

# Unit 4

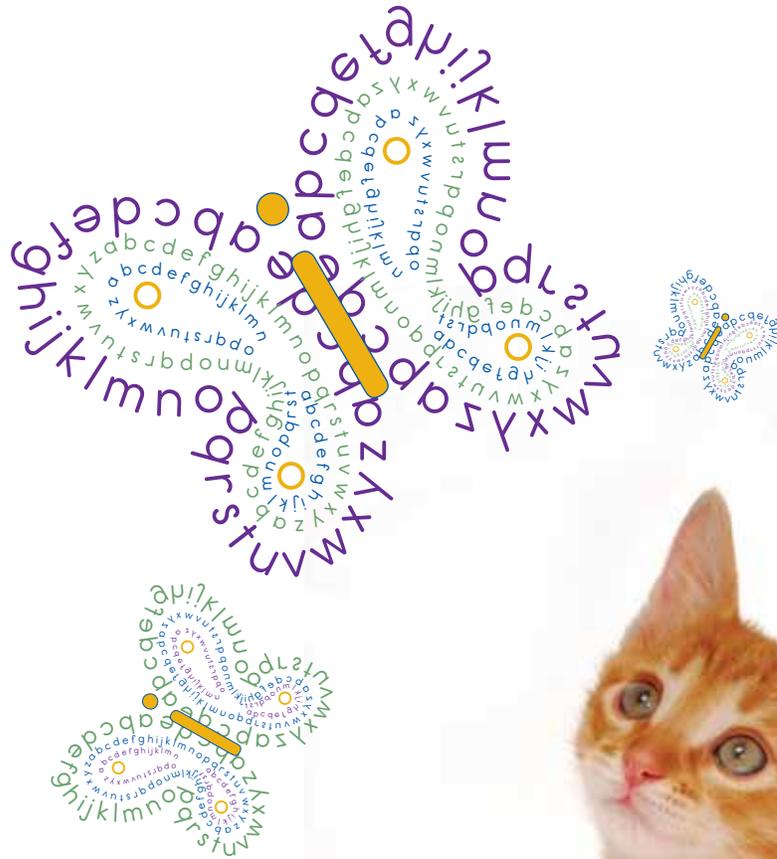
## Workbook

Core Knowledge Language Arts® • Skills Strand



Core Knowledge®

GRADE 1







# Unit 4

## Workbook

Skills Strand

GRADE 1

Core Knowledge Language Arts®



Core Knowledge®

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# Unit 4

## Workbook

This Workbook contains worksheets that 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. Some of the worksheets in this book do not include written instructions for students because the instructions would have contained nondecodable words. The expectation is that teachers will explain these worksheets to students orally, using the guidelines in the Teacher Guide. Nondecodable instructions are also included along the side of each of these worksheets, and are only meant to be read aloud by a teacher or family member. The Workbook is a student component, which means each student should have a Workbook.



Name \_\_\_\_\_

1.1



**Dear Family Member,**

Today our class started the Unit 4 of the Core Knowledge Language Arts program. The Reader for this unit is called *The Green Fern Zoo*. Your child will bring home stories you can read together about zoo keeper Vern and the different types of animals he cares for at the Green Fern Zoo. Remember that reading at home with your child is important for their success as a reader.

In addition, your child's spelling words for this week include the days of the week. Students will practice writing the date, including the days of the week. All of the spelling words this week are Tricky Words. Tricky Words do not play by the rules, meaning there are spellings that do not sound the way students would expect them to. These words need to be memorized, so your child will benefit from practice reading and writing them.

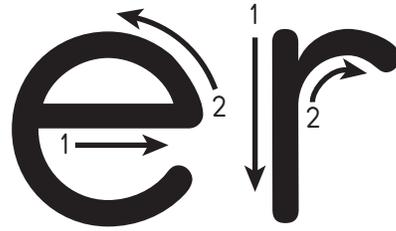
1. Monday
2. Tuesday
3. Wednesday
4. Thursday
5. Friday
6. Saturday
7. Sunday
8. would





Name \_\_\_\_\_

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



er er

er

her her

her

Bert Bert

Bert

perk perk

perk

Print the words on the lines where they fit best.

1. **fern**



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2. **herd**



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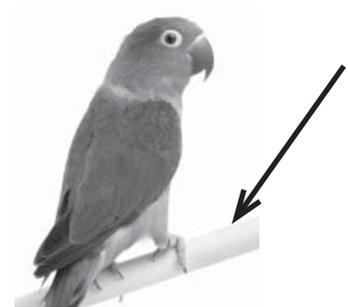
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3. **perch**



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Directions: Have students write the words with the /r/ sound under the 'red' header and the words with the /er/ sound under the 'her' header.

<del>fern</del>	rat
rust	perch
rope	rag
clerk	verb
room	term

/r/ as in red

/er/ as in her

rat

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

fern

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

2.2



**Dear Family Member,**

Your child has been taught to read words with the vowel digraph, or letter team, 'er' as in *her*. To practice this new spelling, ask your child to cut out the word cards below. In addition to the 'er' spelling, some of the words below are Tricky Words and previously taught spellings. Have your child read all of the words aloud, and arrange the cards to make phrases such "the herd" and "one fern." You may also ask your child to copy the phrases onto a sheet of paper. Please keep the cards for future practice.



the	all	big
herd	clerk	perch
food	book	one
pound	coin	hawk



**her****clerk**

round

coin

**verb**

paws

scoops

food

*Directions: Have students read each sentence and write the word from the word box that best fits the sentence.*

1. The plate is \_\_\_\_\_.

2. The \_\_\_\_\_ gave **her** a dime.

3. Dogs have \_\_\_\_\_.

4. I would like three \_\_\_\_\_!

Directions: Have students read each sentence and write the word from the word box that best fits the sentence.

her	clerk	round	coin
verb	paws	scoops	food

5. I can cook a lot of \_\_\_\_\_.

6. \_\_\_\_\_ dad is at home.

7. I will flip a \_\_\_\_\_.

8. Is this word a \_\_\_\_\_?



# Meet Vern

1. Where will Vern take you?

- the shop
- the Green Fern Zoo
- the bus

Page \_\_\_\_\_

2. What is Vern's job?

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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



Name \_\_\_\_\_

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



ar ar

ar

art art

art

farm farm

farm

yarn yarn

yarn

Print the words on the lines where they fit best.

1. **arm**

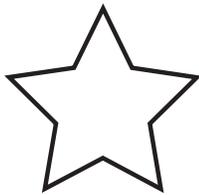


arm

2. **car**



3. **star**



4. **yarn**



5. **cart**



Name \_\_\_\_\_

4.2



**Dear Family Member,**

Your child has been taught to read words with the vowel digraphs 'er' as in *her*, and 'ar' as in *car*. Ask your child to cut out the word cards. Have your child arrange the cards to make phrases or sentences. You may also ask your child to copy the phrases or sentences on the sheet of paper. Please keep the cards for future practice.



verb	herd	perch
the	march	one
yard	a	green
farm	chart	fern
this	big	is
stars	tree	bark



Name \_\_\_\_\_

# Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.





# Things That Swim

1. What is a trout?

- a dog
- a bug
- a fish

Page \_\_\_\_\_

2. What **parts** of a trout help it hide?

- spots and **marks**
- mouth and teeth
- fins and scales

Page \_\_\_\_\_

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

3. What big fish makes wee fish run and hide?

- trout
- reef shark
- squid

Page \_\_\_\_\_

4. Why do reef sharks make their home close to reefs?

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5. What do reef sharks like to feed on?

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Page \_\_\_\_\_



### Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. Note that the tricky parts in Tricky Words are underlined in gray, and the new sound-spellings in this unit are bolded.

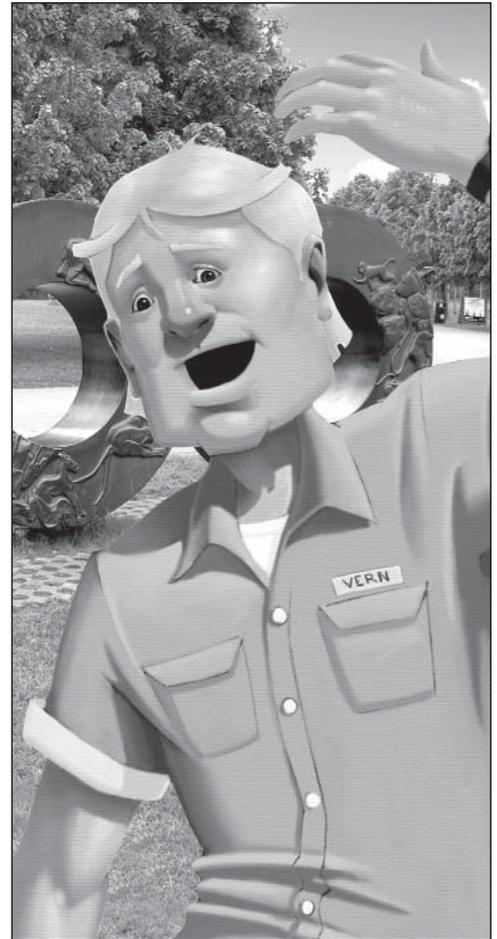
Repeated oral reading is an important way to improve reading skills. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

## Meet Vern

My name is **Vern**, and I have the best job! My job is to take you kids in to see the Green **Fern** Zoo.

We will see things with wings and things with scales, things that bite and things that sting, things that creep and things that swim.

I have lots of fun facts and tales to share with you. So let's see the zoo and have some fun!





Name \_\_\_\_\_

6.1



**Dear Family Member,**

Your child's spelling words for this week include the 'er', 'ar', and 'or' spellings that your child has been learning in this unit. Your child should practice reading and writing these words. The last spelling word is a Tricky Word. Tricky Words do not play by the rules, meaning there are spellings that do not sound the way students would expect them to. These words need to be memorized.

## Spelling Words Lesson 6

1. sharp
2. fern
3. start
4. spoil
5. verb
6. shark
7. crawl
8. Tricky Word: because



stars	perk	look	fern	shout
oil	claws	moon	shark	herd

Directions: Have students read the words in the box and write each word in the sentence where the word fits best.

1. There is not a \_\_\_\_\_ in this lake.

2. The **car** needs \_\_\_\_\_ in it.

3. That cat has sharp \_\_\_\_\_ !

4. The flag has \_\_\_\_\_ and stripes.

5. My mom had to ask us not to

\_\_\_\_\_  
\_\_\_\_\_ .

stars

perk

look

fern

shout

oil

claws

moon

shark

herd

Directions: Have students read the words in the box and write each word in the sentence where the word fits best.

6. She must \_\_\_\_\_ up and not sleep!

7. I saw a \_\_\_\_\_ of deer in the woods.

8. I would like to see the Green  
\_\_\_\_\_ Zoo.

9. \_\_\_\_\_ at that big wave!

10. We look up at the stars and the  
\_\_\_\_\_ when it gets dark.



it is

he's

here is

can't

she is

she's

can not

it's

he is

here's

*Directions: Have students match the words to their contracted form.*

can't

let's

here's

she's

it's

**Bert's**

1. \_\_\_\_\_ sad.

2. \_\_\_\_\_ hot out.

3. \_\_\_\_\_ run to the **park**.

4. \_\_\_\_\_ a good pal.

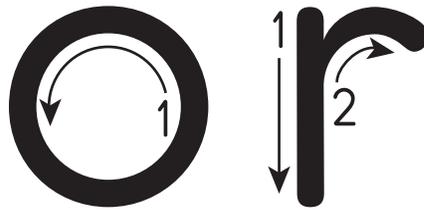
5. \_\_\_\_\_ my class.

6. We \_\_\_\_\_ see the **sharks**.

*Directions: Have students fill in the blanks with the correct contraction.*

Name \_\_\_\_\_

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



or or

or

corn corn

corn

fork fork

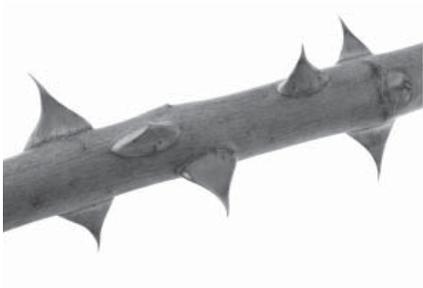
fork

short short

short

In the box are six words. Print them on the lines where they fit best.

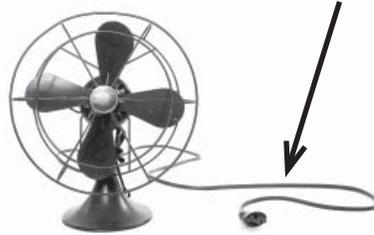
stork	fork	thorns
corn	shorts	cord



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*Directions: Have students copy the word onto the left side of the paper, fold it in half, and then write the word from memory on the right side of the paper.*

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

2. \_\_\_\_\_  
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\_\_\_\_\_

3. \_\_\_\_\_  
-----  
\_\_\_\_\_

4. \_\_\_\_\_  
-----  
\_\_\_\_\_

5. \_\_\_\_\_  
-----  
\_\_\_\_\_

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

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

8. \_\_\_\_\_  
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\_\_\_\_\_

9. \_\_\_\_\_  
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\_\_\_\_\_

10. \_\_\_\_\_  
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\_\_\_\_\_

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

2. \_\_\_\_\_  
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\_\_\_\_\_

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

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

5. \_\_\_\_\_  
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\_\_\_\_\_

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

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

8. \_\_\_\_\_  
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\_\_\_\_\_

9. \_\_\_\_\_  
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\_\_\_\_\_

10. \_\_\_\_\_  
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\_\_\_\_\_







### Dear Family Member,

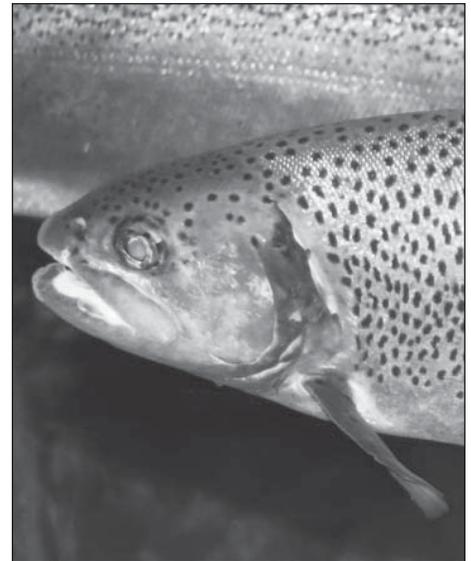
This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in tricky words are underlined in gray. Please note that the multi-syllable words that students encounter in the Readers and Workbook will be divided between syllables with a dot. This dot serves as an early cue to assist students in chunking words, and will be omitted in later units.

Repeated oral reading is an important way to improve reading skills. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

## Things That Swim

I hope you kids like things that swim, be·cau·se this is the room where we keep all the fish.

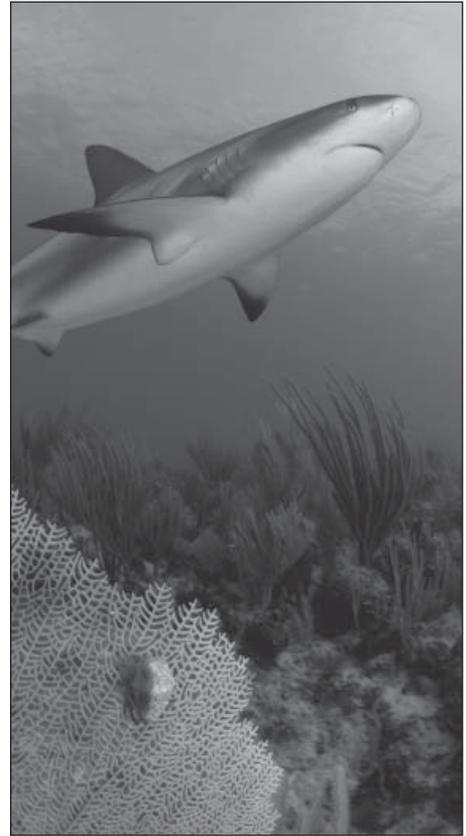
The fish here are trout. A trout is a fish that swims in cool lakes and creeks. You can see that they have lots of spots and **marks**. The spots and **marks** help the trout hide. They make the trout look a lot like the sand on the bed of a creek.



Here's a big fish that makes all of the wee fish run and hide. This is a reef shark. It has that name be·cause it likes to make its home close to a reef, where there are lots of fish.

You can see that the reef shark has fins and a set of gills on its side. You can not see them from here, but this shark has lots of sharp teeth in its mouth.

Would a reef shark bite you? Well, you are not the lunch that this shark would like best. A reef shark likes to feed on squid, crabs, and shrimp. But it would be smart not to get the reef shark mad at you all the same!



# Chimps

1. Green Fern Zoo has \_\_\_\_\_ chimps.

- one
- five
- ten

2. Who is Bess?

- a chimp
- Vern's pal
- a shark

3. What do chimps not like to munch on?

- plants
- seeds
- rocks

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

4. What will **Bart** have **for** lunch?

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5. What will Max do **for** fun?

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6. Why were **Carl** and **Norm** not pals last week?

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Name \_\_\_\_\_

# Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.



# Mandrills

1. Is a male man·drill's nose green?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

2. What makes man·drills look and feel good?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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

3. What is the **verb** in, “We feed man·drills ants, grass·es, nuts, **bark**, plant shoots, and roots.”

- man·drills
- feed
- bark**

4. List 4 nouns that you found in “Man·drills.”

\_\_\_\_\_

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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: On a separate sheet of paper, have students illustrate one of the nouns from the story.*





### Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Please note that the multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

Repeated oral reading is an important way to improve reading skills. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

## Chimps

Next, let's see the chimps. We have ten chimps here at the Green **Fern** Zoo. You can see them all out there if you look **hard**.

The one you see here is Bess. She has a snack in **her** mouth. Bess and the rest of the chimps like to munch on plants, nuts, and seeds.

Do you see that chimp with the stick? That's **Bart**. **Bart** likes to have ants **for** lunch. To get the ants, he takes a stick and sticks it in an ant hill. Then he lifts it up



and licks off the ants. Yum, yum!

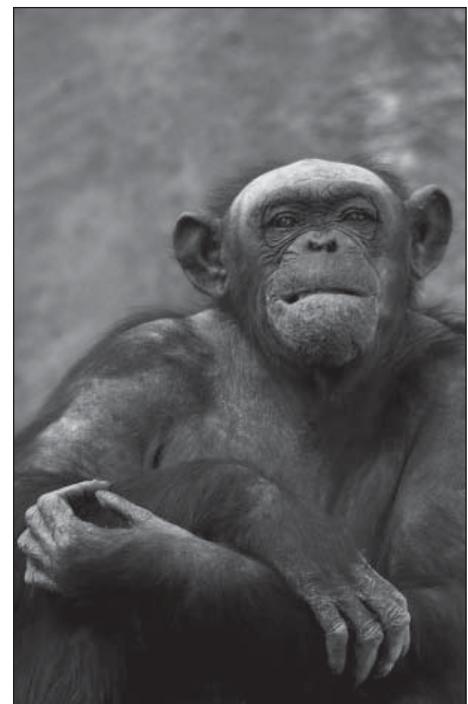
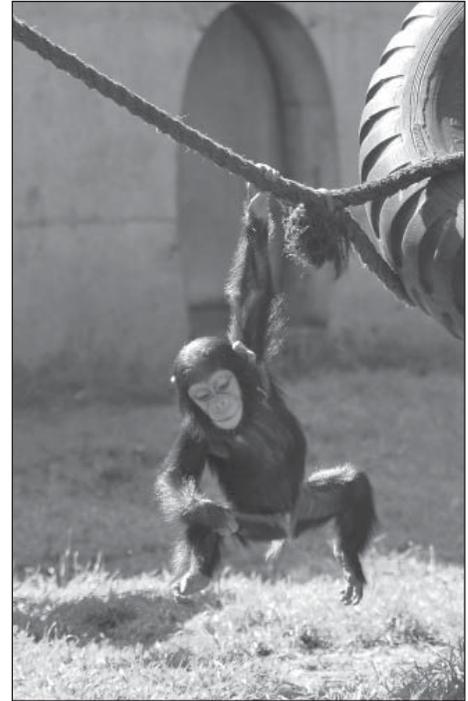
The chimp with the rope in his hand is Max. He's just a babe. He was **born** in **March**. Bess is his mom.

Max is a lot of fun. He likes to swing on the rope and splash in the pool.

The two chimps up on the rocks are **Carl** and **Norm**. **Carl** is the one on the left. **Carl** and **Norm** are pals. But they were not pals last week.

Last week we gave them a branch from a fig tree **for** lunch. **Norm** took the branch and ran off with it. He ate all of the figs. **Carl** was mad at **Norm** all week.

But that was last week. This week the two of them are pals.



Name \_\_\_\_\_

11.1



**Dear Family Member,**

Our class has begun reading and writing two-syllable words. The spelling words this week are two-syllable words which may be more challenging than the previous one-syllable words. Your child may find it helpful to practice writing and remembering the spelling words syllable by syllable.

## Spelling Words Lesson 11

1. zipper
2. barking
3. perfume
4. morning
5. carpet
6. forest
7. border
8. Tricky Word: today



Mark the words that are said and print them on the lines.

1. **arm**·pit      **art**·ist

\_\_\_\_\_

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\_\_\_\_\_

2. sneez·ing      sniff·ing

\_\_\_\_\_

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\_\_\_\_\_

3. bas·kets      bask·ing

\_\_\_\_\_

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\_\_\_\_\_

4. nap·kin      napp·ing

\_\_\_\_\_

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\_\_\_\_\_

5. broil·ing      boil·ing

\_\_\_\_\_

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\_\_\_\_\_

6. twist·er      tweezer·er

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7. un·like      un·less

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8. cor·ner      cor·net

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9. win·ter      winn·er

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10. ant·hill      ant·ler

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**Dear Family Member,**

Your child has been taught to read words with the vowel digraphs 'er' as in *her*, 'ar' as in *car*, and 'or' as in *for*. Ask your child to cut out the word cards. Show the cards to your child and have your child read them. Then have your child read the word cards from previous take-home worksheets. Extension: Ask your child to copy the words onto a sheet of paper. Further extension: Read the words aloud and have your child write the words down, one sound at a time, paying attention to the vowel digraphs. Please keep the cards for future practice.



herd	storm	farm
start	clerk	born
term	sports	park
short	parts	her





Name \_\_\_\_\_

*Directions: Have students read the sentences, circle the nouns, and underline the verbs with a squiggly line. Then have students write a few original sentences on the lines.*

- 1. The pig snorts.
- 2. The dog barks.
- 3. The car stops.
- 4. The shark hunt·ed.
- 5. The man helped.

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# Things with Wings

1. The puff-in makes his home \_\_\_\_\_

- in hot lands
- up north
- in the grass

Page \_\_\_\_\_

2. The puff-in's feet help him \_\_\_\_\_

- swim
- sleep
- get a snack

Page \_\_\_\_\_

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

3. What can a puff•in use to get fish?

- his feet
- his eggs
- his bill

Page \_\_\_\_\_

4. Puff•ins are **born** from \_\_\_\_\_.

The puff•in mom and \_\_\_\_\_ sit

on their egg. In the end, the \_\_\_\_\_

pops out of the shell.

5. What can a finch use to get food?

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**Dear Family Member,**

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Please note that the multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

Repeated oral reading is an important way to improve reading skills. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

## Mandrills

Here you can see two man·drills. Man·drills are a lot like chimps.

Do you like the red nose? The man·drill with the red nose is a male.

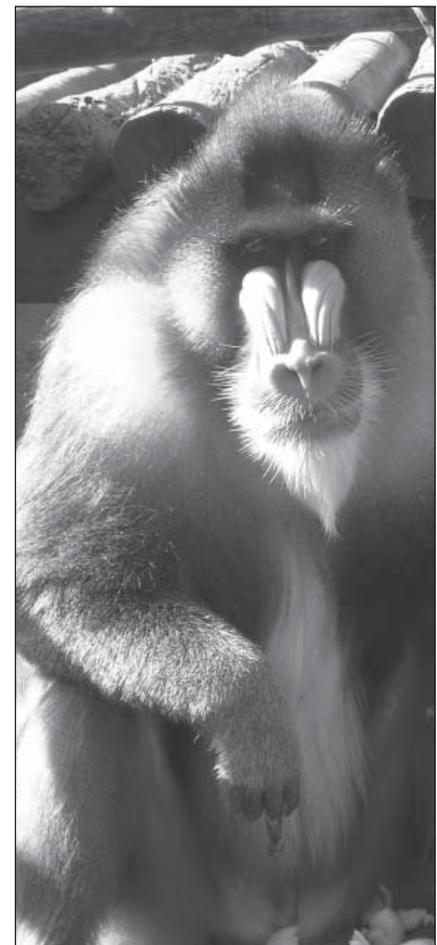
The man·drill on the left is groom·ing the male with the red nose. She is look·ing **for** ticks and bugs. Man·drills like groom·ing be·cause it makes them look good and feel good, too.



Look! One of the man·drills is yawn·ing! You can see that he has long, sharp teeth. Those sharp teeth help him chop up his food.

Man·drills like a lot of foods. We feed our man·drills ants, grass, nuts, bark, plant shoots, and roots.

Man·drills have sacks in·side their cheeks. They can stuff food in the sacks and keep it there un·til they need a snack. Then they pop the food out and munch on it!



Directions: Have students underline the past-tense marker 'ed' in each verb. Then have students write the past-tense verbs that end in /ed/ under the /ed/ header, the verbs that end in /d/ under the /d/ header, and the verbs that end in /t/ under the /t/ header.

start <u>ed</u>	grinn <u>ed</u>	help <u>ed</u>	sound <u>ed</u>	form <u>ed</u>	park <u>ed</u>
point <u>ed</u>	smil <u>ed</u>	bak <u>ed</u>	lift <u>ed</u>	wav <u>ed</u>	hik <u>ed</u>

/ed/

/d/

/t/

<p>start<u>ed</u></p> <p>point<u>ed</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>grinn<u>ed</u></p> <p>smil<u>ed</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>help<u>ed</u></p> <p>sound<u>ed</u></p> <p>form<u>ed</u></p> <p>park<u>ed</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Name \_\_\_\_\_

13.2

**Dear Family Member,**

Your child has been learning about contractions, nouns, and verbs. For the first part of this worksheet, have your child circle the nouns in the sentence, and underline the verbs with a squiggly line. Review with your child that a noun is a person, place, or thing, and a verb is a word that shows action. Please note that the number of nouns in each sentence is noted in parentheses. For the second part, have your child draw a line to match the words with its contraction.



1. The cat naps in the yard. (2)
2. The cook made a cake. (2)
3. The kid rides a bike to the park. (3)
4. The tree shakes. (1)
5. A big dog barks. (1)

it is

there's

there is

she's

let us

it's

here is

let's

she is

here's

*Directions: Have students match the words to their contracted forms.*

*Directions: For each word, have students circle and count the spellings, then write the number of sounds in the box and copy the word on the lines. For an extra challenge, ask students to write the number of syllables in the circle.*

1. ham·ster      6 hamster      2

2. green

\_\_\_\_\_ ○

3. win·ter

\_\_\_\_\_ ○

4. slime

\_\_\_\_\_ ○

5. good

\_\_\_\_\_ ○

6. gar·lic

\_\_\_\_\_ ○

7. shout

\_\_\_\_\_ ○

Directions: For each word, have students circle and count the spellings, then write the number of sounds in the box and copy the word on the lines. For an extra challenge, ask students to write the number of syllables in the circle.

8. paws

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

9. pop·corn

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

10. camp·ers

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

11. mon·ster

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

12. woods

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

13. for·get

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

14. zipp·ers

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

## Yes or No?

1. Is green slime a good food?

\_\_\_\_\_  
- - - - -  
\_\_\_\_\_

2. Do gar·lic and a rose smell the same?

\_\_\_\_\_  
- - - - -  
\_\_\_\_\_

3. Do cats have paws?

\_\_\_\_\_  
- - - - -  
\_\_\_\_\_

4. Is a pum·pkin black?

\_\_\_\_\_  
- - - - -  
\_\_\_\_\_

5. Can a pig ride a bike?

\_\_\_\_\_  
- - - - -  
\_\_\_\_\_

6. Is pop·corn a good snack?

\_\_\_\_\_  
- - - - -  
\_\_\_\_\_

7. Do camp·**ers** sleep in tents?

---

---

---

8. Is a **verb** a word?

---

---

---

9. Would you like to win a prize?

---

---

---

10. Can a dog tell time?

---

---

---

11. Is it hot in the win·**ter**?

---

---

---

12. Do coins have zipp·**ers**?

---

---

---

# Big Cats

1. Name three things that a bob·cat hunts.

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

2. Why should you not keep a bob·cat in your home?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

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





Name \_\_\_\_\_

# Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.



# Groundhogs

1. What do ground·hogs use their claws **for**?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

2. Why do ground·hogs have to be on the look·out when they are not in their holes?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

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

3. Where was Pepp·er when she got out from her pen?

Handwriting practice lines for question 3, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

4. What did Pepp·er stuff her·self with?

Handwriting practice lines for question 4, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Name \_\_\_\_\_

16.1



**Dear Family Member,**

The spelling words for this week are two-syllable words that contain the 'er', 'ar', and 'or' spelling. Your child can practice reading and writing these words, as well as clap the syllables for them. The last spelling word is a Tricky Word. Tricky Words do not play by the rules, meaning there are spellings that do not sound the way students would expect them to. These words need to be memorized.

## Spelling Words Lesson 16

1. sounded
2. lifted
3. pointed
4. parked
5. waved
6. grinned
7. tripped
8. Tricky Word: have



# The Reptile Room

1. What do **gar·ter** snakes feed on?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

2. Why are **gar·ter** snakes **harm·less** for us?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

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

3. A ratt·**ler** has a patt·**ern** on his scales so that...

Handwriting practice lines for question 3, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

4. Why is a ratt·**ler** not harm·less **for** us?

Handwriting practice lines for question 4, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).



*Directions: For each sentence, have students circle the nouns and underline the verbs with a squiggly line.*

1. To·day kids **march** in line.
2. Yes·**ter**·day kids **marched** in line.
3. To·morr·ow kids will **march** in line.
4. To·day the cat naps on the **car**·pet.
5. Yes·**ter**·day the cat napped on the **car**·pet.
6. To·morr·ow the cat will nap on the **car**·pet.
7. To·day the man bikes at the **park**.
8. Yes·**ter**·day the man biked at the **park**.
9. To·morr·ow the man will bike at the **park**.



Name \_\_\_\_\_

17.2



Dear Family Member,

Your child has been practicing reading two-syllable words. Below are two sections from a story about reptiles at the Green Fern Zoo. Have your child read the story and fill in the blank with the correct word.

critt·ers

gar·ter

harm·less

kill·er



This is a \_\_\_\_\_ snake. **Gar·ter**

snakes feed on slugs, in·sects, and frogs. **For**

those \_\_\_\_\_, the **gar·ter** snake is

a \_\_\_\_\_. A **gar·ter** snake could

bite you, but its bite would not make you sick. **For**

us, a **gar·ter** snake is \_\_\_\_\_.

dwell·er

patt·ern

des·ert

ratt·ler



This is a \_\_\_\_\_ . A ratt·ler is a  
des·ert \_\_\_\_\_ that hunts for  
rats and rabb·its. He has a \_\_\_\_\_ on his  
scales that helps him blend in and hide in the  
\_\_\_\_\_ sands. When the ratt·ler  
is hidd·en, it is hard for rats and rabb·its to see  
him.



### Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Please note that the multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

Repeated oral reading is an important way to improve reading skills. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

## Things With Wings

Next, let's see some things with wings.

This is a puff·in. He makes his home up north, not too far from the North Pole.

Look at those cute feet!  
But they are not just cute. The puff·in's feet help him swim.

Note, as well, his big bill. The puff·in can use his bill to get fish.



Puff·ins are **born** from eggs.  
The puff·in mom and dad sit on their egg. The mom sits. Then the dad sits. In the end, the chick pops out of the shell. The mom and dad take care of the chick un·til it can care **for** it·self. Look! That puff·in has fish in **her** bill! She will feed those fish to **her** chick.

In this next room, we have a finch. Un·like the puff·in, the finch makes a home in wood·lands. He can use his bill to snap up grass seeds **for** food.

I'm sad to tell you that the finch is gett·ing to be quite rare. We are proud to have five of them here at the Green **Fern** Zoo.









# Termites

1. What are **ter**·mites?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

2. What is in·side a **ter**·mite mound?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

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

3. What do **ter**·mites look like?

Handwriting practice lines for question 3, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

4. Why would a **ter**·mite munch on your home?

Handwriting practice lines for question 4, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

Name \_\_\_\_\_

# Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.



In the box are six words. Print them on the lines where they fit best.

gar·lic      dinn·er      cool·er  
hamm·er      jump·er      hor·net



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

In the box are six words. Print them on the lines where they fit best.

blend·er

pop·corn

num·ber

car·pet

for·est

gar·den



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48



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# Check the Draft Step by Step

1. Check that the name of the thing is there.	
2. Check that you des·cribed what it looks like.	
3. Check that you des·cribed the feel, sound, and taste of the thing.	
4. Check that you end·ed with a fun fact <b>or</b> if you like the thing.	
5. Aa, Bb, Cc	
6. ? . !	
7. Check that the words are spelled well.	





# River Otters

1. What do riv·**er** ott·**ers** like to do?

---

---

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---

---

---

---

---

---

---

2. Which is NOT the riv·**er** ott·**ers**' home?

- nests on land
- the riv·**er**
- up in trees

3. What **part** helps riv·**er** ott·**ers** swim fast?

- webbed paws
- point·ed nose
- sh**arp** claws

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

4. What do do riv·er ott·ers like for food?

Handwriting practice lines consisting of four sets of three horizontal lines each. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

Name \_\_\_\_\_

\_\_\_\_\_  
-----  
Name of Critter: \_\_\_\_\_



\_\_\_\_\_  
-----  
I will describe: \_\_\_\_\_

\_\_\_\_\_  
-----  
What it looks like: \_\_\_\_\_

*Directions: Have students respond to the prompts, using the Reader as a resource.*

What it sounds like:

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

What it feels like:

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

Where is its home?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

What food would it like?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

\_\_\_\_\_  
-----  
Name of Critter: \_\_\_\_\_



\_\_\_\_\_  
-----  
I will describe: \_\_\_\_\_

\_\_\_\_\_  
-----  
What it looks like: \_\_\_\_\_

*Directions: Have students respond to the prompts, using the Reader as a resource.*

What it sounds like:

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

What it feels like:

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

Where is its home?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

What food would it like?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

\_\_\_\_\_  
-----  
Name of Critter: \_\_\_\_\_



\_\_\_\_\_  
-----  
I will describe: \_\_\_\_\_

\_\_\_\_\_  
-----  
What it looks like: \_\_\_\_\_

*Directions: Have students respond to the prompts, using the Reader as a resource.*

What it sounds like:

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

What it feels like:

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

Where is its home?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

What food would it like?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_



Name \_\_\_\_\_

Name of Critter: \_\_\_\_\_



I will describe: \_\_\_\_\_

What it looks like: \_\_\_\_\_

Directions: Have students respond to the prompts, using the Reader as a resource.

What it sounds like:

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

What it feels like:

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

Where is its home?

\_\_\_\_\_

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\_\_\_\_\_

-----

\_\_\_\_\_

What food would it like?

\_\_\_\_\_

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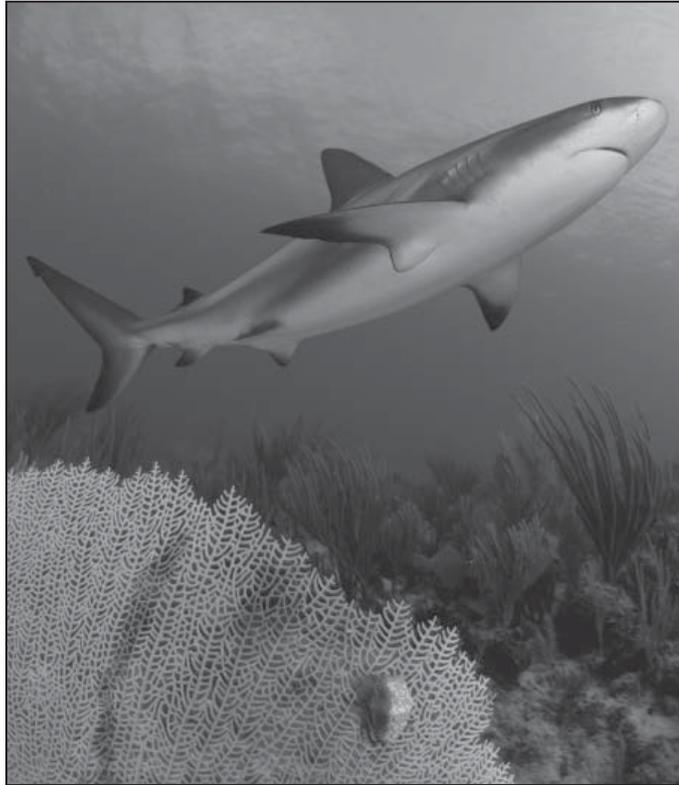
\_\_\_\_\_

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\_\_\_\_\_

Name \_\_\_\_\_

\_\_\_\_\_  
-----  
Name of Critter: \_\_\_\_\_



\_\_\_\_\_  
-----  
I will describe: \_\_\_\_\_

\_\_\_\_\_  
-----  
What it looks like: \_\_\_\_\_

*Directions: Have students respond to the prompts, using the Reader as a resource.*

What it sounds like:

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

What it feels like:

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

Where is its home?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

What food would it like?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

\_\_\_\_\_  
-----  
Name of Critter: \_\_\_\_\_



\_\_\_\_\_  
-----  
I will describe: \_\_\_\_\_

\_\_\_\_\_  
-----  
What it looks like: \_\_\_\_\_

*Directions: Have students respond to the prompts, using the Reader as a resource.*

What it sounds like:

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

What it feels like:

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

Where is its home?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

What food would it like?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

1. Yes·**ter**·day the dog \_\_\_\_\_  
\_\_\_\_\_ (lick)  
the food on the **car**·pet.

2. My pal \_\_\_\_\_  
\_\_\_\_\_ (grin) at us.

3. Fran lost **her** tem·per and  
\_\_\_\_\_  
\_\_\_\_\_ (yell).

4. She \_\_\_\_\_  
\_\_\_\_\_ (chop) wood in **her**  
back·yard.

5. I \_\_\_\_\_  
\_\_\_\_\_ (bake) a cake yes·**ter**·day  
**for** my class.

Directions: Have students write the verb in its past tense form.







### Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Please note that the multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

Repeated oral reading is an important way to improve reading skills. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

## Big Cats

Do you like cats? If you do, look there in the grass. Do you see the cat?

That is not the **sort** of cat that you keep in your home and feed cat food. That is a bob·cat.

Bob·cats are good hunt·**ers**. They hunt rabb·its, rats, and some·times deer and sheep.

That bob·cat's name is Rob·**ert**, **or** Bob **for** short. Get it?

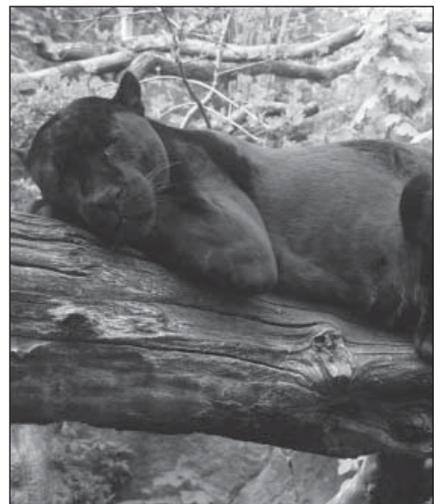
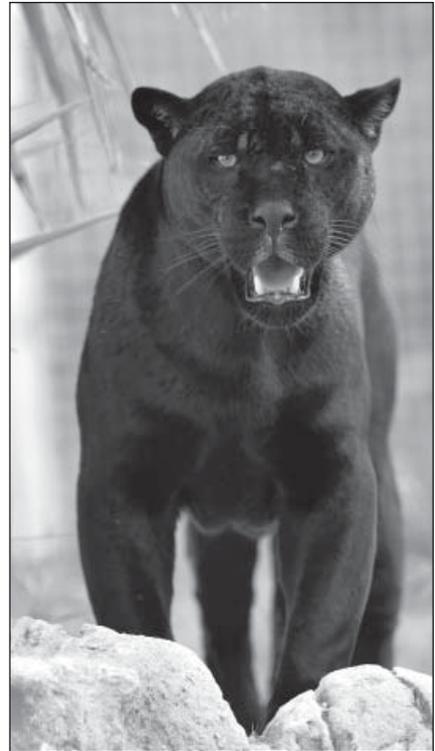


If you look up on that rock, you will see a cat that's bigg·er than a bob·cat. It's a pan·ther.

Pan·thers can have spots. They can be tan, too. Here at the Green Fern Zoo, we have two black pan·thers. The name of this one is Jet.

That's Jet's sis·ter, Flash, up on the tree branch. Flash has strong legs that help her run fast. She has sharp teeth and sharp claws that help her hunt rabb·its and deer. She can use her claws to scam·per up a tree if she needs to.

You can see that she is not all black like Jet. She has some spots.



Name \_\_\_\_\_

Name of Critter:

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

I will describe \_\_\_\_\_

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

Describe what it looks like, sounds like, and feels like:

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

Home:

Food:

Fun Fact:

End:

Name \_\_\_\_\_

23.2



**Dear Family Member,**

Your child has been learning about nouns and verbs. The dot in words shows that this is a two-syllable word. Please have your child read the sentences, then circle the nouns and underline the verbs with a squiggly line. You may ask your child to act out the action.

1. The dog **barks**.
2. To·day my sis·**ter** will take a nap.
3. To·morr·ow the kid will sing a song.
4. Yes·**ter**·day the cat licked **her** paws.
5. To·morr·ow Gran will bake a cake.

6. To·day the man point·ed to the clouds.
7. Yes·**er**·day my pal took a trip.
8. To·day the sh**ark** swims.
9. The kid grinned at us.
10. Yes·**er**·day the ground·hog was stuffed with food.

## Check the Draft Step by Step

Name of Part·ner: \_\_\_\_\_

Ed·it·ed by: \_\_\_\_\_

Step	Check?
Check that the name of the critt·er is there.	
Check that you des·cribed what it looks like.	
Check that you des·cribed its home.	
Check that you des·cribed its food.	
Check that you list·ed a fun fact.	
Aa, Bb, Cc and ? . !	
Check that the words are spelled well.	





Name \_\_\_\_\_

24.2



Dear Family Member,

Your child has been learning about compound words. Please have your child read the compound words in the box and place them in the correct sentence. Your child will practice making up their own silly compound words on the back of the worksheet.

bath·tub    pop·**corn**    gum·drop  
back·pack                      lunch·box

1. My snack is in my \_\_\_\_\_.
2. I like \_\_\_\_\_ **for** a snack.
3. This \_\_\_\_\_ is sweet!
4. I take a bath in the \_\_\_\_\_.
5. The book is in my \_\_\_\_\_.

Directions: Have students make up their own silly compound words. In the first box, they will draw a picture of the first part of the compound word, and in the second box, the picture of the second part of the compound word.



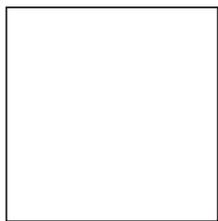
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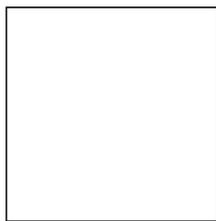
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dog cake

1.



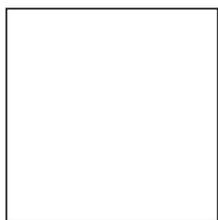
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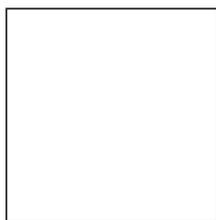
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Blank handwriting lines for the first compound word.

2.



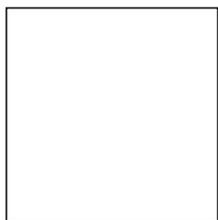
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=

Blank handwriting lines for the second compound word.

3.



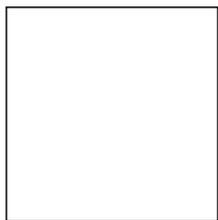
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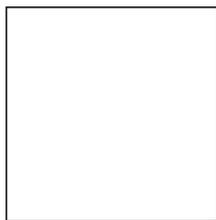
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Blank handwriting lines for the third compound word.

4.



+



=

Blank handwriting lines for the fourth compound word.

*Directions: Have students circle the noun and underline the verb with a squiggly line. In Part II, have students match the words with its contraction. In Part III, have students write the past-tense form of the verbs.*

## Part I

1. The dog **barks**.
2. To·day the shark swims.
3. To·morr·ow the kid will sing.
4. Yes·**ter**·day the cat walked.
5. To·morr·ow Gran will bake.

## Part II

it is

there is

let us

here is

she is

there's

she's

it's

let's

here's

## Part III

To·day I bake.

Yes·**ter**·day I \_\_\_\_\_ .

To·morr·ow I will \_\_\_\_\_ .

To·day you smile.

Yes·**ter**·day you \_\_\_\_\_ .

To·morr·ow you will \_\_\_\_\_ .

To·day I hike.

Yes·**ter**·day I \_\_\_\_\_ .

To·morr·ow I will \_\_\_\_\_ .

To·day she points.

Yes·**ter**·day she \_\_\_\_\_ .

To·morr·ow she will \_\_\_\_\_ .

## Amber the Bat

This is Am·ber. Am·ber looks a bit like a fox. But she has wings and swings from trees. In fact, Am·ber is a bat.

Am·ber needs a lot of room to glide back and forth be·cause she has a wing·span of five feet. In fact, bats like Am·ber are the bigg·est bats there are!

Am·ber makes her home here at Green Fern Zoo. She has all the room she needs at the zoo. Some bats like Am·ber make their homes in the trop·ics, where the sun shines and it is hot.

*Directions: Have students read the story and answer the questions on the following pages.*

Bats like Am·ber feed on plant parts and poll·en. They can smell lots of things, so they use their nose to look for food. They use their wings to glide from plant to plant to gath·er their food. In fact, they can travel up to 40 miles to gath·er food!

Look at Am·ber here in the tree. Am·ber likes to do things up·side down. She hangs out up·side down. She sleeps up·side down. When she has food, she clings to the branch with her feet and will munch on her food up·side down! What can you do up·side down?



1. What is Am·ber?

- a fox
- a bat
- a dog
- a cat

2. Am·ber's wings are \_\_\_\_\_ long.

- three feet
- three wing·spans
- two feet
- five feet

*Directions: Have students use the story on the previous pages to answer the questions.*

3. Where do bats like Am·ber make their homes?
- up in the north
  - in the trop·ics
  - in the des·ert
  - in cool lakes
4. What do bats like Am·ber feed on?
- fish
  - grubs and slugs
  - milk
  - plant parts and poll·en
5. What part do bats like Am·ber use to look for food?
- nose
  - legs
  - teeth
  - fins



6. Bats like Am·ber can trav·el . . .
- up to 10 miles to gath·er food
  - up to 40 miles to gath·er food
  - as far as three miles to gath·er food
  - as far as five feet to gath·er food
7. What things can Am·ber do up·side down?
- sing a sweet song, sleep, and munch on food
  - hang out, trav·el, and sleep
  - hang out, sleep, and munch on food
  - just munch on food

8. It says, “Am·ber needs a lot of room to glide back and forth . . .”

Glide is a word **for**:

- swim
- trav·el
- hop
- sleep

9. Why would Am·ber need a lot of room to glide back and forth?

- be·cause there are lots of bats at the zoo
- be·cause she is one of the bigg·est bats there are
- be·cause there are lots of in·sects at the zoo
- be·cause there are trees at the zoo

Name \_\_\_\_\_

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

er

er

\_\_\_\_\_

er

er

\_\_\_\_\_

herd

herd

\_\_\_\_\_

ar

ar

\_\_\_\_\_

ar

ar

\_\_\_\_\_

barn

barn

\_\_\_\_\_

or

or

\_\_\_\_\_

or

or

\_\_\_\_\_

corn

corn

\_\_\_\_\_

er

er

herd

ar

ar

barn

or

or

corn

Count the sounds in the words. Print the number of sounds in the boxes and print the words on the lines.

1. ham·mer

4

hammer

2. born

3. barns

4. dark·er

5. cool·er

6. pepp·er

7. riv·er

8. sharks

9. horns

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---

---

10. blister

---

---

---

11. cooked

---

---

---

12. carpet

---

---

---

13. chilled

---

---

---

14. letter

---

---

---

15. snoring

---

---

---

16. garlic

---

---

---



Directions: Have students write the /r/-controlled vowel sound in each word in the slashes. Then have students write the words with the /ar/ sound under the /ar/ header and the words with the /or/ sound under the /or/ header.

<del>bar</del> n /ar/	<del>hor</del> n /or/
parked / /	forks / /
yard / /	pop·corn / /
formed / /	gar·den / /
har·vest / /	torch / /

/ar/

barn

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

/or/

horn

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Directions: Have students cut out the word cards and place them on the matching words on Worksheet PP5.

<u>could</u>	asked	num·ber
hard	start·ed	seemed
short	horn	<u>two</u>
liked	spelled	runn·ers
porch	cars	helped



Name \_\_\_\_\_

Directions: Have students read the word cards from Worksheet PP4 and place them on top of the matching words on this worksheet.

<u>two</u>	horn	short
<u>could</u>	num·ber	asked
start·ed	hard	liked
porch	spelled	runn·ers
cars	helped	seemed



Mark the words that are said and print them on the lines.

1. short·en      short·er

2. gar·den      gar·lic

3. snor·ing      snarl·ing

4. hor·net      hors·es

5. mar·ket      mark·er

6. bett·er      bitt·er

7. for·tress      for·est

8. har·vest      harm·less

9. bor·der      bar·ter

10. sharp·er      smart·er



Print the words.

barn

barn

barn

yard

yard

yard

sharp

sharp

sharp

dark

dark

dark

arm

arm

arm

Print the words.

barn

yard

sharp

dark

arm



Print the words.

horn

horn

\_\_\_\_\_

horn

\_\_\_\_\_

\_\_\_\_\_

sport

sport

\_\_\_\_\_

sport

\_\_\_\_\_

\_\_\_\_\_

north

north

\_\_\_\_\_

north

\_\_\_\_\_

\_\_\_\_\_

short

short

\_\_\_\_\_

short

\_\_\_\_\_

\_\_\_\_\_

thorn

thorn

\_\_\_\_\_

thorn

\_\_\_\_\_

\_\_\_\_\_

Print the words.

horn

\_\_\_\_\_

-----

\_\_\_\_\_

sport

\_\_\_\_\_

-----

\_\_\_\_\_

north

\_\_\_\_\_

-----

\_\_\_\_\_

short

\_\_\_\_\_

-----

\_\_\_\_\_

thorn

\_\_\_\_\_

-----

\_\_\_\_\_

Print the words.

herd

herd

\_\_\_\_\_

herd

\_\_\_\_\_

\_\_\_\_\_

perk

perk

\_\_\_\_\_

perk

\_\_\_\_\_

\_\_\_\_\_

fern

fern

\_\_\_\_\_

fern

\_\_\_\_\_

\_\_\_\_\_

verb

verb

\_\_\_\_\_

verb

\_\_\_\_\_

\_\_\_\_\_

perch

perch

\_\_\_\_\_

perch

\_\_\_\_\_

\_\_\_\_\_

Print the words.

herd

perk

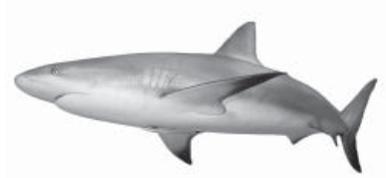
fern

verb

perch

Print the words on the lines where they fit best.

1. shark



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

2. hamm·er



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

3. hor·net



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

4. zipp·er



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

5. stork



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

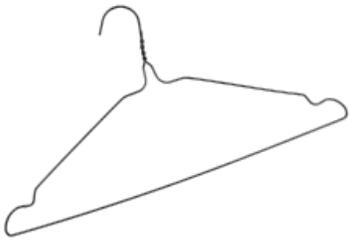
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\_\_\_\_\_



In the box are six words. Print them on the lines where they fit best.

shark	fork	hang·er
scarf	cake	horn



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

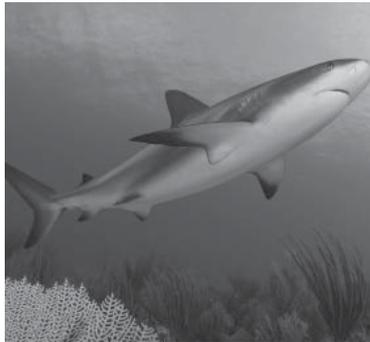
\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

In the box are six words. Print them on the lines where they fit best.

hor·net	ham·ster	hawk
gar·lic	cloud	pop·corn



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Name \_\_\_\_\_

*Directions: Have students copy the word onto the left side of the paper, fold it in half, and then write the word from memory on the right side of the paper.*

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



Print the words.

today

today

yesterday

yesterday

tomorrow

tomorrow

to

to

too

too

two

two

here

here

there

there

said

said

says

says

Print the words.

today

yesterday

tomorrow

to

too

two

here

there

said

says

Mark the words that are said.

1. big **storm**

big step

2. af·**ter** class

af·**ter** dark

3. strong legs

strong **arms**

4. could not run

should not run

5. **boiled** eggs

soft eggs

6. a red **car**·pet

a red **car**

7. **coiled** up snake

**coiled** up rope

8. plant a **gar**·den

keep a **gar**·den

9. use a **fork**

use a broom

10. **far**·ther north

**far**·ther south



Fill in the \_\_\_\_\_ with the words that are in the box.

<del>out·side</del>	sing·ing
bark·ing	car·pet
book·case	for·est

1. Jen went outside to the yard.

2. Kate set the books on the

\_\_\_\_\_

-----

\_\_\_\_\_ .

3. Brent was \_\_\_\_\_ a song.

4. There are lots of trees in a

\_\_\_\_\_

-----

\_\_\_\_\_ .

5. The dog was \_\_\_\_\_ all morning.

\_\_\_\_\_

6. There is a red \_\_\_\_\_ in this room.

Fill in the \_\_\_\_\_ with the words that are in the box.

fast· <b>er</b>	jump·ing
ant· <b>lers</b>	lunch·time
tem· <b>per</b>	tool·box

- \_\_\_\_\_
1. Ben likes \_\_\_\_\_ on the bed.
  2. Dad got his \_\_\_\_\_ so he could fix the pipe.
  3. Trish is fast, but Beth is \_\_\_\_\_.
  4. Mom lost her \_\_\_\_\_ and yelled at the dog.
  5. The deer has sharp \_\_\_\_\_.
  6. Is it \_\_\_\_\_ yet?



Fill in the \_\_\_\_\_ with the words that are in the box.

<del>blis·ters</del>	park·ing
matt·ress	licked
sand·wich	Fire·men

1. Af·ter the hike I had \_\_\_\_\_  
on my feet.

blis·ters

2. Fran ate her \_\_\_\_\_.

3. Dad found a \_\_\_\_\_ spot  
for the car.

4. \_\_\_\_\_ ride on a red truck.

5. I have a soft \_\_\_\_\_  
on my bed.

6. The man was \_\_\_\_\_ by a dog.

Fill in the \_\_\_\_\_ with the words that are in the box.

melt·ed	muff·ins
pop·corn	nos·trils
art·ist	sev·en

1. The flame \_\_\_\_\_ the wax.
2. Can you bake \_\_\_\_\_ **for** me?
3. An \_\_\_\_\_ makes **art**.
4. Af·**ter** six we count to \_\_\_\_\_.
5. Is it fun to pop \_\_\_\_\_?
6. Your nose has two \_\_\_\_\_.

Yes or no? Print *yes* **or** *no* on the lines.

1. Do Do kids have a  
bed·time?

---

---

---

2. Are your bones soft?

---

---

---

3. Do **art**·ists use brush·es?

---

---

---

4. Can a back·**yard** have  
grass?

---

---

---

5. Should you make a  
camp·fire in·side?

---

---

---

6. Can chil·dren drive  
**cars**?

---

---

---

7. Do kitt·ens have teeth?

---

---

---

8. Could a plant sip a  
milk·shake?

---

---

---

Yes or no? Print *yes* **or** *no* on the lines.

1. Should you drop trash  
on the ground?

---

---

---

2. Do some **parks** have  
slides?

---

---

---

3. Can you bake a cake in  
a round pan?

---

---

---

4. Is a trip to the den·tist  
fun?

---

---

---

5. Can you hike out·side in  
the summ·**er**?

---

---

---

6. Would a pet fish like to  
sleep in a bed?

---

---

---

7. Are pig·lets cute?

---

---

---

8. Is sev·en a num·**ber**?

---

---

---

**Dear Family Member,**

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Please note that the multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

Repeated oral reading is an important way to improve reading skills. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

## Mandrills

Here you can see two man·drills. Man·drills are a lot like chimps.

Do you like the red nose? The man·drill with the red nose is a male.

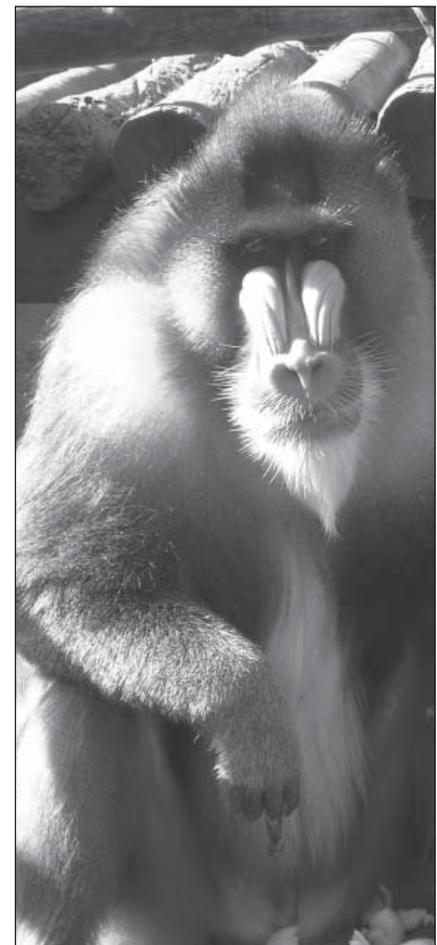
The man·drill on the left is groom·ing the male with the red nose. She is look·ing for ticks and bugs. Man·drills like groom·ing be·cause it makes them look good and feel good, too.



Look! One of the man·drills is yawn·ing! You can see that he has long, sharp teeth. Those sharp teeth help him chop up his food.

Man·drills like a lot of foods. We feed our man·drills ants, grass, nuts, bark, plant shoots, and roots.

Man·drills have sacks in·side of their cheeks. They can stuff food in the sacks and keep it there un·til they need a snack. Then they pop the food out and munch on it!





### Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Please note that the multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

Repeated oral reading is an important way to improve reading skills. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

## Groundhogs

Here you can see a ground·hog.

Ground·hogs have sharp claws that help them dig holes in the ground. They spend a lot of time down in those dark holes.

Ground·hogs like to feed on grass and plants. But when they run out of their holes to get food, they have to be on the look·out. Some critt·ers, like bob·cats and snakes, like to dine on ground·hogs. This ground·hog here is sitt·ing up to see if there is a snake **or** a bob·cat close by.



This ground·hog is named Pepp·er. We feed her grass, tree bark, and in·sects, but the food that she likes best is corn. We found that out yes·ter·day morning when she got out from her pen.

We found her in the pett·ing zoo. She ate a lot of the corn that was there for the ducks and hens.







### Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Please note that the multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

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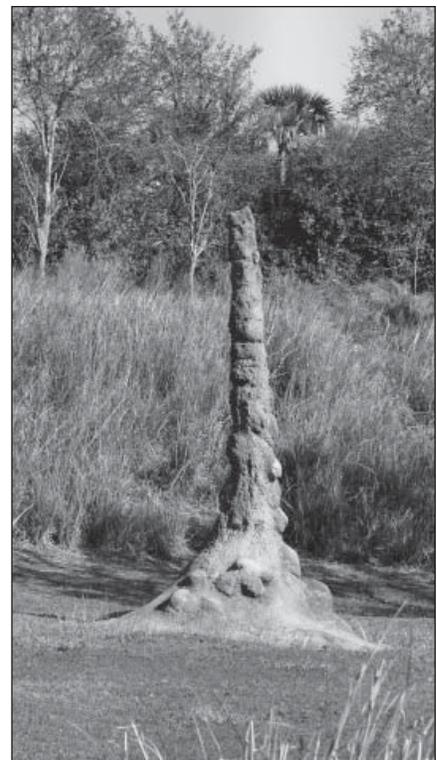
## Termites

What do you kids like to have **for** lunch? Hot dogs? Chick·en nugg·ets?

What if I gave you a lump of wood **or** a big tree stump **for** lunch? Would you like that?

Well, if you were a **ter·**mite, you would like it. **Ter·**mites are in·sects that like to munch on wood.

See this big spike stick·ing up from the ground? It looks **sort** of like a rock, but it is a **ter·**mite mound. If you could look in·side, you would see lots of **ter·**mites.



If you would like to see what **ter**·mites look like, take a peek in this box.

As you can see, **ter**·mites look a lot like ants. They have six legs like ants. A **ter**·mite mound has a queen who makes eggs, just like in an ant·hill. Here you can see that the **ter**·mite queen is much **bigg**·er than the rest of the **ter**·mites.

Would a **ter**·mite munch on your home? It would if your home is made of wood. The **ter**·mites from a big mound could have your liv·ing room **for** lunch and your bed·room **for** dinn·er!



# The Ostrich

1. The os·trich at the Green Fern Zoo tips the scales at...
  - three hun·dred pounds.
  - two pounds.
  - two hun·dred pounds.

2. Can an os·trich run fast?

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

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

*Directions: Have students write about the animal in the picture or copy their favorite sentences from the story that tell something about the animal.*



Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

# Deer

1. Was Hope **born** in the zoo?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

2. What happ·ened to Hope's leg?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

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

*Directions: Have students write about the animal in the picture or copy their favorite sentences from the story that tell something about the animal.*



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated ten times.

# The Petting Zoo

1. What is the rabbit's name?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

2. What scares the chickens?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

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

3. Which critt·er from the pett·ing zoo do you like best? Why?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated 10 times.



Name \_\_\_\_\_

Cut out the **cards**.





Name \_\_\_\_\_

Directions: Have students underline the past-tense marker 'ed' in each word. Then have the student write the final sound(s) in each word in the slashes. Then have the student write the past-tense verbs that end in /ed/ under the /ed/ header, the verbs that end in /d/ under the /d/ header, and the verbs that end in /t/ under the /t/ header.

<del>start</del> <u>ed</u>	/ed/	<del>grinned</del>	/d/	<del>helped</del>	/t/	nodd·ed	/	horned	/	marked	/
plant·ed	/	sarled	/	smoked	/	greet·ed	/	dozed	/	shaped	/

/ed/

/d/

/t/

start·ed	grinned	helped	nodd·ed	horned	marked
plant·ed	sarled	smoked	greet·ed	dozed	shaped
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____



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# Unit 4

## Workbook

Skills Strand  
**GRADE 1**