

# Unit 1

## Workbook



Core Knowledge Language Arts® • Skills Strand



Core Knowledge®

GRADE 2





# Unit 1

## Workbook

Skills Strand

GRADE 2

Core Knowledge Language Arts®



Core Knowledge®

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# Unit 1

## Workbook

This workbook contains worksheets that accompany many of the lessons from the Teacher Guide for Unit 1. Some of the worksheets in this book do not include written instructions for the student because the instructions would have contained undecodable words. The expectation is that teachers will explain these worksheets to the students orally, using the guidelines in the Teacher Guide. The workbook is a student component, which means each student should have a workbook.



## Kate Visits Nan

I'm Kate Skipp·er and last summ·er, when I was nine, my mom and dad took me to vis·it my Nan. Nan is my mom's mom. She is an art·ist and she has a cab·in out in the West.

At the start of my vis·it with Nan, I was sad. It seemed like it would be a dull summ·er. But in the end, I had a lot of fun.

I was sitt·ing in the kitch·en, patt·ing the cat that was sitt·ing on my lap, when Nan came in.

"I just spoke with Jake," she said. "He made us an off·er."

"What sort of off·er?"

"He asked if we would like to camp with him and Max."

"Who is Max?"

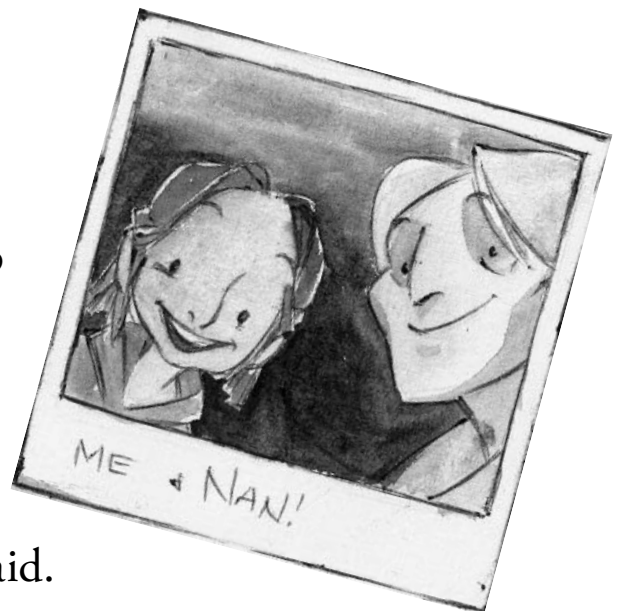
"Max is a kid. He's nine, like you. Jake is his grand·dad."

"What would we do?" I asked.

"Well, we would hike, look at rocks, cook lunch and dinn·er out·side, look at the stars, and sleep in a tent."

"Gee," I said, "that sounds like fun! When can we start?"

"To·morr·ow morn·ing!" Nan said.







## Kate Visits Nan

1. What is the story about?
  - A. The story is about Kate visiting Mom and Dad.
  - B. The story is about Kate visiting her granddad.
  - C. The story is about Kate visiting Nan.
  
2. Where does Nan live?
  - A. Nan lives in the glade.
  - B. Nan lives out in the West.
  - C. Nan lives by the pond.
  
3. What did Jake offer?
  - A. Jake offered a plane ride.
  - B. Jake offered a bike ride.
  - C. Jake offered a camping trip.
  
4. What will Kate do on the trip?
  - A. Kate will swing, slide, and run.
  - B. Kate will hike, cook outside, and sleep in a tent.
  - C. Kate will fly a kite.



**Dear Family Member,**

It is exciting to start the school year—a warm welcome to you and your child!



The purpose of this letter is to tell you about the reading program your child will be using this year. The program, called *Core Knowledge Language Arts (CKLA)*, is an innovative set of instructional materials developed by the Core Knowledge Foundation. If your child attended our school in either Kindergarten or First Grade, he or she probably used *CKLA* for reading instruction in those grades.

*CKLA* consists of two types of instruction every day. The 60-minute Listening & Learning Strand builds general knowledge, vocabulary, and other language skills.

The Skills Strand, also 60 minutes, uses a phonics-based approach to teach the mechanics of reading and spelling. Students will also receive grammar and writing instruction during this Strand.

During the early weeks of school, we will review the skills taught in First Grade. This review period will also give us the opportunity to get to know your child better so we can identify his or her particular areas of strength and weakness in reading and writing. It is important that we determine exactly what level of instruction is most appropriate for your child.

This week your child will bring home copies of a story we have read together in class. We hope you will encourage your child to reread the stories aloud and discuss them with you at home. However, if your child has difficulty reading the stories and appears frustrated, please read the stories aloud to him or her. We will be observing and assessing your child during these first few weeks to be sure that he or she is placed in the appropriate level of instruction. Your child will be placed in the instructional materials most appropriate for his or her learning needs. You will soon begin to see more examples of class work, as well as homework, on a regular basis.

It is important that parents become involved in the education of their child. If you would like information on ways to help your child at home, please do not hesitate to contact me. You will continue to receive periodic family-member letters that will give you tips and activities to do with your child. I look forward to teaching your child this year as we continue using *CKLA* in our Second-Grade classes.



## The Campsite



Jake came and picked us up in his jeep. We drove to a camp·site in the Bad·lands.

“Nan,” I said, “what’s up with that name—the Bad·lands?”

“Well,” said Nan, “leg·end has it that a long time back, farm·ers came out here look·ing for farm·land. When they saw all of the rocks and sand and stone, they said, ‘This is bad land! We can’t plant crops here!’ And the name Bad·lands just sort of stuck.”

“It’s bad land for farm·ing,” said Jake. “But it’s good land for camp·ing!”

When we got to the camp·site, we had to un·pack sleep·ing bags, tents, lan·terns, match·es, and lots of food. We lugged it all to the camp·site.

Jake chose a spot to set up camp. Max and I helped set up the tents. It took us a long time.

For dinn·er we had hot dogs. We stuck them on sticks and held them in the fire. My hot dog got all black be·cause I left it in there too long. Max gave me one of his.

That was when I said to my·self, “This Max kid is O.K.!”





## The Campsite

1. Who drove the jeep to the campsite?
  - A. Nan drove the jeep to the campsite.
  - B. Kate drove the jeep to the campsite.
  - C. Jake drove the jeep to the campsite.
  
2. Why was the place called the Badlands?
  - A. Bad people lived there.
  - B. Bad land is not good for crops.
  - C. Bad land is bad for camping.
  
3. Who set up the tent?
  - A. Jake and Nan set up the tent.
  - B. Kate and Nan set up the tent.
  - C. Max and Kate set up the tent.
  
4. Why did Kate's hot dog get black?
  - A. Kate left her hot dog in the fire too long.
  - B. Kate dropped her hot dog in the black mud.
  - C. Kate's hot dog fell in the ashes.
  
5. In the end, what did Kate think of Max?
  - A. Kate felt that Max was mad at her.
  - B. Kate felt that Max was sad.
  - C. Kate felt that Max was O.K.!





## The Hike



The next morn·ing, we went on a hike. Af·ter a bit, we stopped for lunch.

When Max fin·ished his lunch, he asked, “Can Kate and I look for rocks by our·selves?”

Jake said O.K.

“Kate,” Max said to me, “bring your fork. We can use it to dig up rocks.”

I grabbed my fork and we went off to look for rocks.

Max point·ed at a bump on the side of a cliff and said, “Let’s dig that rock out!”

The rock did not look all that large. But when we start·ed digg·ing, we soon saw that it was larg·er than it had seemed.

Af·ter a bit, Max said, “Gee! It must be two feet long! We’ve got to keep scratch·ing.”

We went on scratch·ing with our forks.

“Let’s tug on it!” Max said.

We grabbed it and gave a big tug.

It popped out. But so did a big cloud of sand and dust. Max and I fell down.

Once the dust and sand had drift·ed off, I saw Max stand·ing there with the thing in his hands.

“It’s not a rock!” he yelled. “It’s a bone!”

It was the bigg·est bone I had ev·er seen. It was three feet long!

Jake and Nan came runn·ing.



“Good-ness!” said Nan. “That is one large bone! Where did you get it?”

Max point-ed to the spot where we found it.

Jake set the bone on the ground. Then he took a pic-ture of the bone and said, “We need to get an ex-pert to look at this bone and tell us what sort of bone it is.”

## The Hike

1. What did Kate and Max want to look for?
  - A. Kate and Max wanted to look for lunch.
  - B. Kate and Max wanted to look for forks.
  - C. Kate and Max wanted to look for rocks.
  
2. What did Kate and Max use to dig?
  - A. Kate and Max used lanterns to dig.
  - B. Kate and Max used forks to dig.
  - C. Kate and Max used sticks to dig.
  
3. What did Max see on the side of a cliff?
  - A. Max saw a tent on the side of the cliff.
  - B. Max saw a fork on the side of the cliff.
  - C. Max saw a rock on the side of a cliff.
  
4. What did Kate and Max do with their forks?
  - A. They made fork tracks in the sand.
  - B. They scratched and dug to get the rock.
  - C. They sat on their forks.
  
5. What did Kate and Max find?
  - A. Kate and Max got a bone three feet long.
  - B. Kate and Max got a stick three feet long.
  - C. Kate and Max got a fork three feet long.



## The Bone Man



The next morning, Jake said, “I just had a chat with a man from State College. His name is Ron Fitch and he is an expert on bones. He has written lots of books. If we bring him the bone, he can tell us what sort of bone it is.”

We got into the jeep. Jake said that I was in charge of the bone. I wrapped it up and set it on my lap.

When we got to the college, we gave the bone man the bone. When he saw it, he broke into a big grin.

The bone man bent down and said, “Kids, I could be wrong, but it looks like you’ve found something big here! I have to do some tests, but I’ll bet this is a bone of a T. rex.”

“What’s a T. rex?” I asked.



“Kate!” Max said, “T. rex is like the cool·est, big·gest, badd·est rep·tile of all time!”

The next week, Nan said, “I just spoke with Ron Fitch, the bone man. I have three nice things to tell you. One nice thing is that you and Max found a T. rex bone!”

“Yip·pee!” I shout·ed. “Max will be so thrilled that he has a T. rex bone!”

“The next nice thing is that you found the bone in a state park and there is a law that says if you dig up bones you can’t keep them for your·self.”

“Who keeps it?” I asked.

“The state will keep it and Mister Fitch and his helpers will dig up the rest of the bones, too. And that brings me to the last nice thing. They would like for you and Max to vis·it them at the cliff. They would like for the two of you to pick out a name for the T. rex you found.”

“So cool!” I said.

## The Bone Man

1. Where were Jake, Kate, and Max going in this story?
  - A. They were going to State College.
  - B. They were going swimming.
  - C. They were going to the store.
  
2. What did they take to Ron Fitch?
  - A. They took a rock.
  - B. They took a reptile.
  - C. They took a bone.
  
3. What did Ron Fitch think Kate and Max had?
  - A. Mister Fitch said he bet they had a big fork.
  - B. Mister Fitch said he bet they had some tests.
  - C. Mister Fitch said he bet they had a T. rex bone.
  
4. What was one of the three nice things Nan had to tell Kate?
  - A. Nan said that forks were on sale.
  - B. Nan said that Kate and Max did get a T. rex bone.
  - C. Nan said that Kate and Max could get a pet reptile.
  
5. Where will Kate and Max go because of what they found?
  - A. They will go visit a college.
  - B. They will go to the campsite.
  - C. They will go out to the cliff.





## The Big Dig



When we went back to the cliff, the bone man was there with some help-ers. They had scraped the side of the cliff to ex-pose a lot of the T. rex.

“So, will you dig out all of the bones here on site?” asked Nan.

“No,” said the bone man. “The next step will be to cut this cliff up in-to large blocks of rock. Then we will wrap the blocks up in plast-er. The plast-er will keep the bones from crack-ing. Then we will use a large crane to set the blocks on trucks. Then the trucks will take them to my lab. Once the blocks are there, we will start digg-ing the bones out of the blocks.”

“What sort of tools do you use for that?” asked Nan.

“We use tools a lot like the ones den-tists use on teeth—brush-es and sharp picks.”

“Kate and I used forks!” said Max.

“How long will it take to get all of the bones out of the rocks?” Jake asked.

“Well,” said the bone man. “We’ve got a lot to do. It will take some time.”

“Will you be fin-ished by the end of the summ-er?” I asked.

“No,” said the bone man. “You and Max will have to vis-it next summ-er and per-haps the summ-er af-ter that.”

“So,” said the bone man, “have you kids picked out a name for this T. rex?”

“Yes, I’ve picked one,” I said.

All of the digg-ers stopped digg-ing and looked at me.

I said, “This T. rex will be named Max, or if you like, T. Max!”

All of the men cheered.

Max and Kate smiled.





## The Big Dig

1. Why did Nan, Kate, and Max go to the cliff?
  - A. They went to the cliff to have lunch.
  - B. They went to the cliff to swim.
  - C. They went to see the bone man and his helpers.
  
2. Why did the bone man take helpers to the cliff?
  - A. They all wanted to go camping.
  - B. They all went to cut the cliff into big blocks of rock.
  - C. They all wanted to have a picnic.
  
3. What will the bone man do with the plaster?
  - A. He will wrap the blocks of rock in plaster.
  - B. He will make a crane out of plaster.
  - C. He will fill the jeep with plaster.
  
4. When did the bone man say he would finish the T. rex job?
  - A. The bone man said, "I will finish today."
  - B. The bone man said, "I will finish in June."
  - C. The bone man said, "Next summer and perhaps the summer after that."
  
5. What name did Kate have for the T. rex?
  - A. The name Kate gave the T. rex is Ron.
  - B. The name Kate gave the T. rex is T.Max.
  - C. The name Kate gave the T. rex is Jake.
  
6. At the end of the story, did Max smile with pride?
  - A. Yes, Max did smile with pride.
  - B. No, Max did not smile with pride.



## Snacks



Six kids sat and had a snack.

Rob had six fish sticks.

Bud had ham.

Beth had a bag of chips and a glass of milk.

Rich had fish sticks and figs.

Jill had a hot dog.

Sam had six eggs.

Sam got sick.

The rest of the kids did not.



## Snacks

1. What was Bud's snack?
  - A. fish sticks
  - B. chips and milk
  - C. ham
  
2. What was Sam's snack?
  - A. eggs
  - B. fish sticks
  - C. ham
  
3. What was Beth's snack?
  - A. chips and milk
  - B. fish sticks and figs
  - C. a hot dog
  
4. Which kid had chips?
  - A. Beth
  - B. Rob
  - C. Bud

5. Which kid had milk?
- A. Sam
  - B. Beth
  - C. Jill
6. Which kid had figs?
- A. Beth
  - B. Jill
  - C. Rich
7. Which kids had fish sticks?
- A. Rich and Beth
  - B. Rob and Rich
  - C. Rob and Bud
8. Which kid got sick?
- A. Rich
  - B. Beth
  - C. Sam



Name \_\_\_\_\_

6.3

*Directions: Have students choose the correct word from the word box and write it in the blanks to make a compound word. Cut out the compound word box and glue it under the correct picture on the next workbook page.*

pack    bug    shine    corn    time    cake

back\_\_\_\_\_

pan\_\_\_\_\_

bed\_\_\_\_\_

pop\_\_\_\_\_

lady\_\_\_\_\_

sun\_\_\_\_\_



Name \_\_\_\_\_

6.4



[Dashed rectangular box for labeling the backpack]



[Dashed rectangular box for labeling the pancakes]



[Dashed rectangular box for labeling the ladybug]



[Dashed rectangular box for labeling the popcorn]



[Dashed rectangular box for labeling the bed]



[Dashed rectangular box for labeling the sun over water]

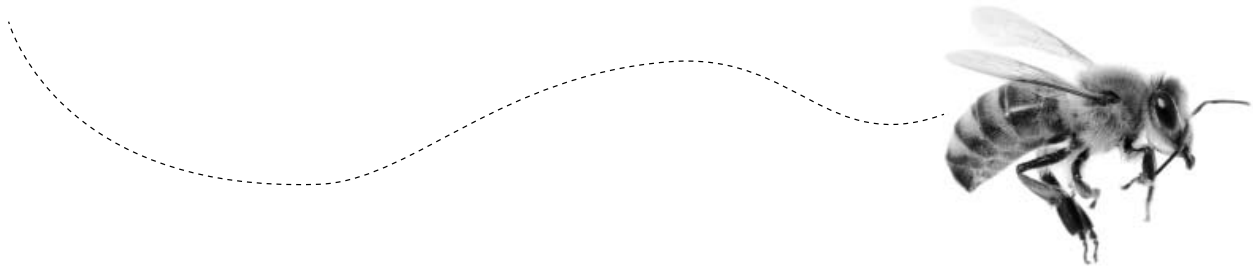


## Prince Vincent

Once there was a prince named Vincent. Vincent came from France. He was a proud man with a loud voice.

Once, a bee stung Vincent on his cheek.

“Ouch!” said Vincent, grabbing his cheek. “What bee has stung me? What bee would dare to sting me?”



The bee buzzed.

“Look at me!” Vincent shouted at the bee. “I am the prince of France! You are a foolish bee if you think you can sting a prince like me!”

The bee buzzed off.

Vincent ran after the bee. He shouted in his loudest voice, “You will not escape from me, bee! I will ride after you on my horse!”

Vincent got his helmet and his lance. He got up on his horse. Then he rode off on his quest for the bee.

Vincent rode north and south. He rode past rivers and lakes. He looked for the bee in houses. He looked for the bee on farms. He looked for the bee up in trees and down in holes.

But he never found the bee.



## Prince Vincent

1. What was Vincent?
  - A. a prince
  - B. a king
  - C. a princess
  
2. Where was Vincent from?
  - A. Rome
  - B. Greece
  - C. France
  
3. What sort of voice did Vincent have?
  - A. a loud voice
  - B. a soft voice
  - C. a bee-like voice
  
4. Which part of Vincent did the bee sting?
  - A. his leg
  - B. his nose
  - C. his cheek

5. What sound did the bee make?
- A. whoosh
  - B. hum
  - C. buzz
6. What did Vincent tell the bee?
- A. Sting me again!
  - B. Buzz off!
  - C. Look at me!
7. Where did Vincent look for the bee?
- A. in houses and on farms
  - B. under a rock
  - C. in an insect shop
8. What happened in the end?
- A. Vincent killed the bee.
  - B. The bee killed Vincent.
  - C. Vincent never found the bee.

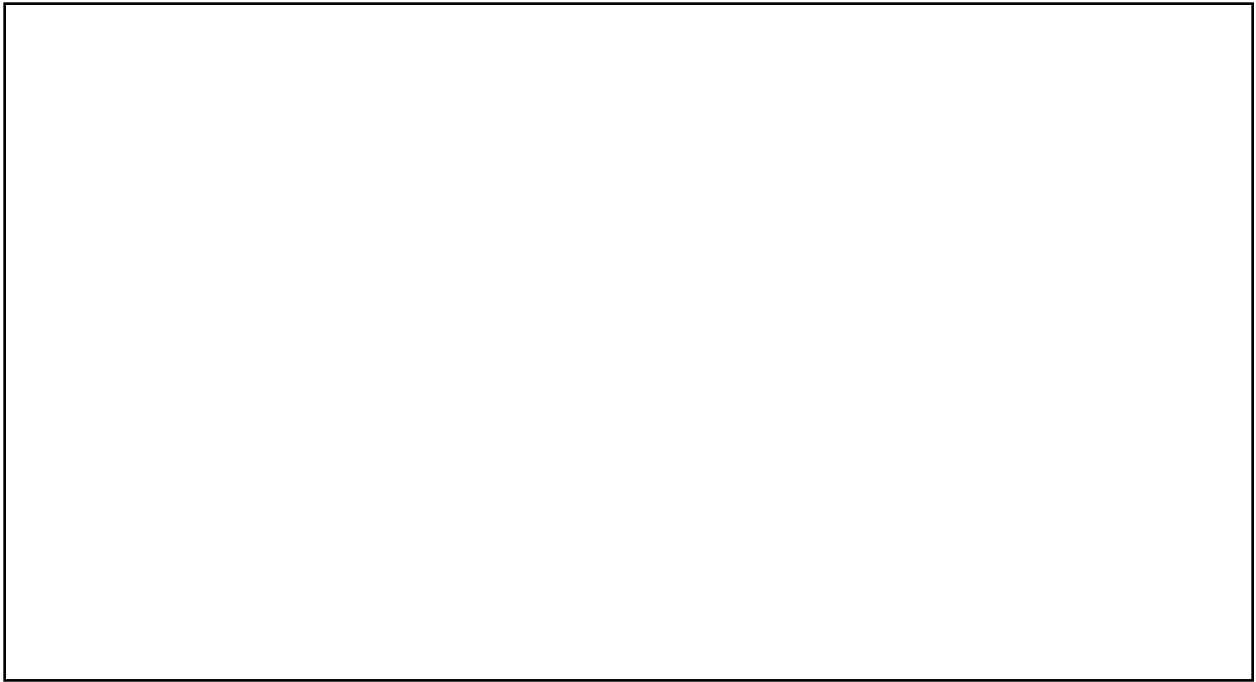






Name \_\_\_\_\_

I like to eat \_\_\_\_\_



*Directions: Have students draw their favorite things to eat and write about them on the lines provided below the picture.*

\_\_\_\_\_

\_\_\_\_\_

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**Word Reading Test Record Sheet**

							Words Correct	Cumulative Words Correct
CVC words w/ single-letter	1.	cat _____	hot _____	run _____	jet _____	wax _____		
	2.	zip _____	kid _____	bad _____	fog _____	hum _____		
	3.	man _____	vet _____	fig _____	yes _____	lip _____	____ /15	____ /15
CCVC, CVCC, CCVCC consonant clusters	4.	brag _____	grab _____	stop _____	spit _____	flap _____		
	5.	drip _____	clip _____	dust _____	send _____	left _____		
	6.	taps _____	dogs _____	crust _____	print _____	crabs _____	____ /15	____ /30
Consonant digraphs	7.	that _____	song _____	thin _____	fill _____	shed _____		
	8.	chop _____	sack _____	mess _____	stuff _____	quiz _____	____ /10	____ /40
Tricky Words	9.	the _____	to _____	a _____	of _____	was _____		
	10.	you _____	said _____	they _____	would _____	are _____		
	11.	have _____	who _____	one _____	from _____	there _____		
	12.	were _____	two _____	your _____	their _____	any _____	____ /20	____ /60
Vowel digraphs, diphthongs, and r-controlled	13.	name _____	fine _____	cheek _____	home _____	cute _____		
	14.	loud _____	book _____	oil _____	soon _____	law _____		
	15.	her _____	fork _____	card _____	filled _____	helped _____	____ /15	____ /75
Spelling alt. for consonant sounds	16.	whip _____	cent _____	honk _____	germ _____	dance _____		
	17.	large _____	knot _____	rinse _____	serve _____	itch _____	____ /10	____ /85
More spelling alt. for long vowel sounds	18.	sold _____	we _____	snow _____	aim _____	fight _____		
	19.	funny _____	reach _____	fry _____	may _____	ski _____		
	20.	bunnies _____	making _____	blind _____	Pete _____	road _____	____ /15	____ /100
More spelling alt. for schwa vowel sounds	21.	along _____	work _____	mother _____	more _____	done _____		
	22.	apple _____	action _____	hurt _____	animal _____	bird _____	____ /10	____ /110
More spelling alt. for vowel sounds	23.	wall _____	now _____	push _____	head _____	fault _____		
	24.	new _____	unit _____	boy _____	early _____	student _____	____ /10	____ /120



## The Beach

Last Sunday David and Eve went to the beach.

It was a sunny day. It got hotter and hotter. At last it was ninety-five degrees.



Eve laid out a blanket. Then she got out her sunscreen. She rubbed the white cream on her back. She rubbed it on her arms and her legs. She rubbed it on her nose and her cheeks. She even rubbed it on her elbows and her toes.

“David,” she said, “would you like some sunscreen?”

“No, thanks,” said David. “I’ll be okay without it.” Then he ran off to play soccer.

David played soccer. He tossed a Frisbee. He ran a relay race. He rowed a boat. He swam. He splashed in the waves. He went diving for shells. He made a scarf out of seaweed. Then he lay down and took a nap.

All this time the sun was shining brightly. Rays of sunlight were landing on David’s arms and legs.

At last the daylight faded. David was set to go home. But when he got up, he felt some pain on his legs. He looked down. His body was as red as a lobster. His thighs looked like two roasted hams. His toes looked like ten bright red pigs running on the sand.

“EEK!” cried David. “I’m fried! I should have used Eve’s sunscreen!”





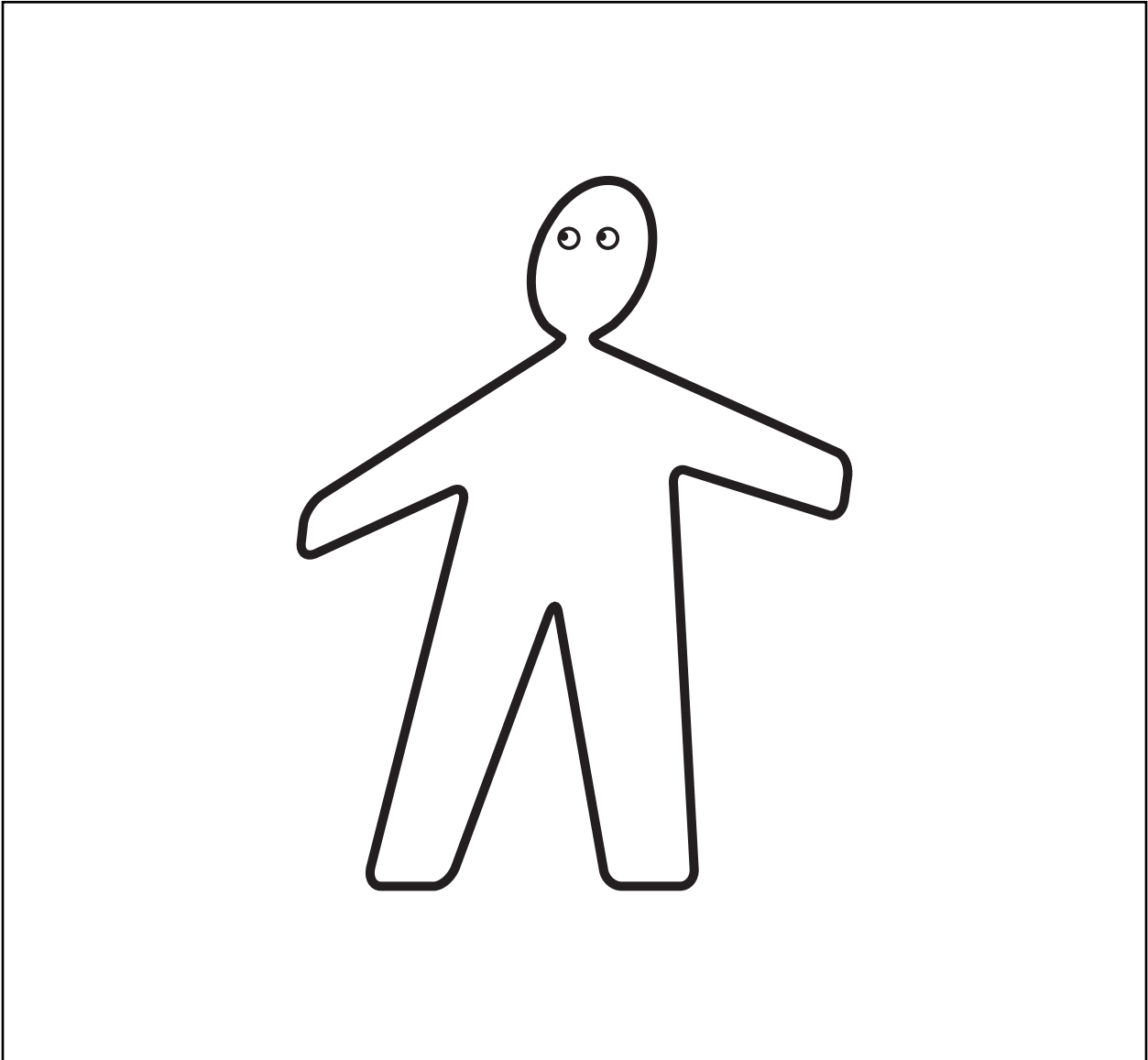
## The Beach

1. Where did this story take place?
  - A. at the beach
  - B. at the pool
  - C. at the lake
  
2. What sort of day was it?
  - A. hot and sunny
  - B. cool and cloudy
  - C. windy and wet
  
3. Who ended up red as a lobster?
  - A. Eve
  - B. David
  - C. The nice ladies
  
4. Who used sunscreen?
  - A. David
  - B. Eve
  - C. Eve and David

5. What did David use to make a scarf?
- A. sand
  - B. sunscreen
  - C. seaweed
6. What did David's toes look like at the end of the day?
- A. ten green frogs
  - B. ten red pigs
  - C. ten sandy logs
7. Which game did David play?
- A. Frisbee
  - B. sand hockey
  - C. lawn darts
8. What made David's skin red?
- A. the sun
  - B. the sand
  - C. the waves

1. Draw black hair.
2. Draw a smile and make it red.
3. Draw a nose.
4. Draw a shirt.
5. Make the shirt green.
6. Draw pants and make them black.
7. Draw a dog.
8. Make the dog black.
9. Draw a sun and make it big.
10. Draw three birds.
11. Draw grass and make it green.

*Directions: Have students follow the directions to complete the picture below.*





*Directions: Tell students to read and cut out each of the word boxes below. Ask students to find that picture on Worksheet 8.5 and paste it in the space below the picture it identifies.*

girl

cake

car

bird

sock

sheep

spoon

slide

house



Name \_\_\_\_\_







## Sink or Float

It was the first Thursday of summer vacation. It was hot. Joey Jenkins and his younger brother Pete were sitting by the pool trying to stay cool. Pete had his ankles and toes in the water.

“Hey Pete,” Joey shouted at his little brother, “let’s play sink or float.”

“How do you play?” asked Pete.

“First I go and find something,” explained Joey. “Then I ask you if you think it will sink or float. Then I throw it in the pool and we find out if you were right or wrong.”

“Okay,” replied Pete.

Joey ran to the garage and got a brass key.



“That must be pretty heavy,” said Pete. “I say it’s going to sink for sure!”

Joey tossed the key in the pool. It sank below the surface in an instant.

“Okay, little brother,” said Joey, “you won that one. Do you want to play again?”

Pete nodded his head.

Joey sprinted up to the house and got an apple from the boys’ mom.

“I predict that will float,” said Pete.

Joey tossed the apple in the pool and, sure enough, it bobbed and floated on top of the water.

Joey ran over to the woods and picked up an acorn that was lying beneath a towering old oak tree.

“Gee,” said Pete. “That’s a tough one. An acorn might sink, but then again, it might float.”

“Sink or float?” said Joey. “I need a decision now!”

“Um, I guess it will sink,” Pete said.

Joey tossed the acorn in the pool. It bobbed and floated on top of the water right next to the apple.

“Ha, ha! You lose!” Joey cried.

Joey ran into the house and got a plastic model airplane he had built.



“Sink or float?” he asked.

“Sink!” said Pete.

Joey set the airplane ever so gently on the surface of the water. At first it looked like the airplane was floating.

“Ha, ha!” said Joey. “It floats! You lose again!”

“Not so fast!” said Pete. He thumped the water with both of his feet and made a gigantic wave. The wave went crashing over the airplane. The airplane filled with water and began sinking.

“It sinks!” said Pete, smiling. “So I win!”

“No fair!” said Joey. “That’s cheating!”

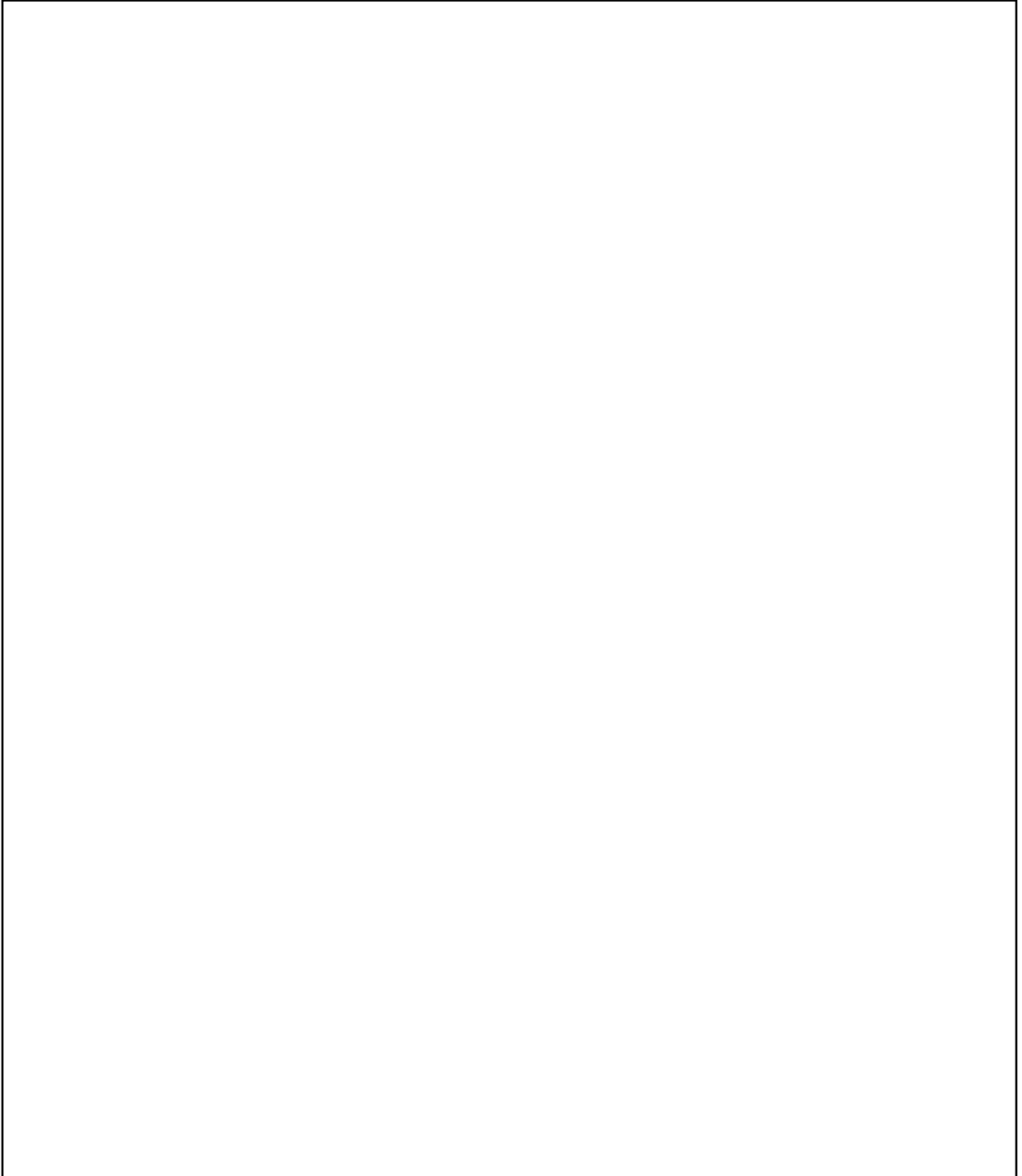
## Sink or Float

1. When does the story take place?
  - A. winter
  - B. summer
  - C. fall
  
2. Which boy is older?
  - A. Joey
  - B. Pete
  - C. They are the same age.
  
3. Which game do the boys play?
  - A. Sink or Float
  - B. Splash Bomb
  - C. Water Polo
  
4. Which boy sets things on top of the water?
  - A. Joey
  - B. Pete
  - C. They take turns

5. Which boy guesses whether the things will sink or float?
- A. Joey
  - B. Pete
  - C. They take turns
6. Which of the things listed below sinks?
- A. apple
  - B. acorn
  - C. key
7. Who sets the airplane on the water?
- A. Joey
  - B. Pete
  - C. the boys' mom
8. Who makes the wave that makes the airplane sink?
- A. Joey
  - B. Pete
  - C. the boys' mom

Kate had a fun time at the park. The sun was hot. The park had lots of trees. She got on the swings and slide. She saw her pals Meg and Dan. It was fun to have hot dogs and chips when it was time for lunch.

*Directions: Have students read the paragraph and illustrate what is happening. Remind students to pay close attention to everything mentioned in the paragraph.*



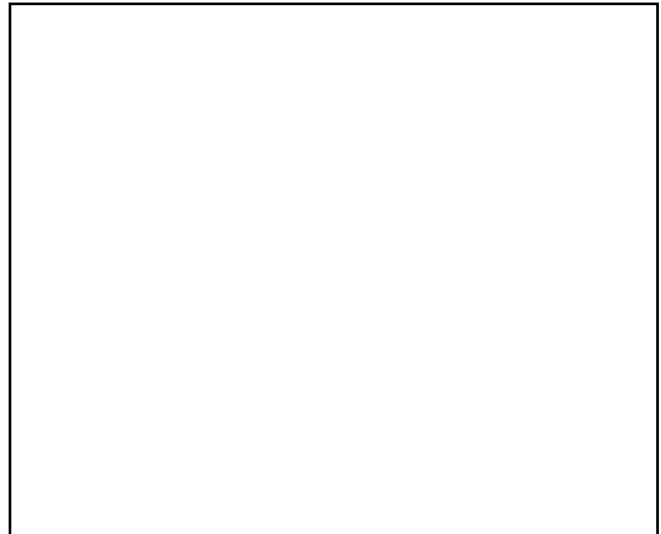
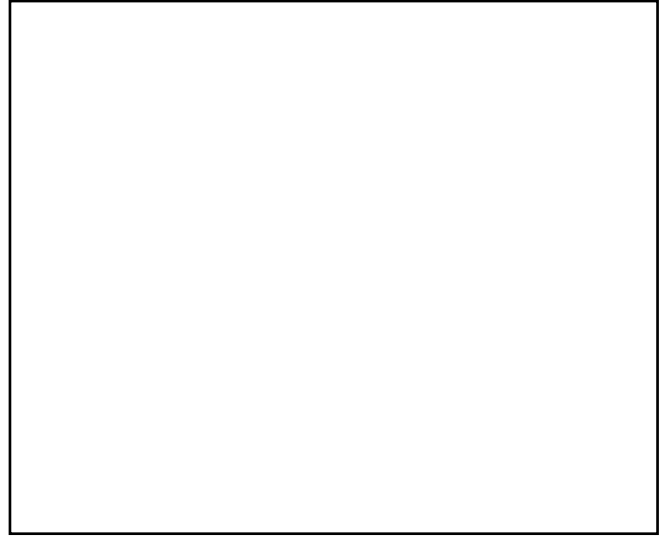


1. Directions: Talk about the compound word “pancake” and why it is called a “pancake.” Have students look at the first picture and tell students this will be a very “silly” word we can call a nonsense word. Ask students to guess what the word might be by looking at the picture (birdcake).

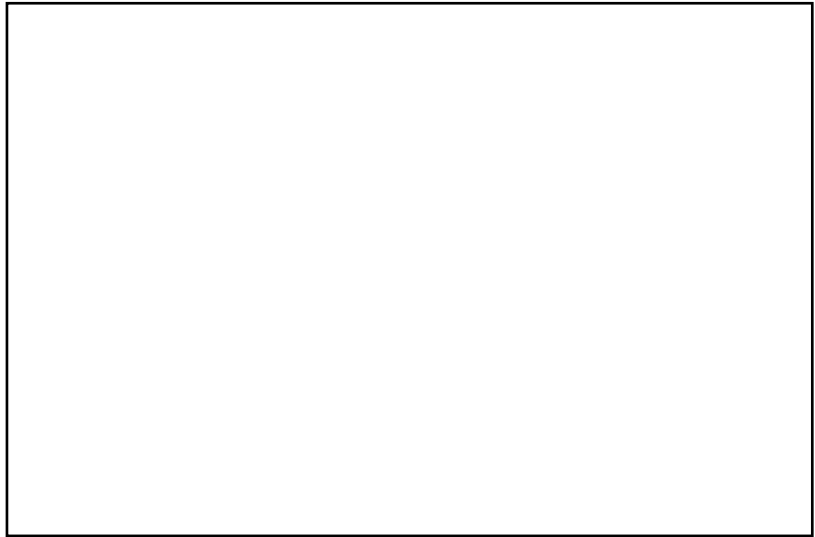
2. Directions: Talk about the first silly compound word (bootcake). Tell students to draw what a “bootcake” might look like! Students should then draw a “foxcake.” Instruct students to turn the paper on the back and make up compound words and illustrate them.

bootcake

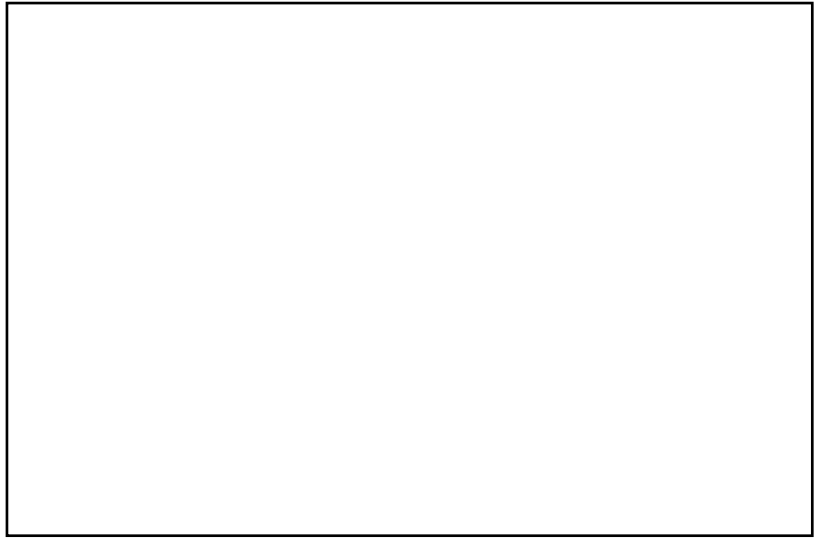
foxcake



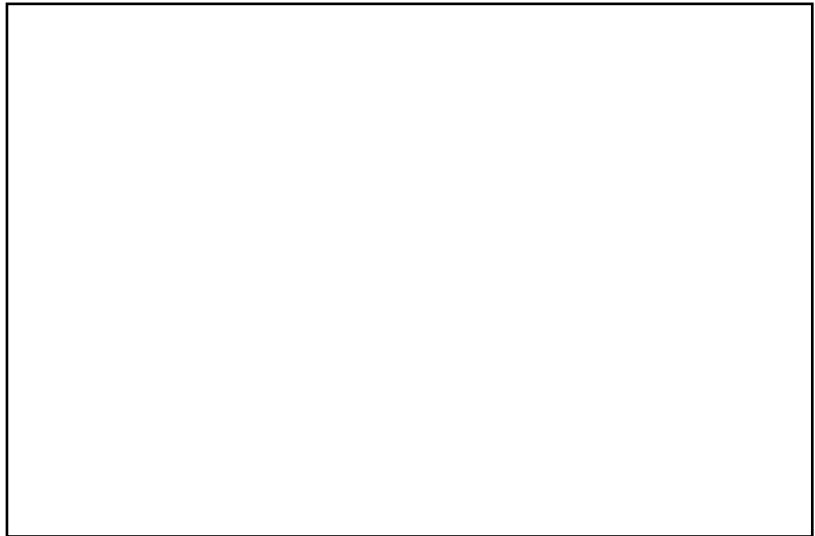
\_\_\_\_\_cake



\_\_\_\_\_cake



\_\_\_\_\_cake





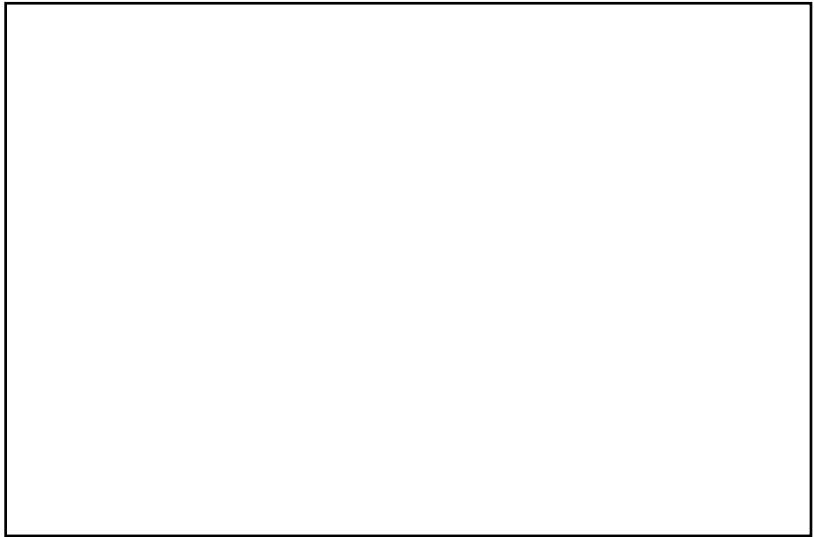


*Directions: Ask students to read the paragraph and draw a picture in the box. Remind students to include everything in the picture that he or she read about in the story.*

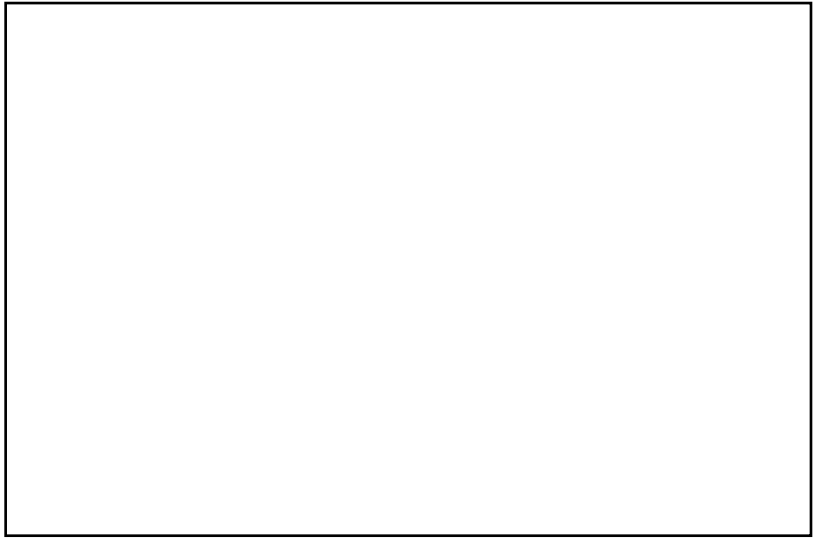
Dan got a dog at the pet shop. It was a big black dog. Dan got the dog three bones. He gave the dog a name. It was Duke. Duke had a dog bed in the yard. The dog bed was red. Duke had fun when Dan pitched a stick to him. Dan likes his dog.



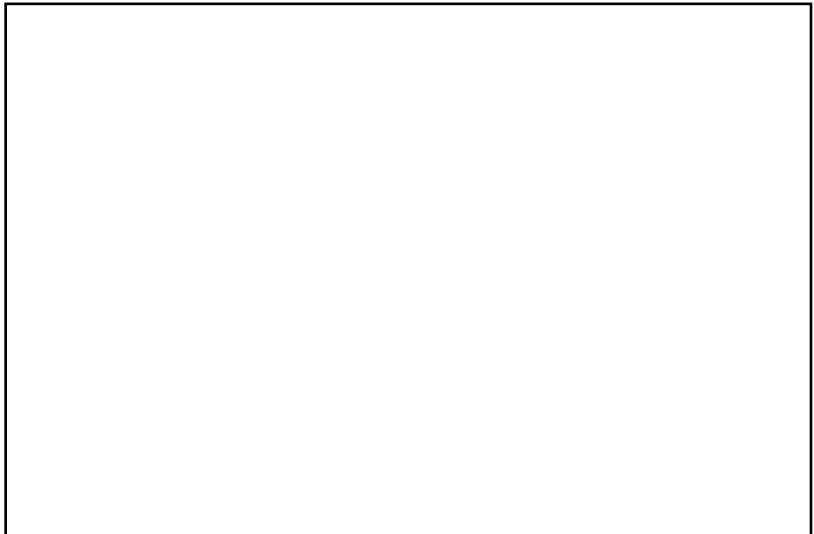
Shake my hand.



Jump the rope.

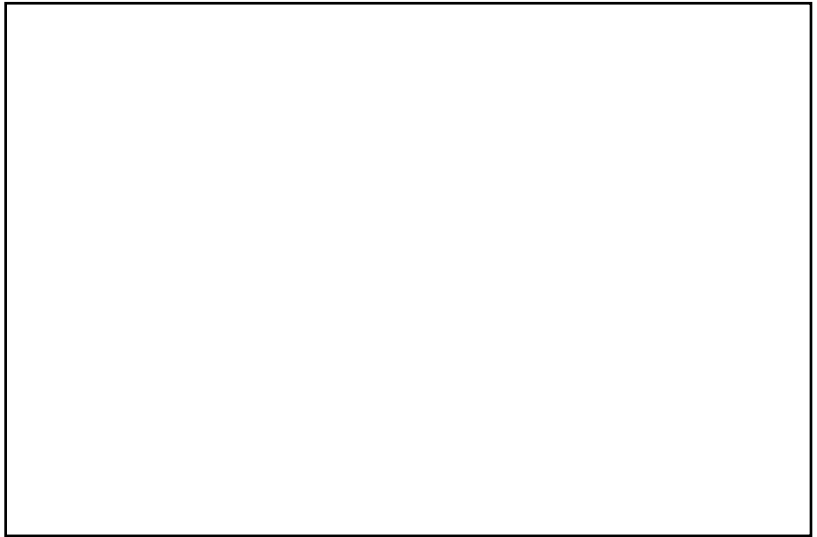


Toot the horn.

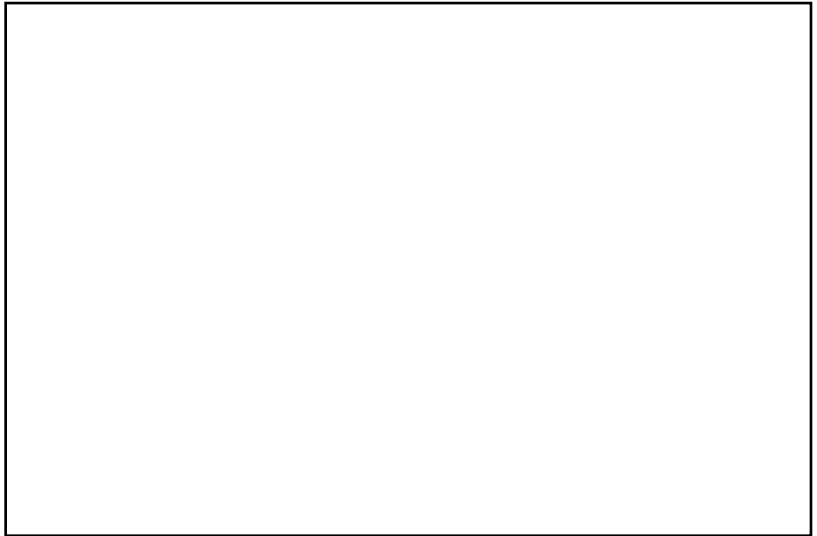


*Directions: Have students illustrate the phrases in the boxes beside the phrases.*

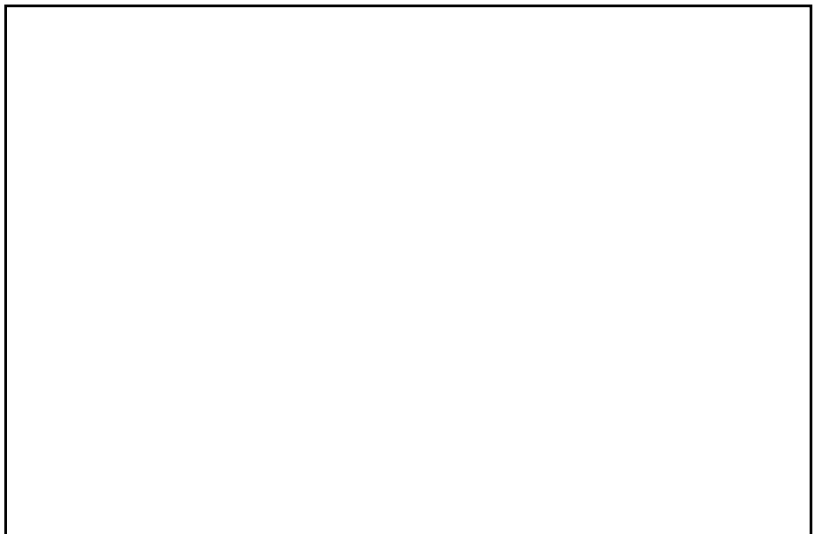
Brush the dog.



Sweep the room.



Rake the yard.



# Spelling Words



1. bandit

2. shelf

3. sprang

4. munch

5. picnic

6. think

7. wish

8. drift

9. box

10. Tricky Word: she



**Dear Family Member,**

Each week, your child will receive a new list of spelling words. The purpose of having weekly spelling words is to help students become strong spellers and allow them to practice at home the skills learned during *Core Knowledge Language Arts*.



Your child will receive the spelling words at the beginning of the week and will be assessed on the words at the end of the week. The spelling words come from stories your child reads in class. By reading the stories and practicing the spelling words at home each night, your child should be well prepared for the spelling test on Friday.

There are 10 words each week. The words cover only the spellings that have been reviewed and taught in class, meaning your child will only work with and be tested on familiar spellings. Spelling word number 10 is a Tricky Word and is marked in a special way. A Tricky Word does not follow the expected spelling rules. This means Tricky Words cannot be reliably sounded out and spelled, so its spelling must be memorized. Tricky Words are also taught and reviewed in class.

I encourage you to work with your child each night to review the spelling words for 5–10 minutes. The activities can be fun and need to involve having your child write the word. Here are a few activity ideas:

- Say a sentence with the spelling word, but leave the spelling word out. For example, you might say, “The \_\_\_\_\_ broke into my house.” Your child should guess the word “bandit” and then write the word.
- Create spelling word flash cards. After reading the word on a flash card, your child can turn over the card and write the word from memory on the back.
- Have a spelling bee at home, asking your child to both spell the words to you orally and write them.
- Ask your child to write each word in a short sentence, or write a story with the words.
- Act out or draw a picture of the words; have your child guess the word and then write it down.

The spelling words for this week are on Worksheet 11.1. Again, please note word number 10 is a Tricky Word, so we have marked it in a special way.

If you have any questions, please do not hesitate to contact me.





# The Chicken Nugget

*Directions: Have students number the sentences in the correct order, then cut and paste them on Worksheet 12.2.*

The cat bandit ran, hopping  
from box to box.

The cat bandit sat a bit,  
thinking up a plan.

Hank set his dish in the sink.

Then—munch, munch, munch—that was  
the end of the chicken nugget.

The smell of chicken drifted up from  
the dish into the den.



# The Chicken Nugget

**1.**

**2.**

**3.**

**4.**

**5.**



**Dear Family Member,**

Have your child read the story to you and decide which Tricky Word should be used to fill in the blank. After the Tricky Words are all filled in, have your child read the story to you once more.



the

a

he

she

be

Mom had \_\_\_\_\_ hot dog. \_\_\_\_\_ left  
\_\_\_\_\_ hot dog on a shelf in the den. It would  
\_\_\_\_\_ safe sitting there. The cat bandit  
smelled the hot dog smell. Mmm! The cat bandit  
sat on the deck, wishing \_\_\_\_\_ had a snack.  
Then—munch, munch, munch—the cat bandit  
had himself a picnic lunch.



*Directions: Have students complete the chart by adding the suffix -ing and doubling the last consonant spelling if it is one syllable, has a short vowel sound, and ends in a single consonant.*

rub	rubbing
dab	
chop	
swim	
chat	
drift	
hum	
run	
win	
shop	
sip	
munch	
sit	





# The Chicken Nugget

- Hank set his dish in the \_\_\_\_\_.
  - sink
  - deck
  - den
- On the dish was a \_\_\_\_\_.
  - hot dog
  - chicken nugget
  - bun
- The cat bandit set a \_\_\_\_\_ next to the sink.
  - box
  - mat
  - rug
- What was the cat bandit doing?

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*Directions: Have students answer the multiple-choice questions by circling the correct answer. Answer question 4 using a complete sentence.*



# The Chicken Nugget

*Directions: Have students look in the story "The Chicken Nugget" to find one- and two-syllable words to write in the chart. For the words below the box, have students rewrite each word adding the suffix -ing to each.*

1	2

hop \_\_\_\_\_

munch \_\_\_\_\_

run \_\_\_\_\_

think \_\_\_\_\_

nap \_\_\_\_\_



**Dear Family Member,**

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



## The Hot Dog

Mom had a hot dog.

She left the hot dog on a shelf in the den.

The hot dog sent up a smell.

The smell drifted and drifted.

The cat bandit sat on the deck, wishing he had a snack.

Then the hot dog smell hit him.

Such a smell!

Sniff, sniff, sniff!

The cat bandit ran in the den.

He spotted the hot dog up on the shelf.

He got up on a bench.

Then he sprang up on the TV set.

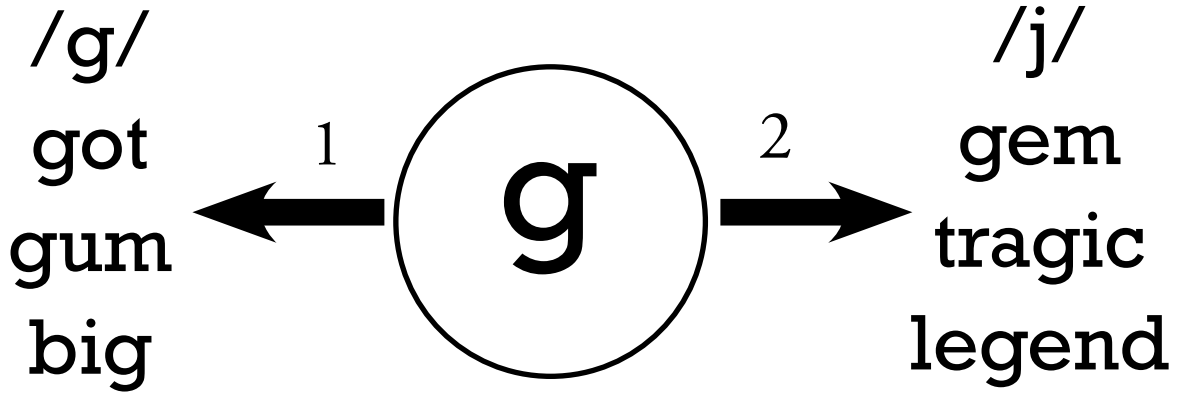
Then, with a big jump, he sprang up and landed on the shelf.

Then—munch, munch, munch—the cat bandit had himself a picnic lunch.





*Directions: Have students circle the 'g' in each word. Next, have students read each sentence and write the word with the tricky spelling 'g' under the heading "got" if the tricky spelling is pronounced /g/ or "gem" if it is pronounced /j/.*



	/g/ got	/j/ gem
1. He did a magic trick.		magic
2. This fish has gills.		
3. Dad is the best at golf.		
4. The cat is in a cage.		
5. Brr! That pond was frigid!		
6. A present is a gift.		
7. Mom had a stick of gum.		





Name \_\_\_\_\_

# Spelling Test

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

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

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

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

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

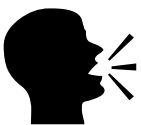
6. \_\_\_\_\_

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

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

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

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

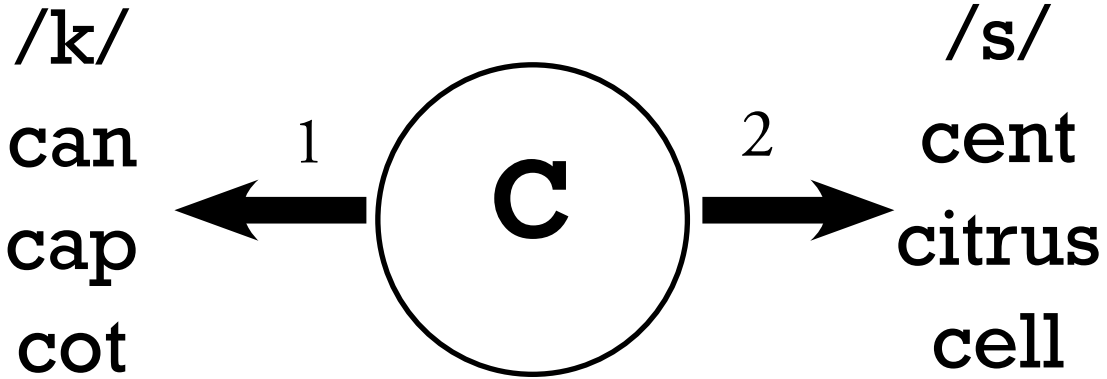


\_\_\_\_\_

\_\_\_\_\_



*Directions: Have students circle the 'c' in each word. Then, read each sentence and write the word with the tricky spelling 'c' under the heading "can" if the tricky spelling is pronounced /k/ or "cent" if it is pronounced /s/.*



	/k/ can	/s/ cent
1. The king got the princess a kitten.		princess
2. We slept in a cabin.		
3. As the band was singing, she was dancing.		
4. Mom swept up the dust and cobwebs.		
5. Fill up that cup.		
6. He had six chances to stop.		
7. Liz spotted a skunk at camp.		



**Dear Family Member,**

Once again this week, your child has a new list of spelling words. The purpose of having weekly spelling words is to help students become strong spellers and allow them to practice at home the skills learned during *Core Knowledge Language Arts*. Additionally, this helps children to develop independence as they begin to take responsibility for their own learning.



Your child will receive the spelling words at the beginning of the week and will be tested on the words at the end of the week. By practicing the spelling words at home each night, your child should be well prepared for the spelling test.

I encourage you to work with your child each night 5–10 minutes to review the spelling words. If you would like to practice the way we take the test at school:

For each word, I read it once, say it in a sentence, and say the word again. We go through the whole list in this way. Then, I go back through and call each word one last time so the children can review them. I also call out a phrase. The children do not know this phrase in advance. They write this phrase on the test. Then, I ask students to correct their own paper as I demonstrate the correct spelling for each word. I ask them to correct their paper by writing the correct spelling above the word. It is okay for students to make mistakes; the important thing is to learn from their mistakes.

The spelling words for this week are on Worksheet 16.2. Again, please note the word *how*, number 10, is a Tricky Word, so we have marked it in a special way.

I know you have busy lives and you must fit in homework wherever you can. Any practice will help your child to become a better reader and speller. Your child will continue to bring home stories that we have read in class later this week. We will continue this practice throughout the year. Please have your child read the story to you and then talk about it together. Remember this practice can take place anywhere.

As always, please do not hesitate to contact me if you have any questions.



# Spelling Words



1. snacking

2. mixing

3. smelling

4. running

5. kissing

6. buzzing

7. hitting

8. until


9. problem

10. Tricky Word: how






*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.*


	wr w	i a	p t
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\_\_\_\_\_


wrap

	kn k	i ee	s t
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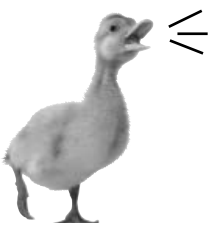
\_\_\_\_\_

	wr qu	i a	l i	t d
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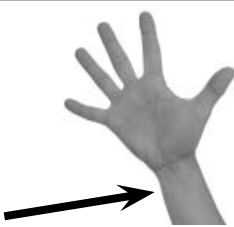
\_\_\_\_\_

	kn n	e o	t ck
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\_\_\_\_\_

	qu k	a o	ed ck
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\_\_\_\_\_

	wr r	i u	t s	t s
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\_\_\_\_\_



f	e	ch
v	i	sh

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d	w	e	ss
b	r	a	z

---



ch	i	ck
th	u	n

---



p	o	s
b	u	n

---



f	e	ll
b	i	d

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kn	a	d
m	o	t

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*Directions: Have students read and circle the spelling in each word that stands for the sound printed above.*

/j/	/v/
jumping	vast
magic	twelve
plunge	shelves
lunge	having
jacket	visit
jet	solve
legend	vet
hinge	elves



**Dear Family Member,**

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



## The Ham

Mom left a pink ham sitting in a big black pan.

The cat bandit was resting on a quilt when he got a whiff of the ham.

What was that smell?

It was ham!

Where was the ham?

The cat bandit set off, sniffing as he went.

He went on sniffing until he spotted the ham.

But the ham was up on top.

How was he to get it down?

That was the problem.



The cat bandit ran to the closet and got a belt.

Then he ran to the shed and got a strong magnet.

He stuck the magnet on the end of the belt.

The magnet stuck to the belt.

Then the cat bandit swung the belt.

Clang! The magnet on the end of the belt hit the pan.

It stuck to the pan.

In a flash, the cat bandit was tugging on the belt.

Tug, tug, tug!

Yank, yank, yank!

At last, the pan slid off.

It fell down and landed with a clang.

Then—munch, munch, munch—that was the end of the ham.



# Tricky Words



how	down	do	why	where
from	of	was	what	

The cat bandit \_\_\_\_\_ resting on  
 a quilt when he got a whiff \_\_\_\_\_  
 the ham. \_\_\_\_\_ was that smell? It  
 was ham! \_\_\_\_\_ was the ham? The  
 cat bandit set off \_\_\_\_\_ the quilt.  
 He went on sniffing until he spotted the ham.  
 \_\_\_\_\_ was the ham up on top?  
 \_\_\_\_\_ could he get it \_\_\_\_\_?  
 What could he \_\_\_\_\_? That was the  
 problem.

*Family Member Instructions: Have your child read the words in the box and then use them to fill in the blanks. After all the blanks have been completed, read the story.*





Directions: Have students read and circle the spelling in each word that stands for the sound printed above.

/s/	/ch/
pockets	itch
tense	catchy
miss	batch
chance	rematch
sudden	stretching
cell	butcher
cent	pitcher
prince	stitch



**Dear Family Member,**

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



## The Chicken Nugget

Hank set his dish in the sink.

He left a big chicken nugget on the dish.

The nugget was still hot.

The smell of chicken drifted up from the sink.

It drifted into the den.

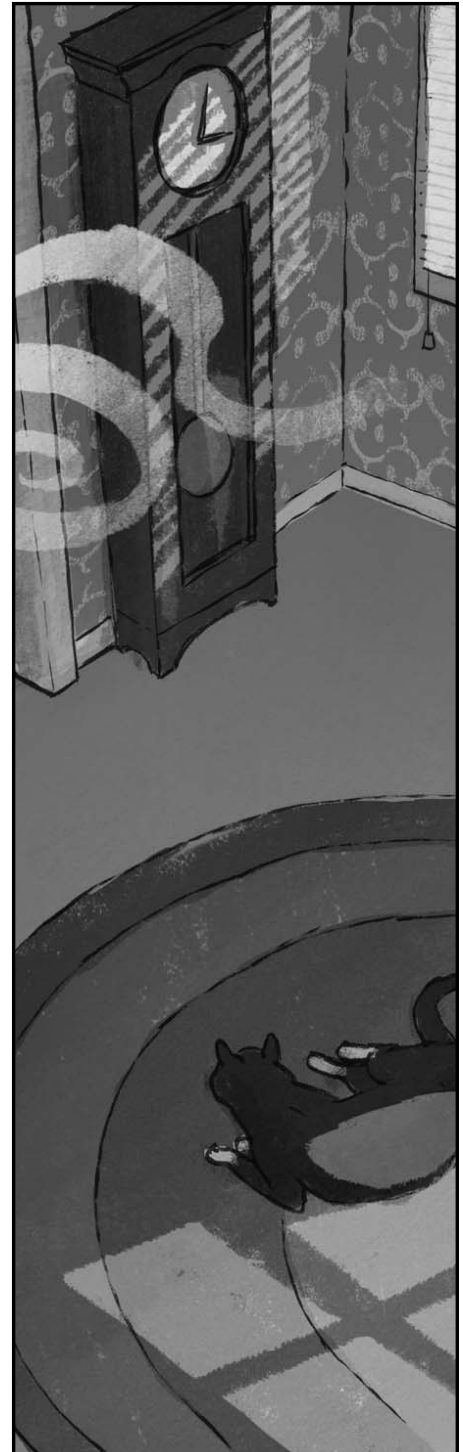
The cat bandit was napping in the den.

But he was sniffing as he slept.

Sniff, sniff, sniff!

The cat bandit sprang up.

He ran in and spotted the nugget in the sink.



He sat a bit, thinking up a plan.

Then he went to the closet and got a bunch of boxes.

He set up a box.

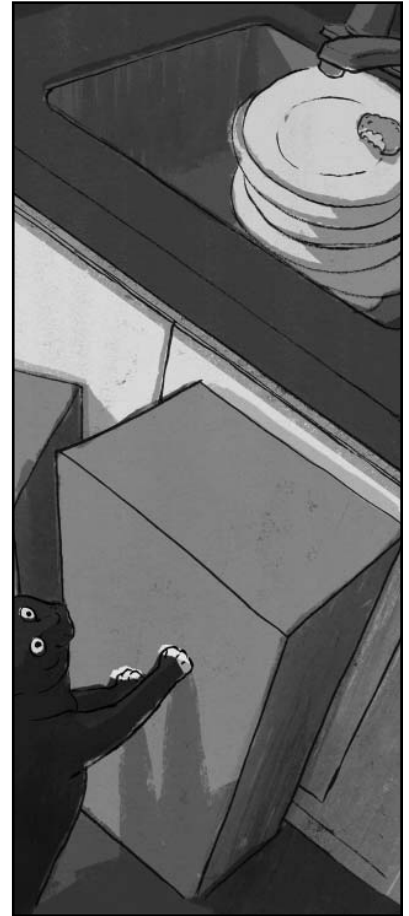
Then he set a big box next to that box.

Then he set the biggest box next to the sink.

The cat bandit set off running.

He ran up the boxes, hopping from box to box.

Then—munch, munch, munch—that was the end of the chicken nugget.



landed	quacked	flapped	spotted
tossed	grabbed	crammed	jogged

/e/ + /d/  
acted

/d/  
filled

/t/  
asked

landed

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Cal was at the pond, having a muffin. A duck landed in the pond. The duck quacked and flapped its wings. Cal spotted the duck and tossed it a bit of muffin. The duck grabbed the muffin and swam off. Cal crammed the rest of the muffin in the trash. Then off he jogged.

Directions: Have students sort the 'ed' words based on how the ending is pronounced and read the story at the end.



# The Milk

*Directions: Have students circle the correct answer for 1 and 2, and write complete sentences for questions 3 and 4.*

1. Where did Beth set the glass of milk?
  - A. in the sink
  - B. on the box
  - C. on the deck
  
2. What did the cat bandit get that was Dad's?
  - A. his belt
  - B. his pants
  - C. his string

3. What did the cat bandit do when he jumped off the shed?

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4. What 3 things did the cat bandit knock off the string?

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Name \_\_\_\_\_

# Spelling Test

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

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

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

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

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

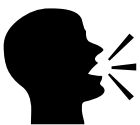
6. \_\_\_\_\_

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

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

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

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

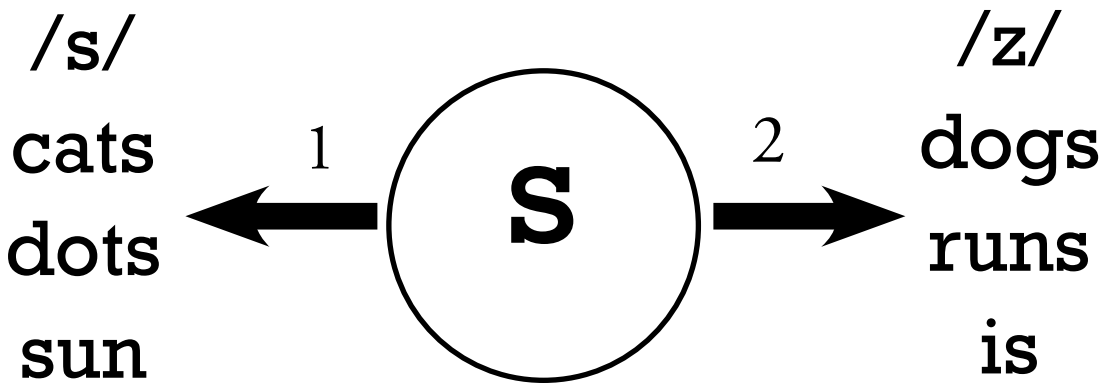


\_\_\_\_\_

\_\_\_\_\_



*Directions: Have students circle the 's' in each word. Then, have students read each sentence and write the word with the tricky spelling 's' under the heading "cats" if the tricky spelling is pronounced /s/ or "dogs" if it is pronounced /z/.*



	/s/ cats	/z/ dogs
1. He handed me his pet pig.		his
2. Ben can swim.		
3. Will he visit?		
4. The cat got in the basket.		
5. He did it himself.		
6. Kevin will mop and dust.		



# Spelling Words



1. sand

2. sang

3. sank

4. hunt

5. hung

6. hunk

7. thin

8. thing

9. think

10. Tricky Word: should



**Dear Family Member,**

Once again this week, your child has a new list of spelling words. The purpose of having weekly spelling words is to help students become strong spellers and allow them to practice at home the skills learned during *Core Knowledge Language Arts*.



Your child will receive the spelling words at the beginning of the week and will be tested on the words on Friday. By reading stories and practicing the spelling words at home each night, your child should be well prepared for the spelling test.

I encourage you to work with your child each night to review the spelling words for 5–10 minutes. If you would like, you can practice spelling words in the same way that students take the spelling test. I read each word once, say it in a sentence, and then say the word once more. Next, I go back through and say each word one last time so the children can review their spellings. I also call out a phrase that uses words students can sound out on their own. The children do not know this phrase in advance. They will write this phrase on the test. Finally, students correct their own papers as I write the correct spellings on the board. Students correct their papers by writing the correct spelling above the word. It is okay for students to make mistakes; the important thing is that students learn from their mistakes.

The spelling words for this week are on Worksheet 21.1. Again, please note that number 10, *should*, is a Tricky Word, so we have marked it in a special way.

Later this week, your child will bring home another story we have read in class. We will continue this practice throughout the year. Please have your child read the story to you and then talk about it together. Remember any practice and guidance you can provide will help your child become a better reader and speller.

As always, please do not hesitate to contact me if you have any questions.





## The Chips



Once Mom left a big bag of chips on the top shelf in the kitchen.

“The cat will not get them up there,” she said.

But it was not long until the cat bandit was up to his tricks.

He got a log, a plank, and a big rock.

He set the rock on the bench.

He set the log on the rug next to the bench.

He set the plank on top of the log.

Then the bandit sat on one end of the plank.

He slid the rock off the bench.

The rock fell and landed on one end of the plank.

Smack!

The end of the plank the rock fell on went down fast.

But the end of the plank the cat bandit was sitting on shot up, and the cat bandit shot up with it.

Whiz!

The cat bandit went zipping up.

The cat bandit did a flip and landed on top of the shelf.

Slash! The bandit cut a big gash in the bag.

Then—crunch, crunch, crunch—that was the end of the chips.



# The Chips

1. Where did Mom set the chips?
  - A. on the deck
  - B. on the bench in the kitchen
  - C. on the top shelf in the kitchen

2. Where did the cat bandit set the rock?

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3. Where did the cat bandit set the plank?

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4. What happened to the cat bandit when the rock hit the plank?

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5. Where did the cat bandit end up?

- A. on the top shelf
- B. in the den
- C. on the bed

*Directions: Have students answer the questions.*



# The Catfish

1. What did Dad do with the catfish?
  - A. left the catfish in a pond
  - B. left the catfish in a bucket
  - C. left the catfish on the shelf
  
2. What did Dad think would stop the cat bandit?
  - A. a shelf
  - B. a belt
  - C. a lock
  
3. What drifted in the wind?
  - A. the tempting smell of snack mix
  - B. the tempting smell of fish
  - C. the tempting smell of hot dog

4. Who helped the cat bandit?

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5. What did the cat bandit hitch to the shed?

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*Directions: Ask students to answer each question.*



1. scratches scratched scratching scathing

2. fence fences fenced fencing

3. which whip whim whipped

4. legs lags lugs logs

5. knit knock knelt kick

6. rinsed ring ran rings

7. cent cull cell self

8. hemmed hammed humming hummed

9. risk wrist wrench wrists

10. twelve twist twelfth twin





1. What is the cat bandit up to next \_\_\_\_\_
2. Run \_\_\_\_\_
3. Did he spill his glass of milk \_\_\_\_\_
4. He could knit mittens as a gift to his mom \_\_\_\_\_
5. She has a snack \_\_\_\_\_
6. Where is the dog \_\_\_\_\_
7. Jump \_\_\_\_\_
8. Milk is a snack \_\_\_\_\_
9. Who could help you \_\_\_\_\_
10. Hide \_\_\_\_\_

*Directions: Have students read each sentence and fill in the missing punctuation mark.*



Rewrite these words and add *-ing*:

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

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

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

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

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

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

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

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

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



Name \_\_\_\_\_

# Spelling Test

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

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

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

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

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

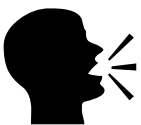
6. \_\_\_\_\_

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

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

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

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



\_\_\_\_\_

\_\_\_\_\_



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

1. chip

\_\_\_\_\_ chip \_\_\_\_\_

2. shell

\_\_\_\_\_

3. bath

\_\_\_\_\_

4. rung

\_\_\_\_\_

5. smash

\_\_\_\_\_

6. champ 4 champ

7. thick

8. bang

9. smell

10. cash

11. brick



1. chimp

11. brick

2. crash

12. chop

3. bring

13. splash

4. thin

14. sting

5. sing

15. black

6. shop

16. thick

7. clock

17. ship

8. bath

18. chip

9. chill

19. wing

10. shell

20. with

*Directions: Have students read each word and circle only the digraph letter teams that stand for one sound.*



1. bathtub



2. magnet



3. insect



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

4. picnic



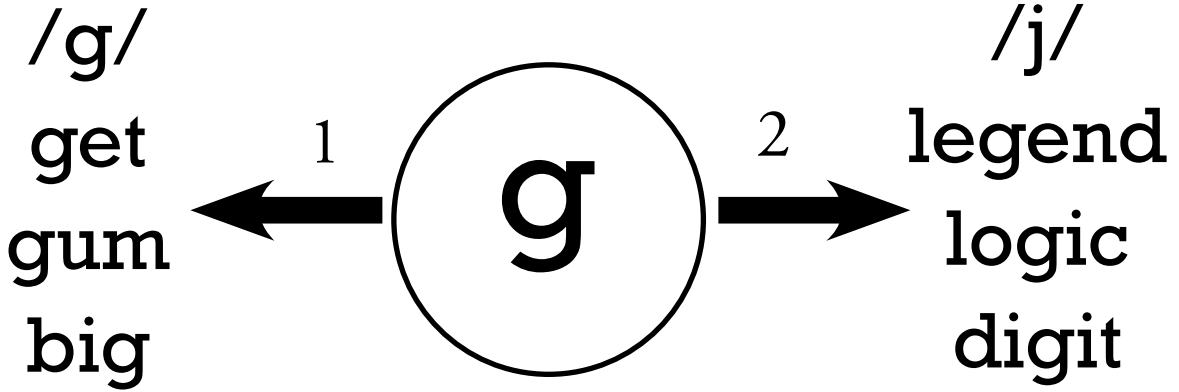
5. rocket



6. tennis



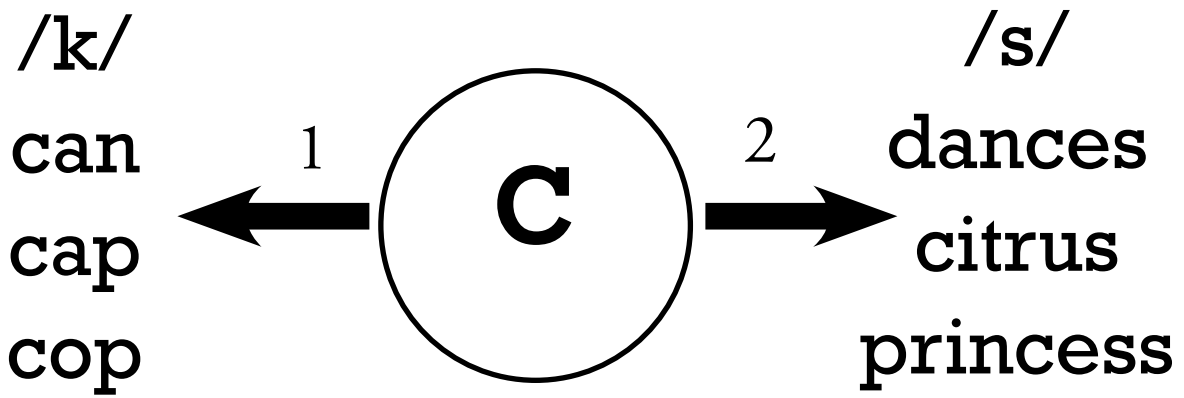
*Directions: Have students circle the 'g' in each word. Then, have students read each sentence and write the word with the tricky spelling 'g' under the heading "get" if the tricky spelling is pronounced /g/ or "legend" if it is pronounced /j/.*



	/g/ get	/j/ legend
1. Was it a trick, or was it magic?		magic
2. Drink from a glass.		
3. In the pond, there was a frog.		
4. I can't bend this branch, it's rigid.		
5. Beth had a stick of gum.		
6. Dad got Mom a gift.		
7. My dad went to two colleges.		



*Directions: Have students circle the 'c' in each word. Then have students read each sentence and write the word with the tricky spelling 'c' under the heading "can" if the tricky spelling is pronounced /k/ or "dances" if it is pronounced /s/.*



	/k/ can	/s/ dances
1. It cost ten cents.		cents
2. We slept in a log cabin.		
3. Don yelled and got a cab.		
4. The bad man was locked up in a cell.		
5. On his left leg he has a cast.		
6. She was a nun in the convent.		
7. His best pal is Francis.		





*Directions: Have students write the words with the tricky spelling 'c' pronounced /k/ under "can" and the words with the tricky spelling 'c' pronounced /s/ under "cent."*

process	cram	clap
panic	dances	camp
credit	cell	cop
scan	princess	cab

/k/  
can

/s/  
cent

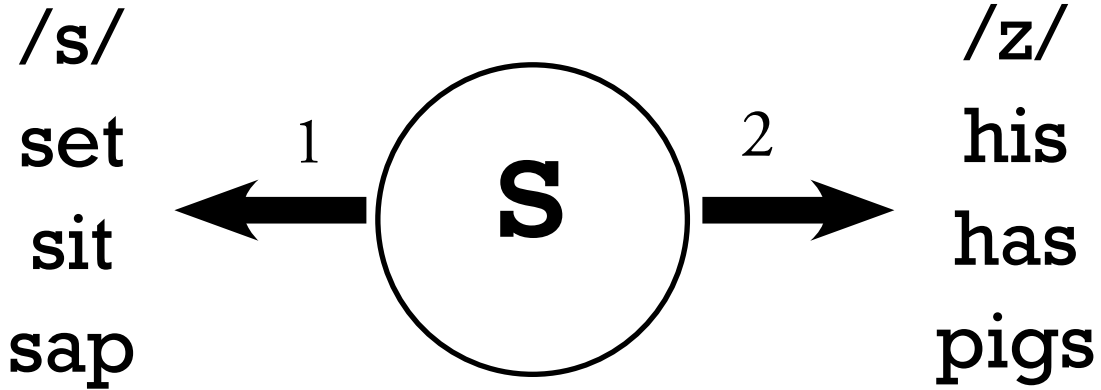
**process**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Name \_\_\_\_\_

*Directions: Have students circle the 's' in each word. Then, have students read each sentence and write the word with the tricky spelling 's' under the heading 'set' if the tricky spelling is pronounced /s/ or 'his' if it is pronounced /z/.*



	/s/ set	/z/ his
1. The robin flapped its wings.		wings
2. Get a pen from the desk.		
3. Ring the bells.		
4. The kitten is soft.		
5. Put the egg shells in the trash can.		
6. What did the shop sell?		
7. Get in the pond and swim.		



*Directions: Have students write the words with the tricky spelling 's' pronounced /s/ under "set" and the words with the tricky spelling 'z' pronounced /z/ under "his."*

<u>is</u>	legs	this
just	such	has
still	last	hands
jobs	best	sun

/s/

set

/z/

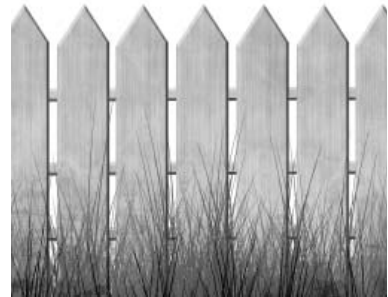
his

is

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



fringe	prince	shelves
twelve	fence	dance



fringe

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12

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

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shells

lettuce

pulse

rinse

bandage

elves



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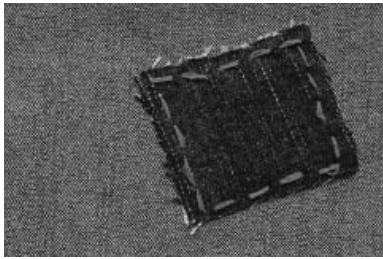
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patch    match    catch    pitch    kitchen  
hatch    scratch    itch    stretch    switch

*Directions: Have students write each word under its matching picture. There will be words that will not be used.*



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

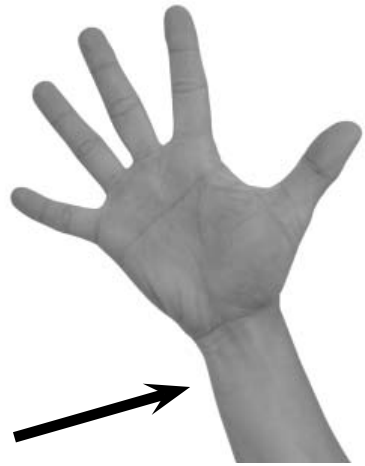


\_\_\_\_\_



\_\_\_\_\_

knob    knot    wrist    knapsack    wrapping  
knitting    wrench    wrong    which    knock



Name \_\_\_\_\_

*Directions: Have students read each sentence and then rewrite it with correct capitalization and punctuation.*

1. yuck

\_\_\_\_\_

2. can i sit there

\_\_\_\_\_

3. she could wrap a gift

\_\_\_\_\_

4. he can swim fast

\_\_\_\_\_

5. where is mom's whisk

\_\_\_\_\_

6. pick up that mess

\_\_\_\_\_

7. that dog has spots

\_\_\_\_\_

8. mom

\_\_\_\_\_

9. could you pick a spot to sit

\_\_\_\_\_

10. dogs can jump high

\_\_\_\_\_



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