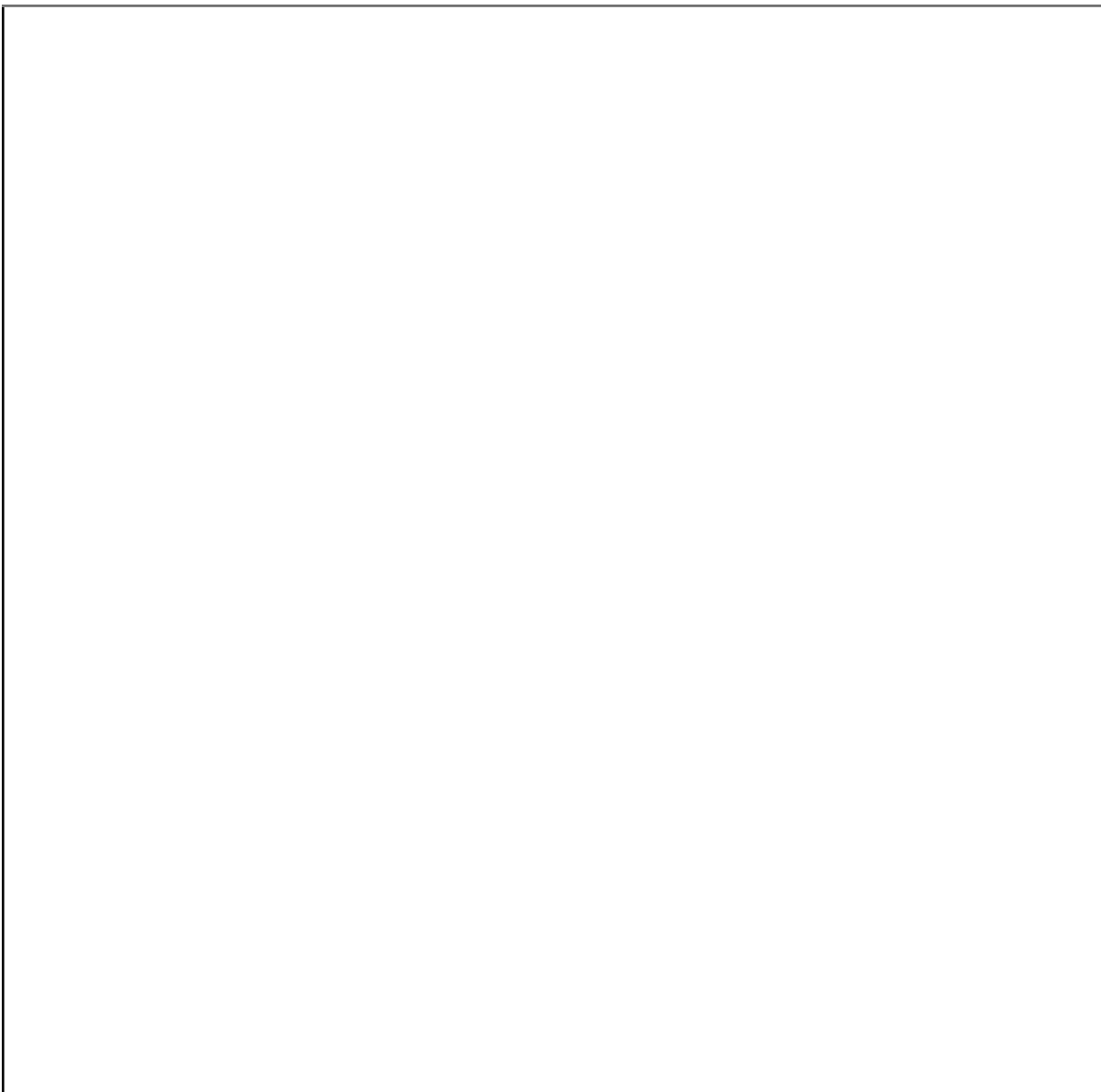
dock

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

\_\_\_\_\_

-----

\_\_\_\_\_





Name \_\_\_\_\_

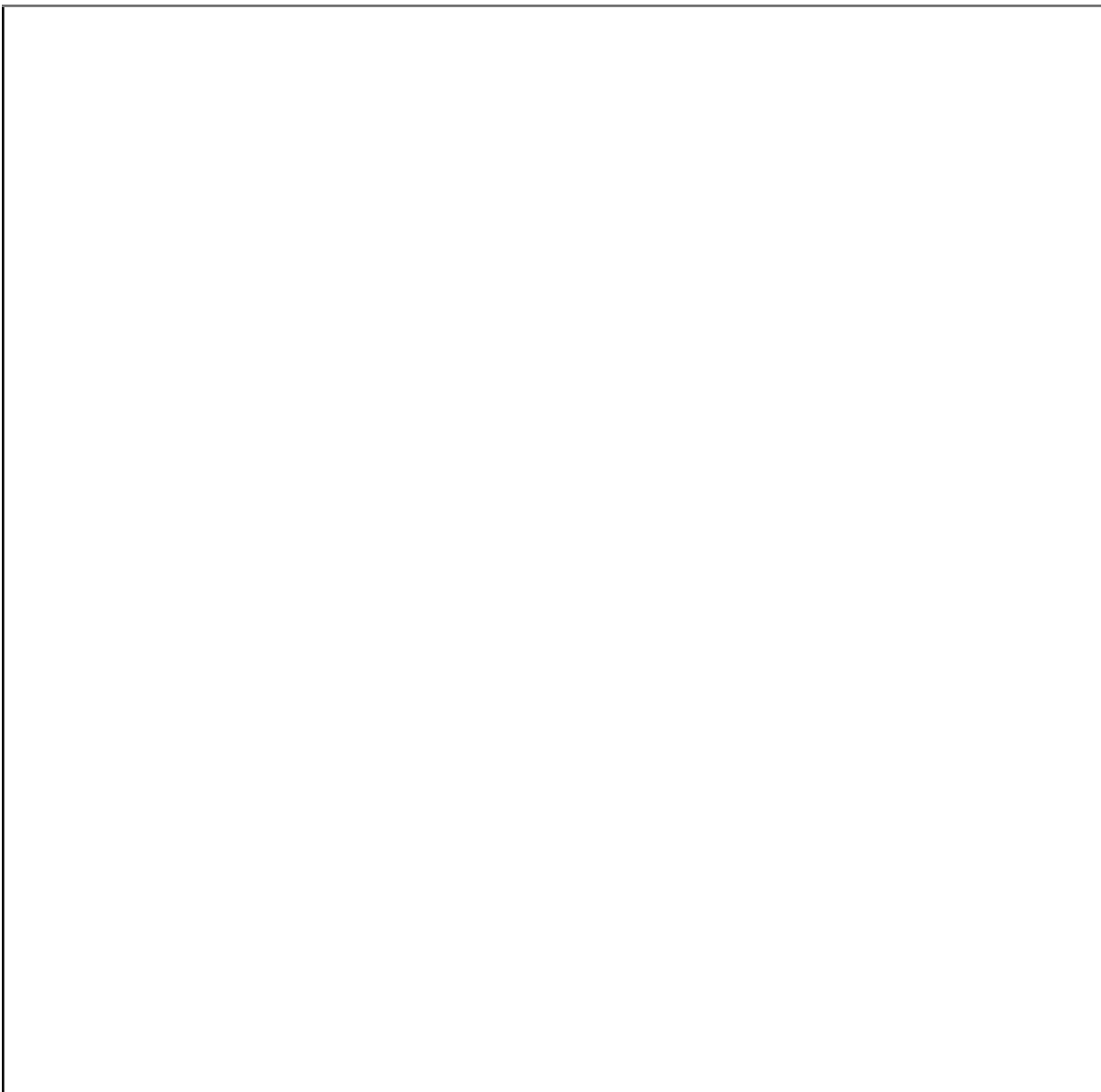
peck

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

\_\_\_\_\_

-----

\_\_\_\_\_







Name \_\_\_\_\_

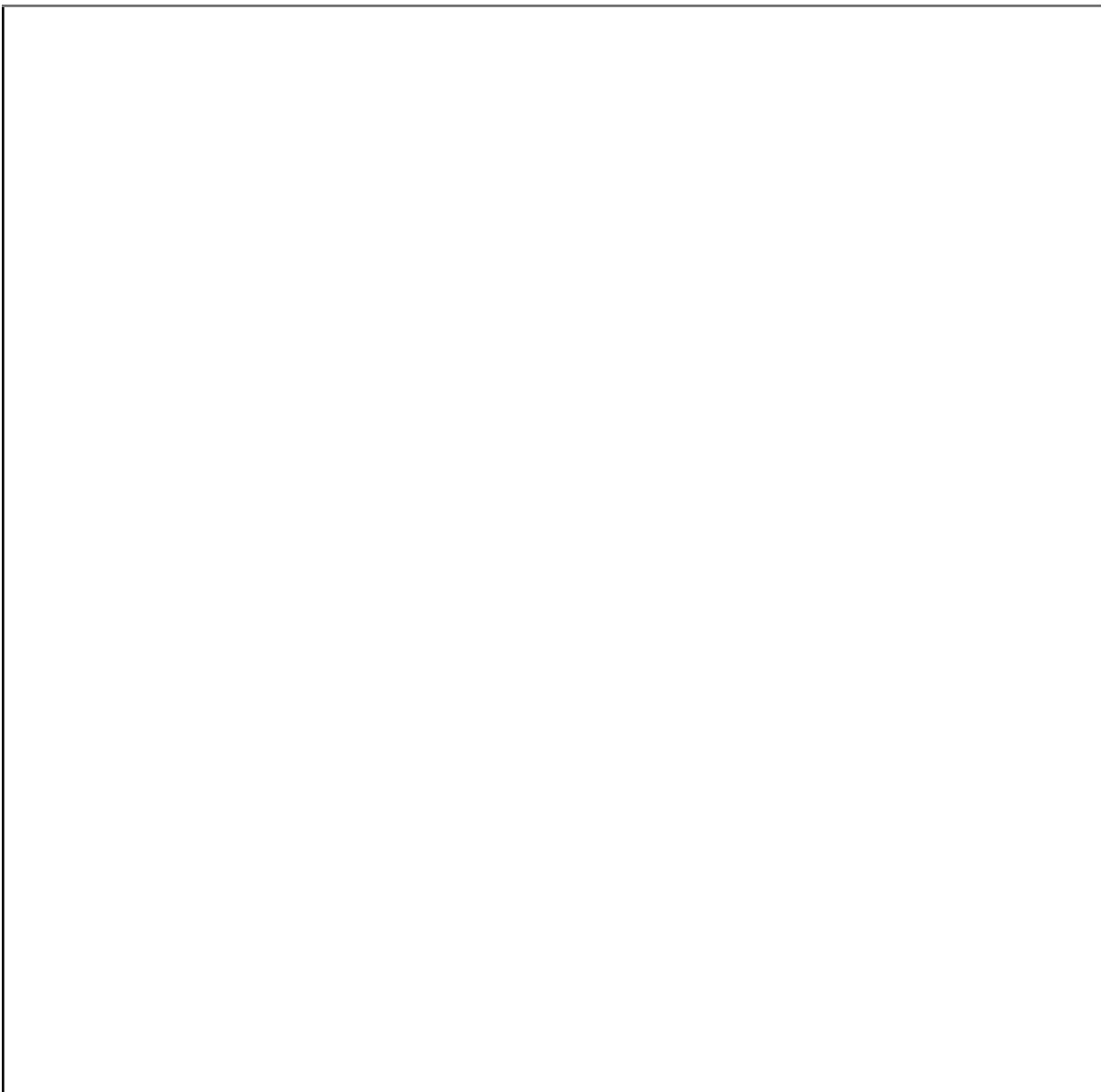
glint

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

\_\_\_\_\_

-----

\_\_\_\_\_





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

1.



- one black dog
- ten black dogs

2.



- eggs in nest
- eggs and chick

3.



- black dress
- chin dress

4.



- sit on grass
- stand on grass

5.



- kiss kid
- kiss duck

---

6.



- chick** on hand
  - chick** in box
- 

7.



- sing the song
  - ring the **bell**
- 

8.



- dog **sniffs**
  - cat **sniffs**
- 

9.



- doll** with **dress**
  - doll** with pants
- 

10.



- duck** flaps wings
  - bat flaps wings
-

Name \_\_\_\_\_

17.6

### STUDENT RECORD SHEET – Code Knowledge Diagnostic Assessment

Ask student for the sound of each letter. If he gives a letter name, remind him to provide the sound, not the name. Make a note of any letter for which the incorrect sound is given.

1. m s f v z

2. r l n e u

3. i o a t y

4. d g h j k

5. b p c w x

6. sh ch th ng qu

7. ff ss ll gg ck

Total Score: \_\_\_\_\_/35

Notes:



**Dear Family Member,**

Help your child practice the following Tricky Words. Ask him to first read each word in the box. Then ask him to use the words in the box to complete each sentence. You might suggest he cross out each word in the box as he uses it.



from    one    of    a    was    the    all

1. Sam just has \_\_\_\_\_ pet, not 2 pets.
2. Sam had a bag \_\_\_\_\_ chips at lunch.
3. Chad lost his ring and \_\_\_\_\_ sad.
4. Max is \_\_\_\_\_ dog.
5. Sam got his pack \_\_\_\_\_ his mom.
6. Sam and Chad went swimming in \_\_\_\_\_ pond.
7. The frogs \_\_\_\_\_ hop in the pond.





# The Chick

Sam and Chad got up on a rock.

On top of the rock was a gull's nest.

The gull had a chick.

Then the gull left.

The chick fell from the nest.

Plop!

The chick got stuck in a crack.

Sam and Chad got the chick.

Then Chad set it back in its nest.



**Running Record for “The Chick”**

Say to the student, “I have a story I want you to read aloud to me today. The title of the story is “The Chick.” Can you tell me what you know about chicks?” (Allow the student time to tell you briefly what they may know about chicks. You do not need to record this information.)

“Now I am going to give you a copy of the story. I want you to read using your best reading voice and expression. I also want you to think as you read because I am going to ask you some questions at the end.”

Read the title aloud to the student. Mark your running record as the child reads. Here are some easy common markings:

- circle omitted words
- line through mispronounced words and write what was said above the mispronounced word
- write TS (Teacher Supplied) above any word you had to supply to the student

## The Chick

Sam and Chad got up on a rock. (8)

On top of the rock was a gull’s nest. (17)

The gull had a chick. (22)

Then the gull left. (26)

The chick fell from the nest. (32)

Plop! (33)

The chick got stuck in a crack. (40)

Sam and Chad got the chick. (46)

Then Chad set it back in its nest. (54)

**Oral Comprehension Questions:**

Where was the gull’s nest?

What did the gull have in its nest?

Who got the chick and put it back in its nest?



1. shell



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

2. duck



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

3. mitt



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

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

4. bell



---

---

---

---

---

---

5. egg



---

---

---

---

---

---

6. brick



---

---

---

---

---

---

**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 letters in the words are underlined in gray.



# Stop That Bus!

Sam's mom runs in and yells,

"Sam, get up!"

Sam jumps up.



Sam's mom hands him his pants.

Sam jumps in his pants.

Sam's mom hands him his **pack**.

Sam slips the **pack** on his **back**.

Sam's mom hands him his lunch.

Sam grabs it.



Sam and his mom run fast.  
“That’s the bus!” Sam yells.  
Sam’s mom huffs and puffs.  
“Stop the bus!” Sam yells.



The kids on the bus spot Sam.  
One of them yells, “That’s Sam.  
Stop the bus!”  
The bus stops.  
Sam is in **luck**.  
Sam gets on the bus.





egg	chick	sock
bell	grass	kiss



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

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

dress

buzz

clock

doll

cliff

mitt



---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

**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 letters in the words are underlined in gray.

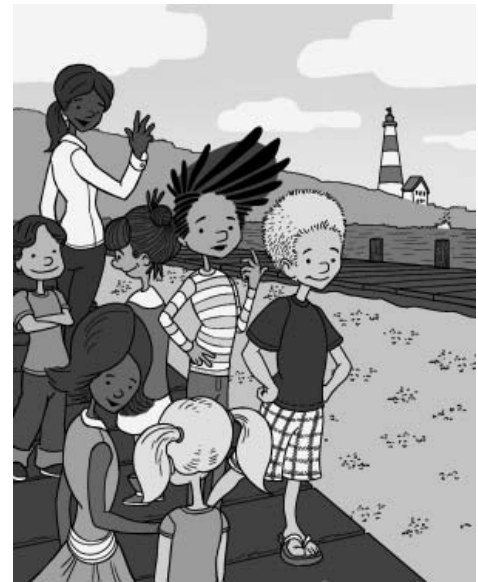


# Sam and the Duck

Sam's **class** is on a trip.

The **class** is at the **dock**.

**Miss Mack** spots Ken, the fish man.



"Ken," **Miss Mack** asks,

"Can the kids dig in the sand?"

Ken nods.

"Yes, the kids can dig in the sand,  
but the kids must not pet the **duck**."

That **duck** is a bad **duck**.

That **duck** **pecks** at kids."



Miss Mack tells the kids,  
“Class, let’s not pet the duck.”  
Sam and Chad dig in the sand.  
Chad digs up a ring.  
Sam lifts the ring up.  
The ring glints in the sun.



The duck spots the ring.  
The duck quacks and runs at Sam.  
“Sam!” Miss Mack yells,  
“It’s that bad duck,  
the one that pecks!”



The duck runs up and pecks  
at Sam’s hand.  
Then it runs off with the ring.  
“Man!” yells Chad.  
“That is one bad duck!”



1. **hill**      **chill**

\_\_\_\_\_

-----

\_\_\_\_\_

2. **fluff**      **flip**

\_\_\_\_\_

-----

\_\_\_\_\_

3. **sick**      **luck**

\_\_\_\_\_

-----

\_\_\_\_\_

4. **add**      **at**

\_\_\_\_\_

-----

\_\_\_\_\_

5. **buzz**      **fuzz**

\_\_\_\_\_

-----

\_\_\_\_\_

6. **hiss**      **bliss**

\_\_\_\_\_

-----

\_\_\_\_\_

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

7. doll dull

---

---

---

8. cliff stiff

---

---

---

9. check chick

---

---

---

10. moss boss

---

---

---

11. odd off

---

---

---

12. fuzz fuss

---

---

---

Name \_\_\_\_\_

20.2

1. buzz

drum

2. from

one

3. crack

leg

4. fun

was

5. egg

stack

*Directions: Have students draw a line from each word on the left to the rhyming word on the right.*

6. add

press

7. still

sock

8. dress

glad

9. cliff

thrill

10. clock

stiff



Directions: Have students write the words containing the /ff/ sound spelled 'ff' under the 'ff' header and the words containing the /f/ sound spelled 'f' under the 'f' header and the words containing

sniff	frog
soft	puff
stuff	gift
fresh	fist

as in fit

as in hff

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Directions: Have students write the words containing the /l/ sound spelled 'l' under the 'l' header and the words containing the /ll/ sound spelled 'll' under the 'll' header.*

doll	long
lunch	belt
still	spell
bill	lamp

as in lip

as in llip

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

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

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

class	sting
boss	moss
spot	pest
mess	pass

as in stop

as in toss

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Directions: Have students write the words containing the /t/ sound spelled 't' under the 't' header and the words containing the /t/ sound spelled 'tt' under the 'tt' header.*

mut <b>tt</b>	stamp
tong <b>s</b>	put <b>tt</b>
Mat <b>tt</b>	mit <b>tt</b>
Wat <b>tt</b>	trap

as in top

as in putt

Handwriting practice lines for the /t/ sound spelled 't'. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 rows of these lines.

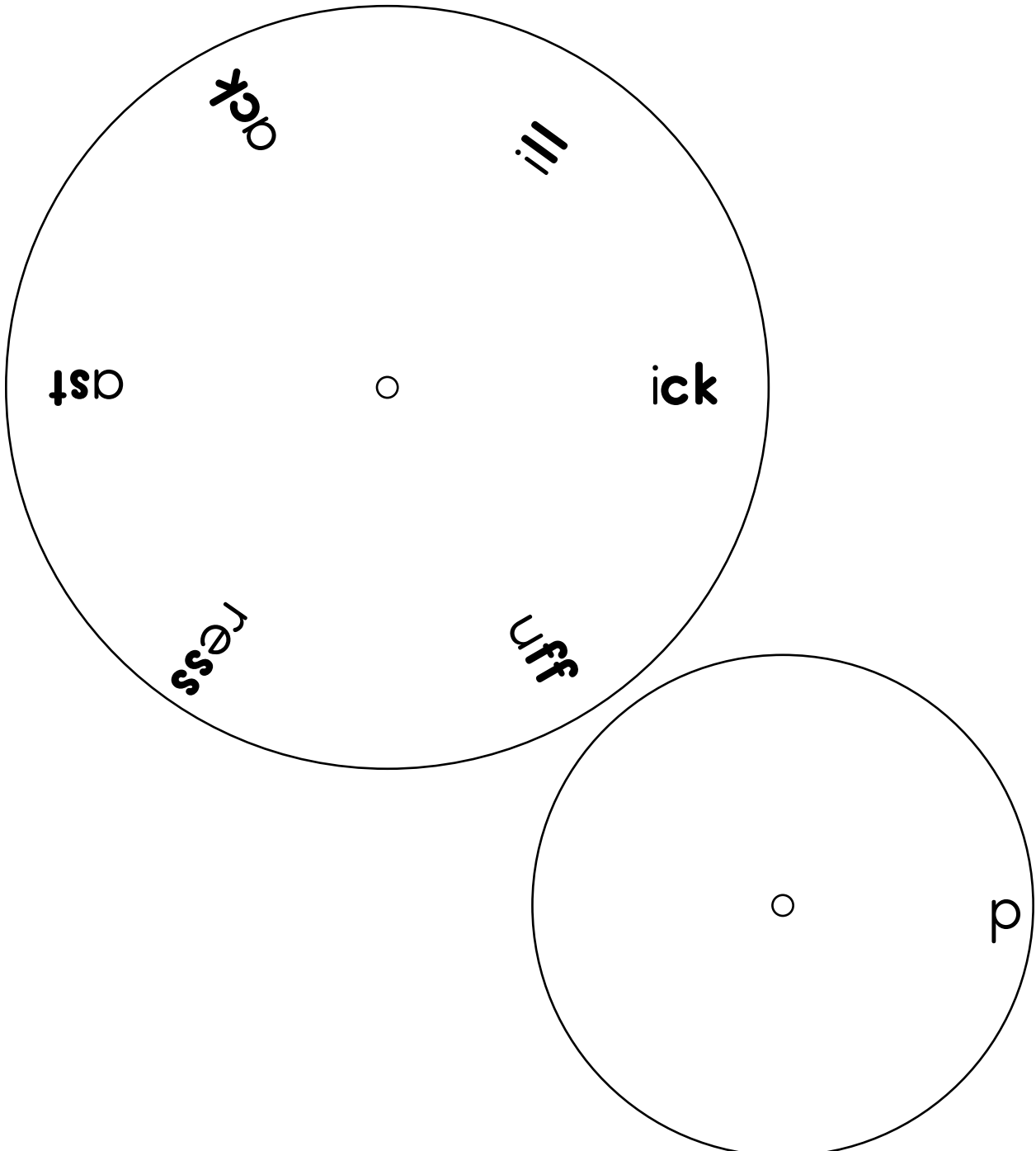
Handwriting practice lines for the /t/ sound spelled 'tt'. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 rows of these lines.

Name \_\_\_\_\_

PP3

**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. Ask your child to copy the words on a sheet of paper. Another way to practice: Arrange the circles yourself and have your child read the words.



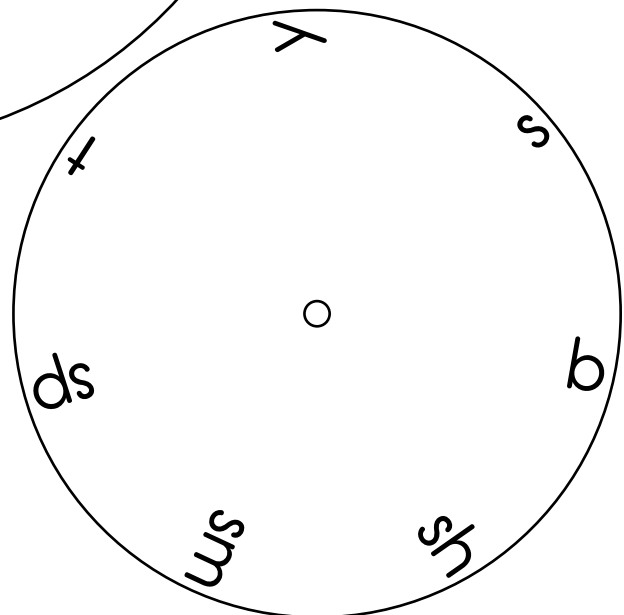
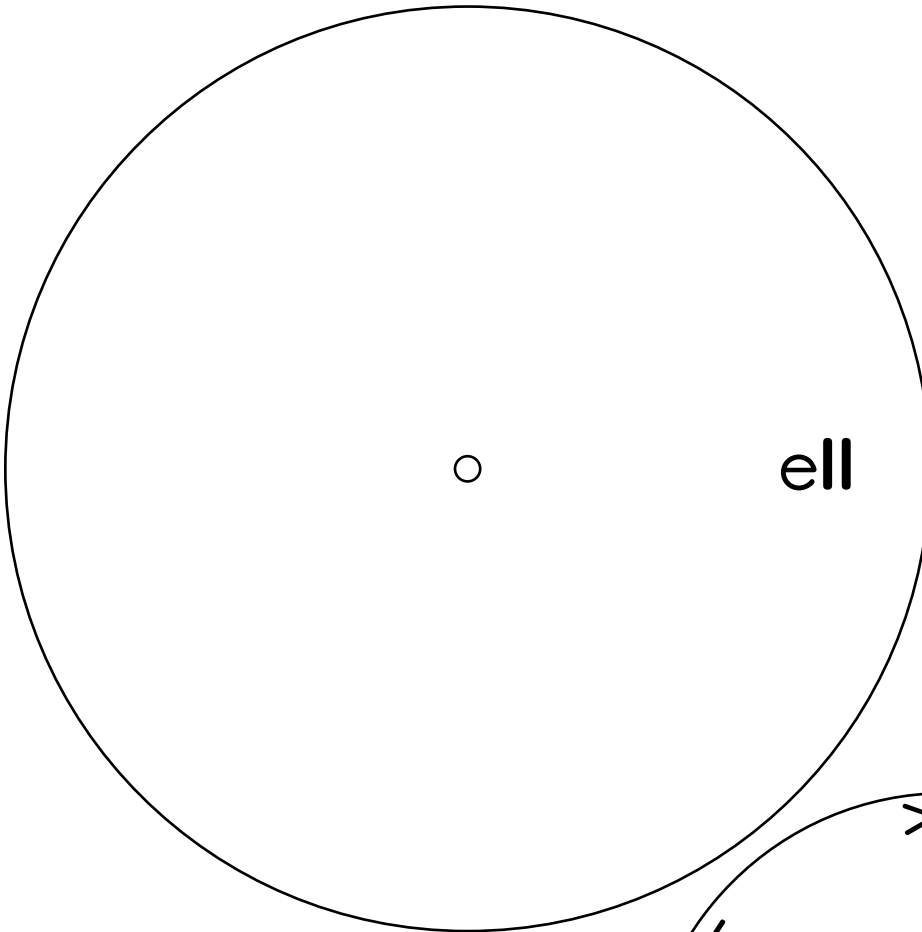


Name \_\_\_\_\_

PP4

**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. Ask your child to copy the words on a sheet of paper. Another way to practice: Arrange the circles yourself and have your child read the words.







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.



# Max in the Mud

Max tracks mud on the deck.

Sam's mom yells, "Bad dog!"



Sam's mom has Sam get a mop.

Sam gets a mop  
and mops up the mud.



Sam's mom sniffs Max.

Ug!

The dog smells bad!



Sam gets Max in the bath tub.

Sam's mom scrubs him.

Then, at last, Max smells fresh!



**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 Band

Sam's dad is in a **jazz** band.

That's him in the **back**.

Chad's dad is in the band with him.

That's him on the **drums**.

Chad's **boss** is in the band, as well.

That's him on the left, in the **hat**.



Sam's dad plucks at his strings.  
Chad's dad bangs on his drums.  
The kids clap and yell.  
The band is a big hit!



**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 letters in the words are underlined in gray.



# The Chick

Sam and Chad got up on a **rock**.

On top of the **rock** was a gull's nest.

The gull had a **chick**.

The gull fed the **chick** a bit of fish.

Then the gull left.



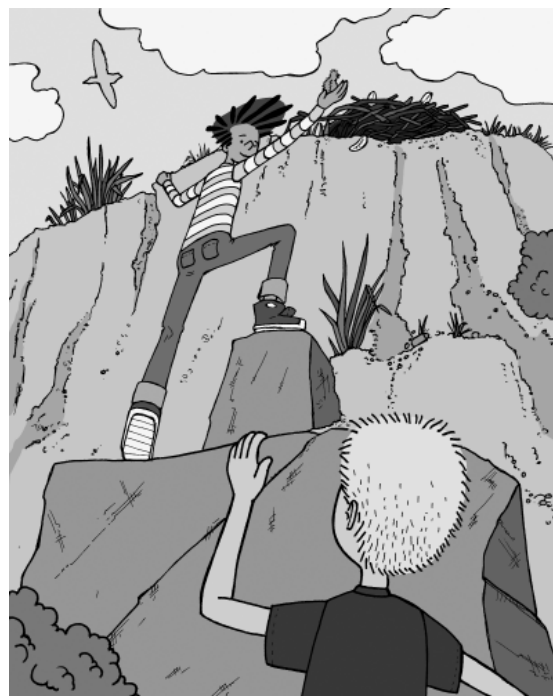
The **chick** fell from its nest.

Plop!

The **chick** got stuck in a **crack**.

Sam and Chad got the **chick**.

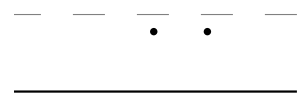
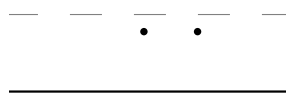
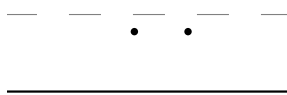
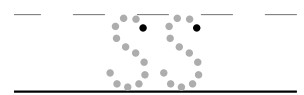
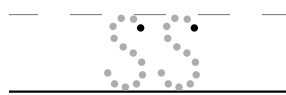
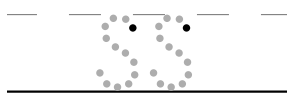
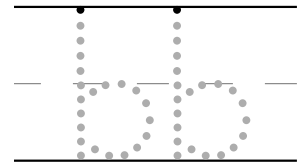
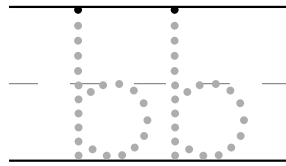
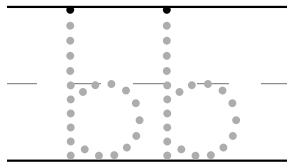
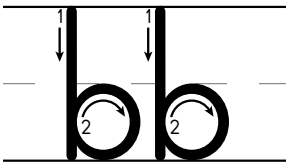
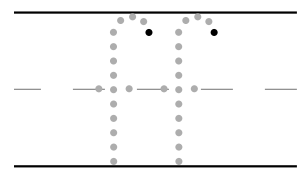
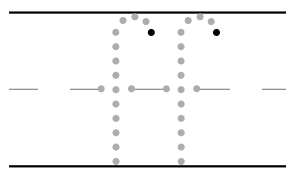
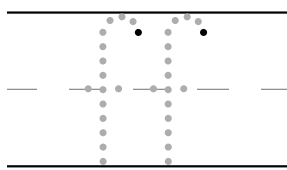
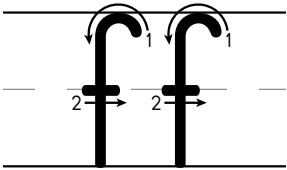
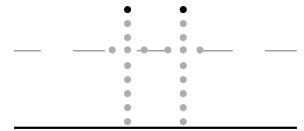
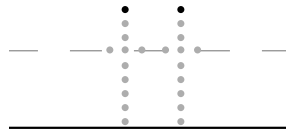
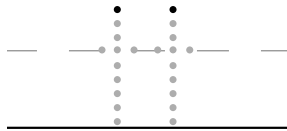
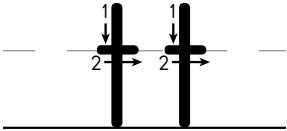
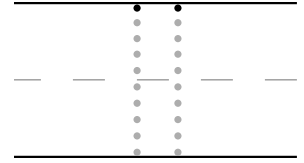
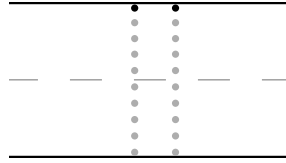
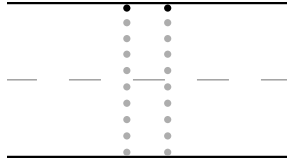
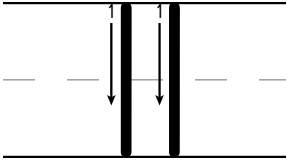
Then Chad set it **back** in its nest.

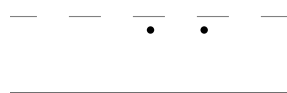
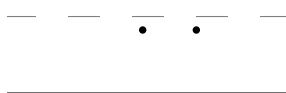
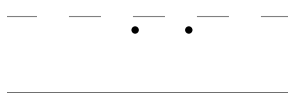
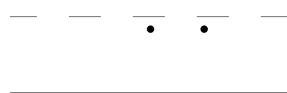
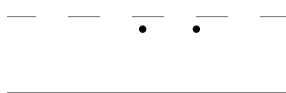
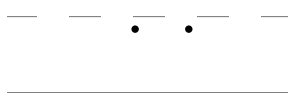
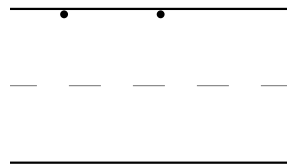
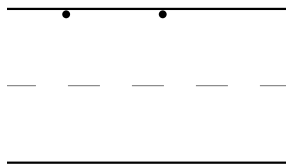
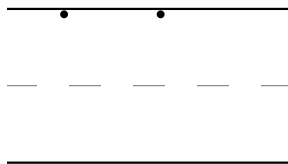
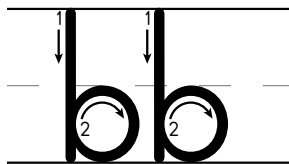
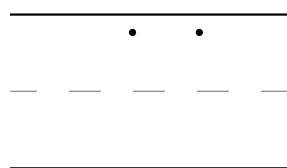
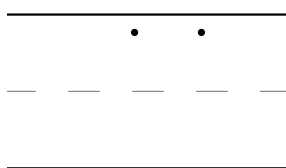
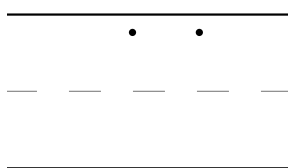
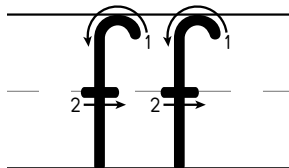
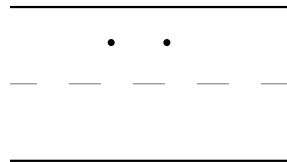
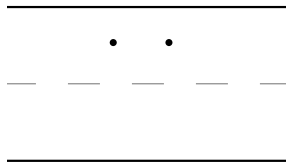
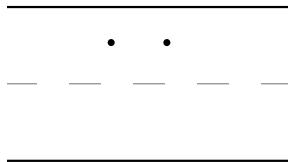
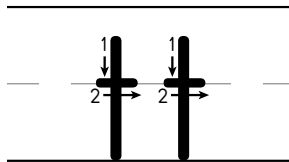
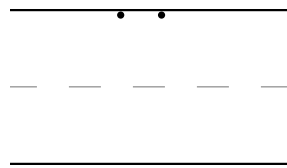
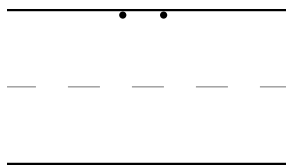
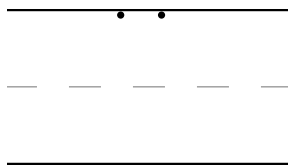
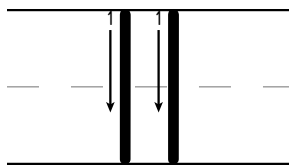


Name \_\_\_\_\_

PP8

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







Name \_\_\_\_\_

PP9

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


c c

.

.

.

c k

.

.

.

d d

.

.

.

r r

.

.

.

n n

.

.

.

m m

.

.

.

Name \_\_\_\_\_

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

--	--	--	--

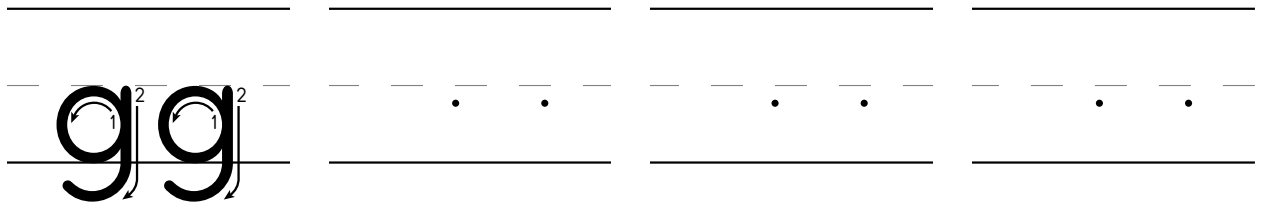
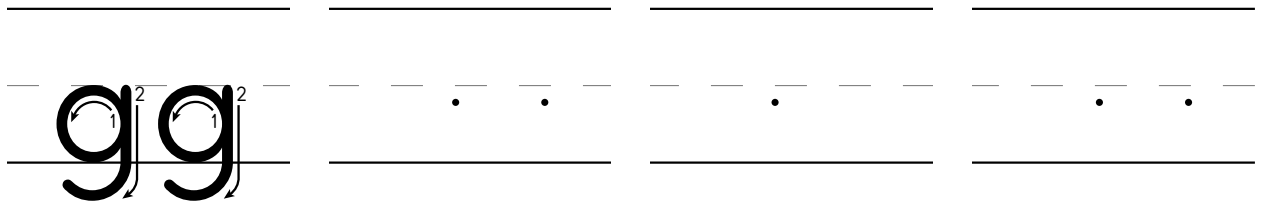
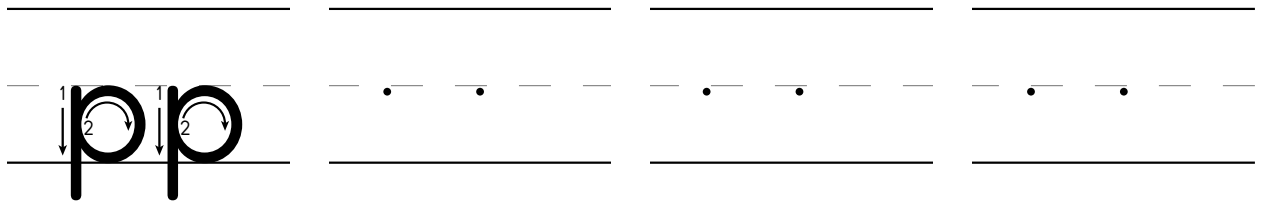
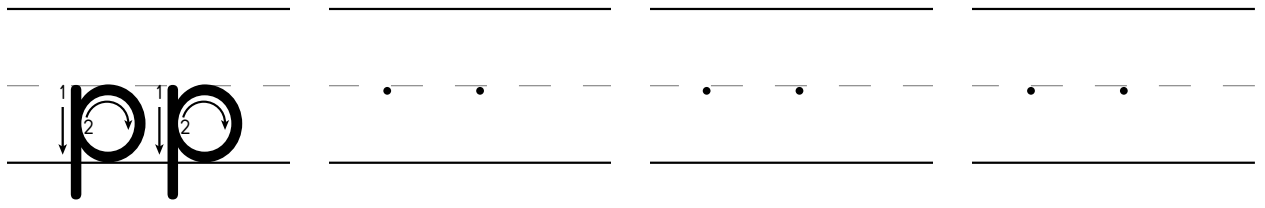
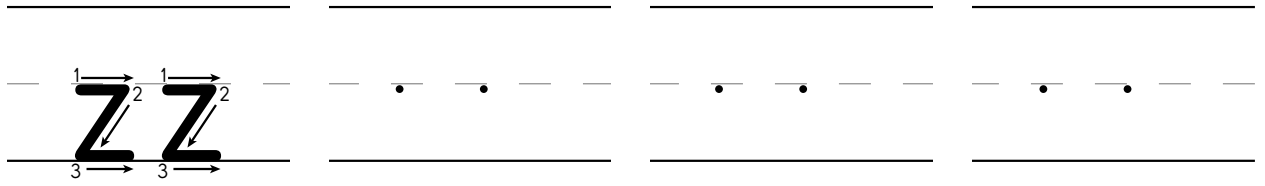
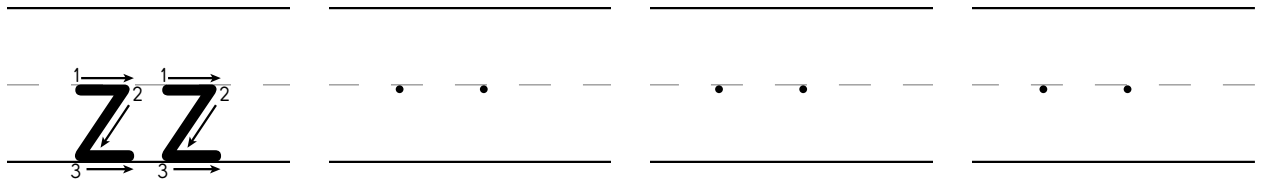
--	--	--	--

--	--	--	--

--	--	--	--

--	--	--	--

--	--	--	--



1. socks



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

2. yell



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

3. cliff



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

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

4. grass



---

---

---

---

---

---

5. truck



---

---

---

---

---

---

6. bell



---

---

---


---

---

---

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.

	b	e	m
	p	u	ll


---



---



---

	ch	a	ck
	b	i	d


---



---



---

	b	i	ll
	p	e	ff


---



---



---

	<p>d m</p>	<p>i e</p>	<p>tt l</p>
---	----------------	----------------	-----------------


---



---



---

	<p>m d</p>	<p>u o</p>	<p>th ck</p>
--	----------------	----------------	------------------


---



---



---

	<p>p y</p>	<p>e i</p>	<p>f ll</p>
---	----------------	----------------	-----------------

---



---



---



Name \_\_\_\_\_

1. **add**    **odd**

2. **lack**    **lick**

3. **chess**    **dress**

4. **glass**    **grass**

5. **mitt**    **mat**

6. **moss**    **toss**

*Directions: Have students circle the pronounced word and then copy it on the lines.*

7. **press** **dress**

8. **buzz** **fuzz**

9. **inn** **chin**

10. **smell** **fell**

11. **add** **odd**

12. **egg** **leg**

Name \_\_\_\_\_

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

a

a

a

of

of

of

the

the

the

all

all

all

one

one

one

from

from

from

was

was

was

a

of

the

all

one

from

was

Name \_\_\_\_\_

1. one

from

2. still

miss

3. strum

sun

4. fuzz

thrill

5. kiss

was

*Directions: Have students draw a line from each word on the left to the rhyming word on the right.*

6. mess

puff

7. beg

fell

8. stuck

egg

9. stuff

less

10. shell

luck

# 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; 5.4: Dustin Mackay; 6.4: Dustin Mackay; 7.1: Shutterstock; 9.2: Shutterstock; 9.3: Dustin Mackay; 10.2: Dustin Mackay; 13.1: Core Knowledge Staff; 13.3: Dustin Mackay; 13.4: Core Knowledge Staff; 14.1: Shutterstock; 14.2: Shutterstock; 14.3: Dustin Mackay; 16.4: Shutterstock; 16.5: Shutterstock; 17.5: Shutterstock; 18.3: Shutterstock; 18.4: Dustin Mackay; 19.1: Shutterstock; 19.2: Dustin Mackay; PP5: Dustin Mackay; PP6: Dustin Mackay; PP7: Dustin Mackay; PP11: Shutterstock; PP12: Shutterstock

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 8

## Skills Workbook

Skills Strand  
**KINDERGARTEN**

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