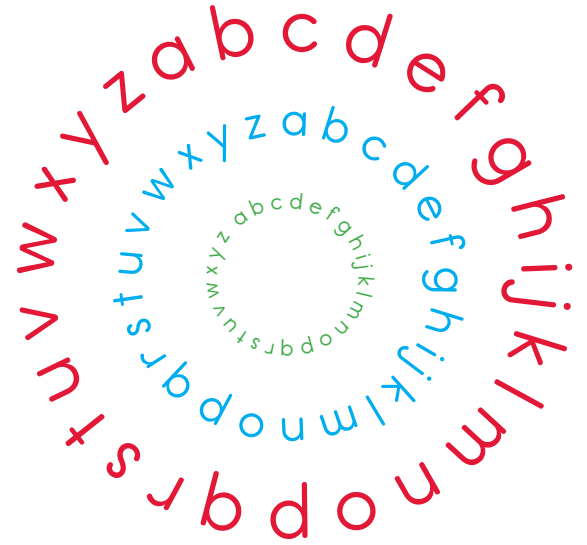


# Unit 7

## Skills Workbook



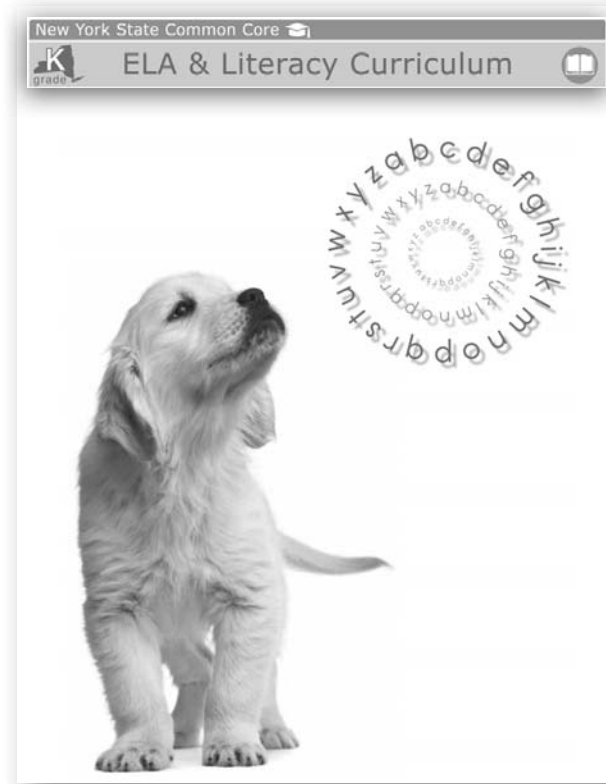
Core Knowledge Language Arts® • New York Edition • Skills Strand



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# Unit 7

## Workbook

### Skills Strand

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Core Knowledge Language Arts®  
New York Edition



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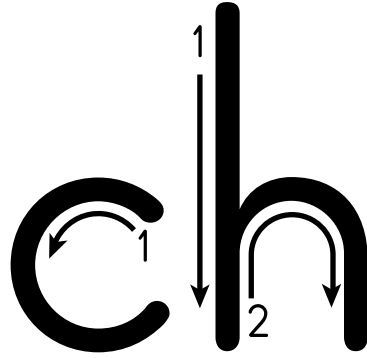
# Unit 7

## Workbook

This workbook contains worksheets which accompany many of the lessons from the *Teacher Guide* for Unit 7. Each worksheet is identified by the lesson number in which it is used. The worksheets in this book do not include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these worksheets to the students orally, using the instructions in the teacher guides. The workbook is a student component, which means each student should have a workbook.



Name \_\_\_\_\_



Directions: Have students trace and copy the digraph and word and say the sounds while printing.

ch ch ch . .

ch ch ch . .

ch ch ch . .

ch ch ch . .

much much . .

much much . .

**lunch**

**branch**

**bench**

**chips**



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



Name \_\_\_\_\_


Directions: For each picture, have students circle the spelling of the depicted item and write the name of the item on the line.

	ch	i	s	t
	j	e	z	d

\_\_\_\_\_

-----

\_\_\_\_\_

	ch	i	m	b
	c	o	n	p

\_\_\_\_\_

-----


\_\_\_\_\_

	h	i	p	t
	ch	a	d	s

\_\_\_\_\_

-----


\_\_\_\_\_

	b p	i e	r n	k ch
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	p d	a u	n t	ch j
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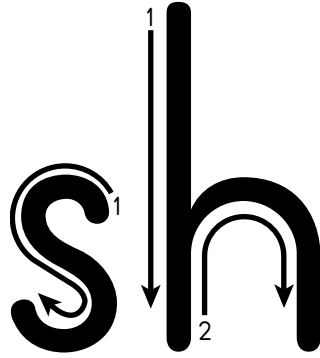
	g p	i e	n m	sh ch
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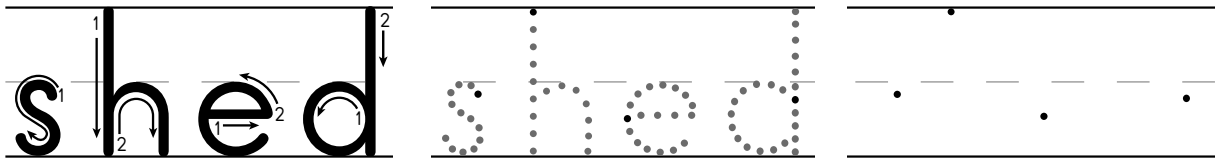
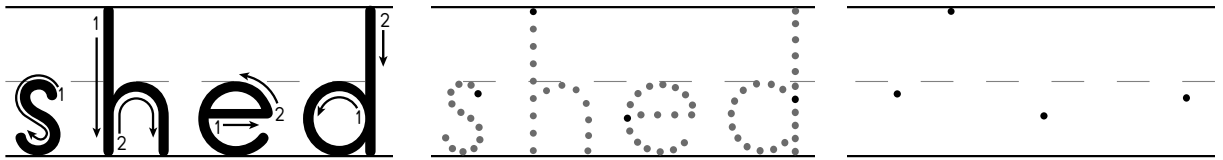
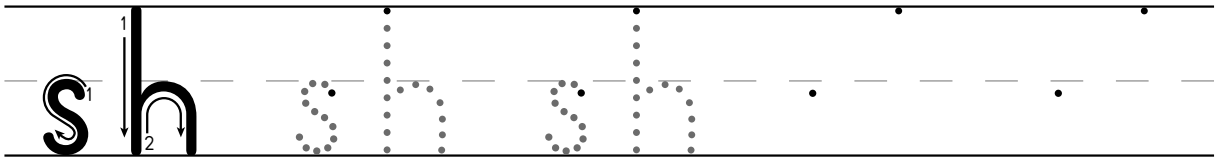
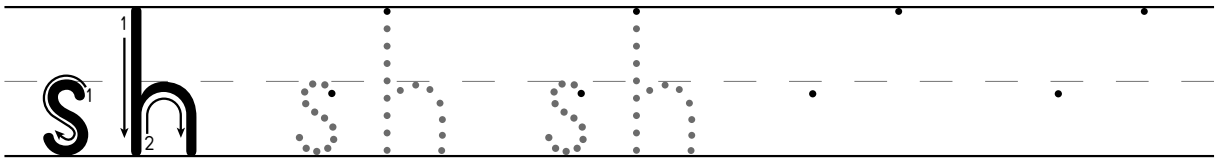
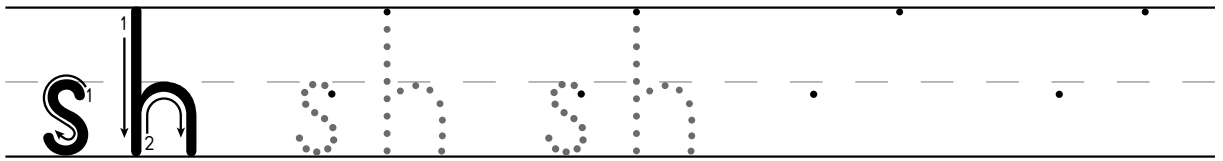
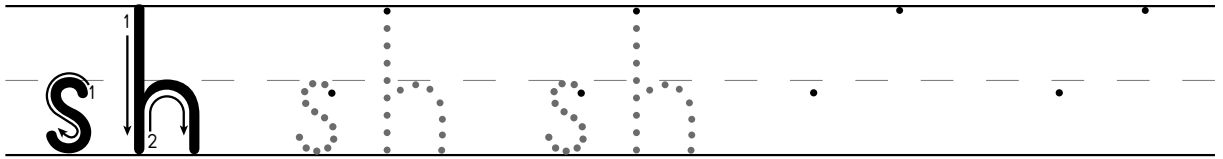
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Name \_\_\_\_\_



Directions: Have students trace and copy the digraph and word and say the sounds while printing.



1. **shin**



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2. **fish**



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3. **brush**



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

**Dear Family Member,**

Your child has been taught to read the digraphs 'sh' and 'ch'. Digraphs are spellings consisting of two letters. Both letters together stand for only one sound as in "chill" and "rashsh." Words with digraphs are difficult to read at first because the reader has to recognize that two letters combined stand for a single sound. Ask your child to cut out the word cards. Show the cards to your child and have your child read them. Notice the digraphs are printed in bold letters; if necessary, remind your child these two letters stand for just one sound. You may also read the words aloud and have your child write the sounds down, one at a time. Please keep these cards for future practice.



bench	chest	fish
chin	shrubs	shed
chips	splash	crunch
trash	crush	chimps



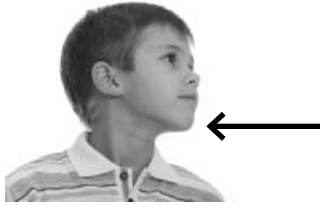
Directions: For each picture, have students read the phrases and put a check mark in the box next to the matching phrase.

1.



- big **ship**  
 big **shop**

2.



- his **chin**  
 his **shin**

3.



- trash in **chest**  
 cash in **chest**

4.



- chop** up logs  
 **chop** up ships

5.



- fish and **shrimp**  
 ham and **chips**

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6.



**such** big hands

**such** big lips

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7.



**crush** can

**crush** box

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8.



dog on bench

cat on bench

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9.



crab can pinch

kid can pinch

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10.



mom **shops**

dad **shops**

---



**Dear Family Member,**

For each row on the front and back, have your child blend and read all three words and circle the word matching the picture. If necessary, identify the pictures for your child.



1.

**champ****chomp****chimp**

2.

**punch****hunch****bunch**

3.

**shed****mush****sash**

4.

**chip****ship****shin**

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5.  **branch**    **ranch**    brand


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6.  **lunch**    **hunch**    lump

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7.  **shelf**    **fish**    **shrug**

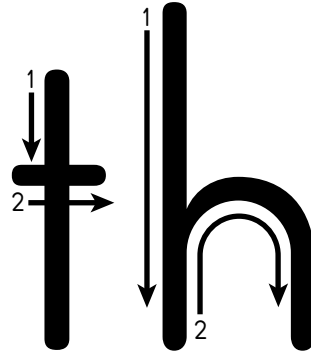
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8.  **crash**    trap    **trash**

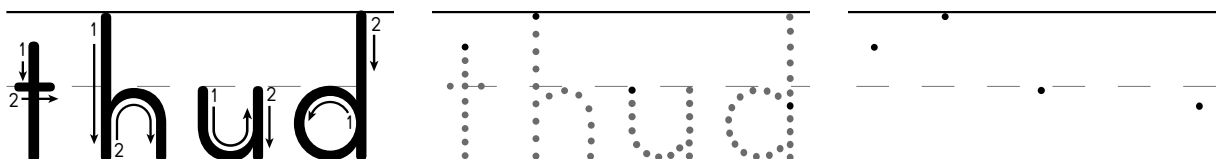
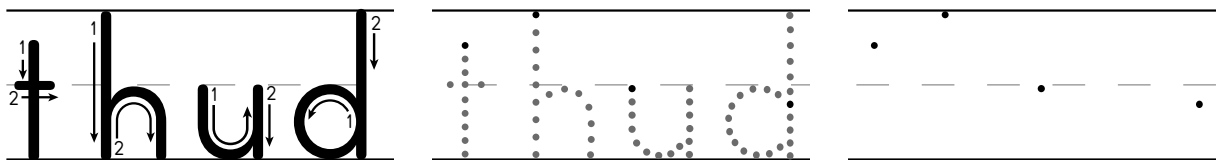
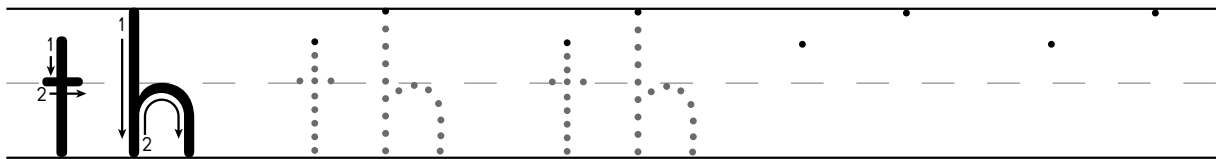
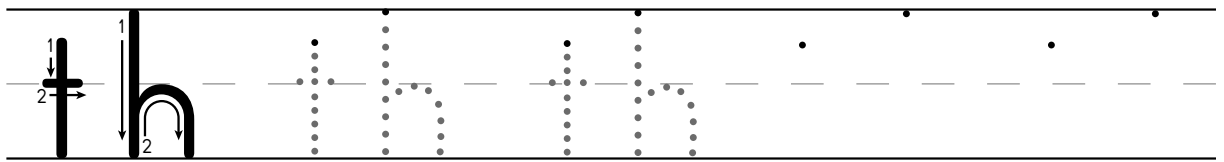
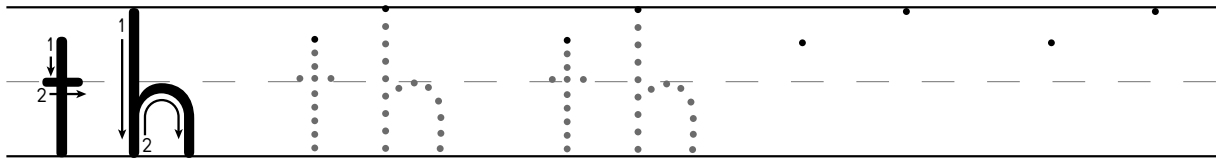
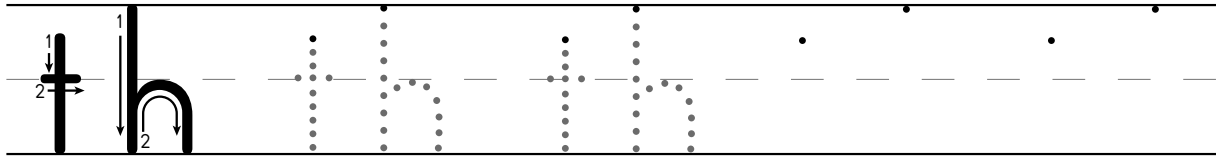
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9.  **ship**    **shin**    **chin**

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*Directions: Have students trace and copy the digraph and word and say the sounds while printing.*



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

1. **bath**



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2. **moth**



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3. **thumb**



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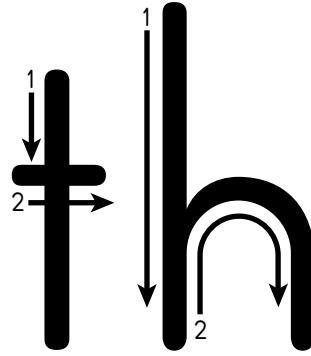
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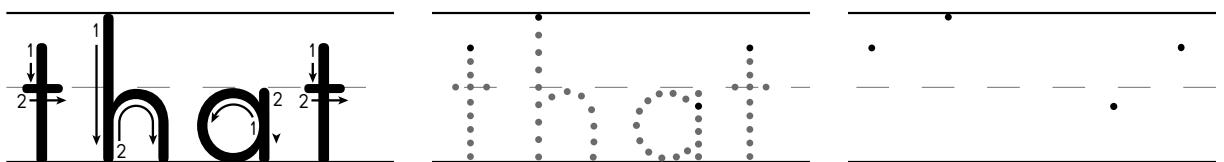
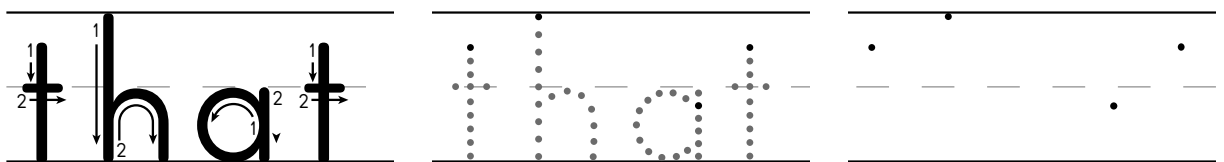
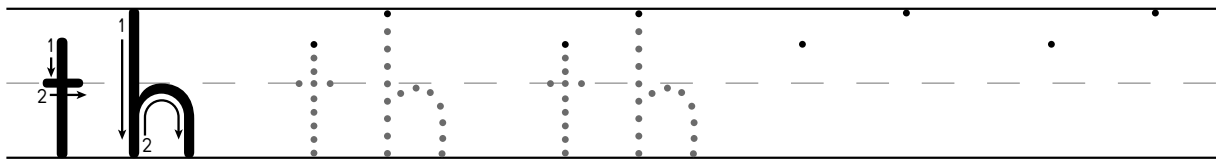
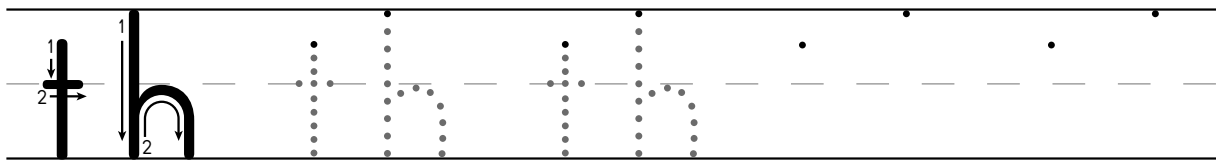
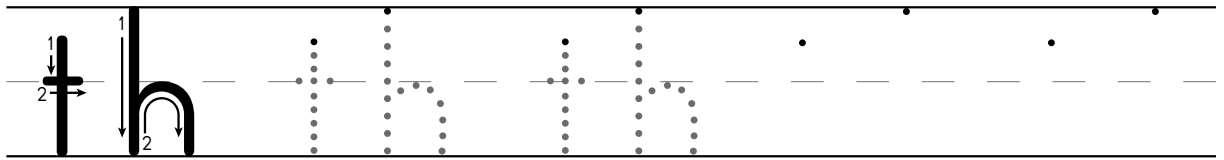
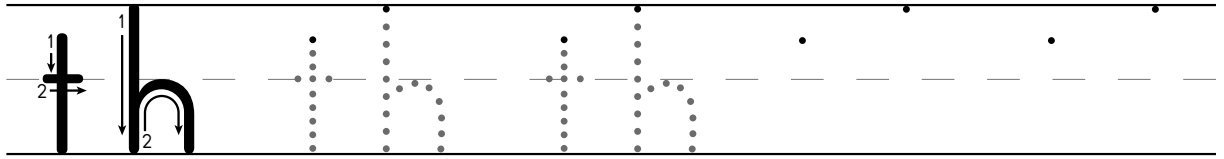
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*Directions: Have students trace and copy the digraph and word and say the sounds while printing.*



*Directions: Have students write the words with buzzy /th/ under the bee saying "bzzzzz" and the words with non-buzzy /th/ under the crossed-out bee.*

math	than	then	theft
that	this	bath	thin



Handwriting practice lines for the 'buzzy' bee. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such sets of lines.

Handwriting practice lines for the 'crossed-out' bee. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such sets of lines.

Name \_\_\_\_\_

5.2

**Dear Family Member,**

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



1. **bath**



2. **fish**



3. **thumb**



4. **branch**



5. **moth**



6. **brush**



7. **chop**



8. **pinch**



9. **chest**





1. bench



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

2. bath



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

3. lunch



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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

4. moth



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5. cash



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6. punch



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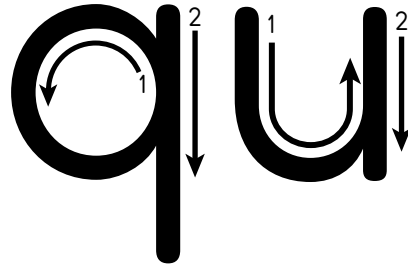
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Directions: Have students trace and copy the digraph and word and say the sounds while printing.

qu qu qu . . .

qu qu qu . . .

qu qu qu . . .

qu qu qu . . .

quiz quiz . . .

quiz quiz . . .

Directions: Have students write 'qu' under the pictures of items that begin with 'qu'.



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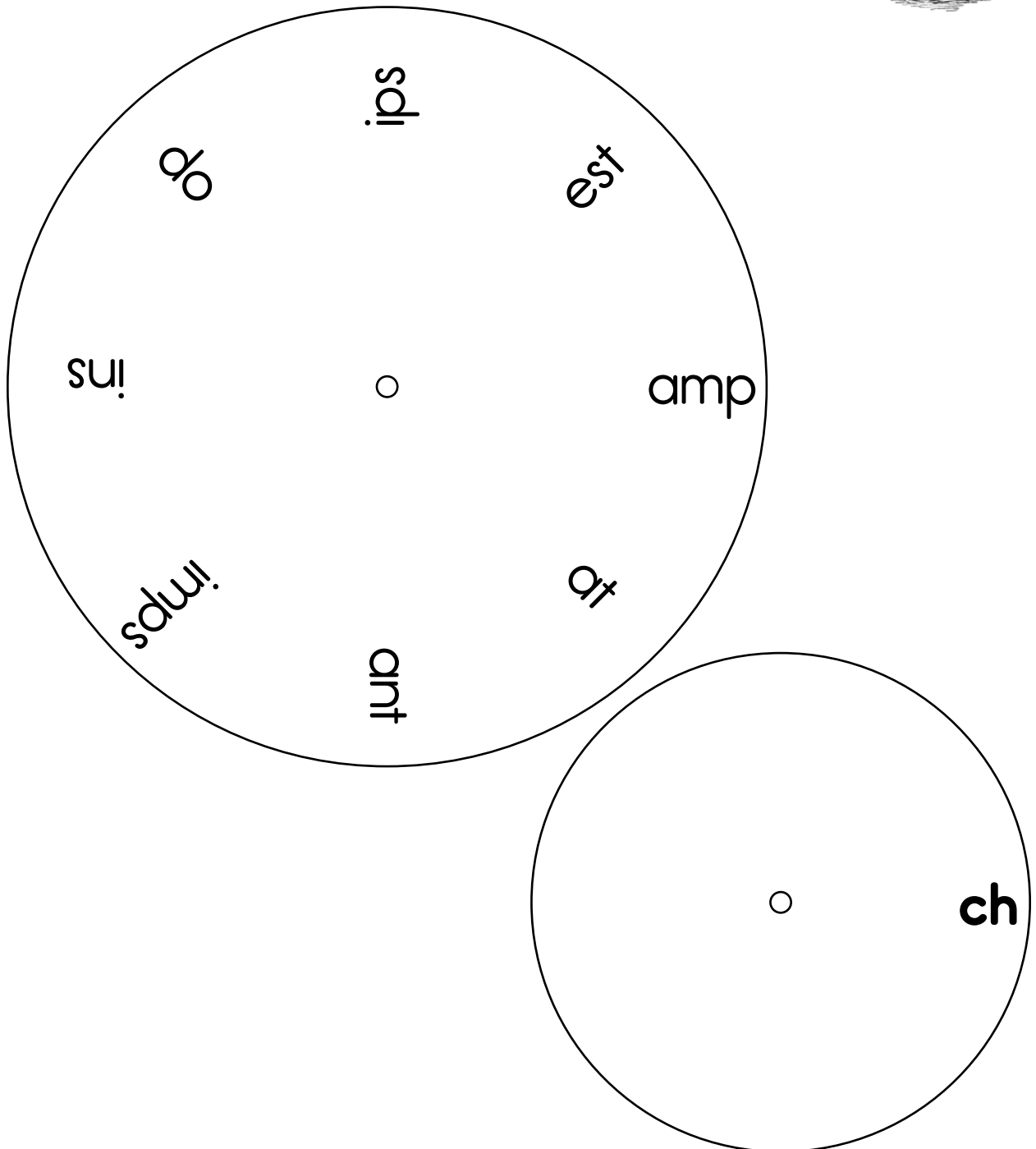
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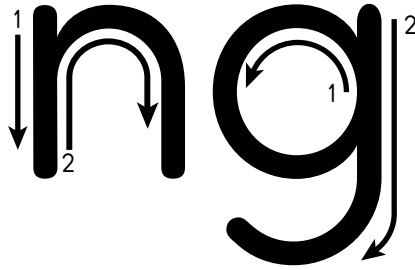
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**Dear Family Member,**

Ask your child to cut out the two circles. Pin the smaller circle on top of the larger circle with a brass fastener. Ask your child to spin the smaller circle to make words. Have your child read the words he or she makes. You may ask your child to copy the words on a sheet of paper.







Directions: Have students trace and copy the digraph and word and say the sounds while printing.

ng ng ng . . .

ng ng ng . . .

ng ng ng . . .

ng ng ng . . .

bang bang . . .

bang bang . . .

punch

king

ring

swing



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

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Name \_\_\_\_\_

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

n

n


Name \_\_\_\_\_

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

ng

ng

Directions: For each picture, have students circle the spelling of the depicted item and write the name of the item on the line.

	z	v	e	ng
	s	w	i	n

\_\_\_\_\_

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\_\_\_\_\_

	k	i	l	d
	qu	e	f	t

\_\_\_\_\_

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\_\_\_\_\_

	s	e	ng
	z	i	n

\_\_\_\_\_

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\_\_\_\_\_

	sh	i	s	t
	ch	e	z	d


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	s	e	p
	sh	i	d


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	t	l	o	sh
	c	r	a	ch

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

1. ranch

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2. ship

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3. plush

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4. bath

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5. chips

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---

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6. this

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7. song

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---

8. **them**

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9. **moth**

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10. **sing**

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11. **bench**

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12. **brush**

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13. **chest**

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14. **thing**

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**Dear Family Member,**

Your child is learning to read the digraphs 'sh', 'ch', 'qu', 'th', and 'ng'. Digraphs are spellings consisting of two letters. Both letters together stand for only one sound. Ask your child to cut out the word cards. Show the cards to your child and have your child read them. You may ask your child to copy the words onto a sheet of paper. You may also read the words aloud and have your child write the sounds down, one at a time. Please keep these cards and practice reading them each night.



wish	such	this
quilt	ship	bath
string	that	quiz
much	inch	thing
them	then	with



1. **then** **thin**

\_\_\_\_\_

-----

\_\_\_\_\_

2. **song** **sang**

\_\_\_\_\_

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\_\_\_\_\_

3. **gush** **lush**

\_\_\_\_\_

-----

\_\_\_\_\_

4. **chat** **chant**

\_\_\_\_\_

-----

\_\_\_\_\_

5. **thing** **thin**

\_\_\_\_\_

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\_\_\_\_\_

6. **quit** **quilt**

\_\_\_\_\_

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\_\_\_\_\_

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



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

1.



- cat in bath
- dog in bath

2.



- lunch bag
- lunch box

3.



- cab crash
- bus crash

4.



- sit on quilt
- sit on bench

5.



- big ship
- six ships



**Student Record Sheet – Reading Words with Consonant Digraphs**

Note: The number in parentheses represents the number of points/sounds in each word.

	<b>Word</b>						<b>Total Phonemes Correct</b>
1.	then	/th/	/e/	/n/			_____ (3)
2.	path	/p/	/a/	/th/			_____ (3)
3.	chin	/ch/	/i/	/n/			_____ (3)
4.	lunch	/l/	/u/	/n/	/ch/		_____ (4)
5.	thrash	/th/	/r/	/a/	/sh/		_____ (4)
6.	quilts	/qu/	/i/	/l/	/t/	/s/	_____ (5)
7.	ring	/r/	/i/	/ng/			_____ (3)
8.	shut	/sh/	/u/	/t/			_____ (3)
9.	song	/s/	/o/	/ng/			_____ (3)
10.	quiz	/qu/	/i/	/z/			_____ (3)

Initial Digraphs

\_\_\_\_\_ /6

Final Digraphs

\_\_\_\_\_ /5

**Total Correct**

\_\_\_\_\_ /34





Name \_\_\_\_\_

11.3



1. **thin**      **then**      **than**      ten

2. math      pat      **path**      pats

3. **thin**      **chin**      **shin**      **chip**

4. **lush**      **lunch**      **bunch**      **brunch**

5. **thrash**      **rash**      **trash**      trap

6. **qu**ilts      **qu**its      kilts      **qu**ip

7.      **si**ng      rang      **ri**ng      rung

8.      hut      **sh**ut      **sh**ot      **sh**rug

9.      **so**ng      soft      **so**ng      **si**ng

10.      **qu**it      **qu**iz      **qu**ip      **qu**its

**Dear Family Member,**

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together. There is an activity on the back.



# Seth

**This is Seth Smith.**

**Seth** is ten.



**Seth** must get in bed at ten.

**Seth** can jump on his bed,  
but not past ten.

**Seth** can stomp and romp  
and stand on his hands, but  
not past ten.



**Seth's** dad gets mad if  
**Seth** is not in bed at ten.



Sing the ABC song with your child, as he or she points to each letter. When you finish, randomly call out a letter by name and ask your child to touch it.

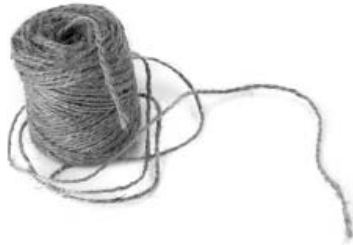
a b c d e f g

h i j k l m n

o p q r s t u

v w x y z

shed	string	quilt
punch	bench	path



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

**chimp**

**shin**

**shelf**

**fish**

**moth**

**bath**



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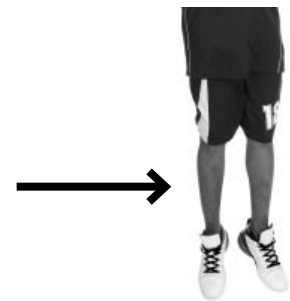
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**Dear Family Member,**

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together. Encourage your child to ask *you* questions about the story.



# Seth's Mom

**This** is Pat.

Pat is **Seth's** mom.



Pat can fix **things**.



Pat can scrub, plan, and **think**.



Pat can run fast.



Pat can **sing** songs.





1. ship



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

2. king



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

3. cash



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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

4. ring



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5. chat



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6. chop



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**Dear Family Member,**

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



# Seth's Dad

**This** is Ted.  
Ted is **Seth's** dad.  
Ted is **strong**.



Ted can **chop** big logs  
**with** his ax.




Ted can lift big stumps.



Ted can **crush** tin cans **with** his hands.



Directions: For each picture, have students circle the spelling of the depicted item and write the name of the item on the line.

	ch	i	p	z
	sh	a	b	s


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	p	i	u	sh
	b	r	n	ch

---



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	qu	e	l	t
	ch	i	f	d


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	m n	i o	ch th
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	d f	e i	sh ch
---	--------	--------	----------


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	c g	e a	sh s
---	--------	--------	---------

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**Dear Family Member,**

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



# Sal's Fish Shop

Pat and Seth went in Sal's Fish Shop.



Sal had **fresh fish**.

Sal had **fresh shrimp**.

Sal had crabs.

Sal had clams.

Sal had **squid**.



Pat got **fish** and **shrimp**.



Sing the ABC song with your child, as he or she points to each letter. When you finish, randomly call out letters by name and ask your child to touch the letter you named.

a b c d e f g

h i j k l m n

o p q r s t u

v w x y z



1.



**bath**

**bed**

**bib**

2.



**desk**

**disk**

**dusk**

3.



**fox**

**fog**

**ox**

4.



**caps**

**chips**

**clips**

5.



**ship**

**shin**

**shop**

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

---

6.



clam

clap

cap

---

7.



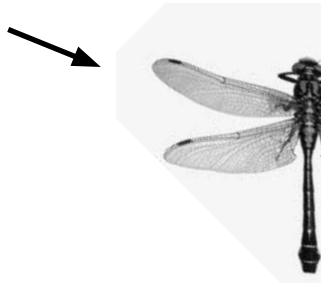
**shelf**

**shrug**

**ship**

---

8.



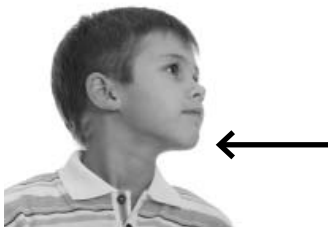
wig

wax

**wing**

---

9.



cat

**chin**

**chest**

---

10.



desk

**dish**

drop

---

**Dear Family Member,**

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



**1. sing**




---



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---



---



---



---

**2. punch**




---



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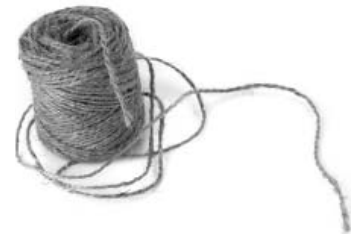


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---

**3. string**




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4. king



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---

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5. dish



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---



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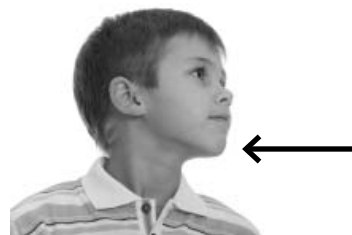
6. quilt



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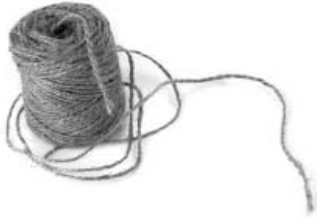
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Directions: For each picture, have students read the phrases and put a check mark in the box next to the matching phrase.

1.



- long belt
- long string

2.



- trash bag
- trash can

3.



- man on bench
- kid on bench

4.



- pig with hen
- pig with bug

5.



- brush on shelf
- brush on bed

---

6.



- fin**ch** on branch
- ch**imp on branch

---

7.



- m**unch** on **ch**ips
- jump on bed

---

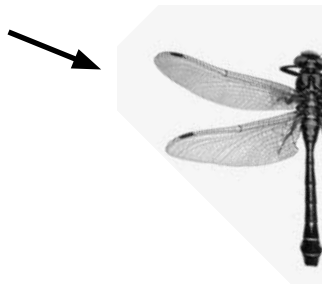
8.



- van **crash**
- fish** crash

---

9.



- wing** on bug
- wing** on hen

---

10.



- sh**rimp on **dish**
  - fish** on **dish**
-

**Dear Family Member,**

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



# Lunch

**Seth** had lunch with his mom and dad.  
Pat had **shrimp** and **chips**.  
Ted had **shrimp**, **fish**, and **chips**.  
**Seth** had ham and **chips**.



Munch, munch.  
Crunch, crunch.  
Yum, yum.



Ask your child to read each of the following words. After he has read each word, ask him to provide a rhyming word.

**quit**

**that**

**chip**

**shop**

**sang**

**thing**



Name \_\_\_\_\_

th th th th th

ch ch ch ch ch

sh sh sh sh sh

sh . . . .

qu qu qu qu

qu . . . .

ng ng ng ng

ng . . . .

Directions: Have students trace and copy the digraphs as they say the sounds.

t h

ch

sh

sh

qu

qu

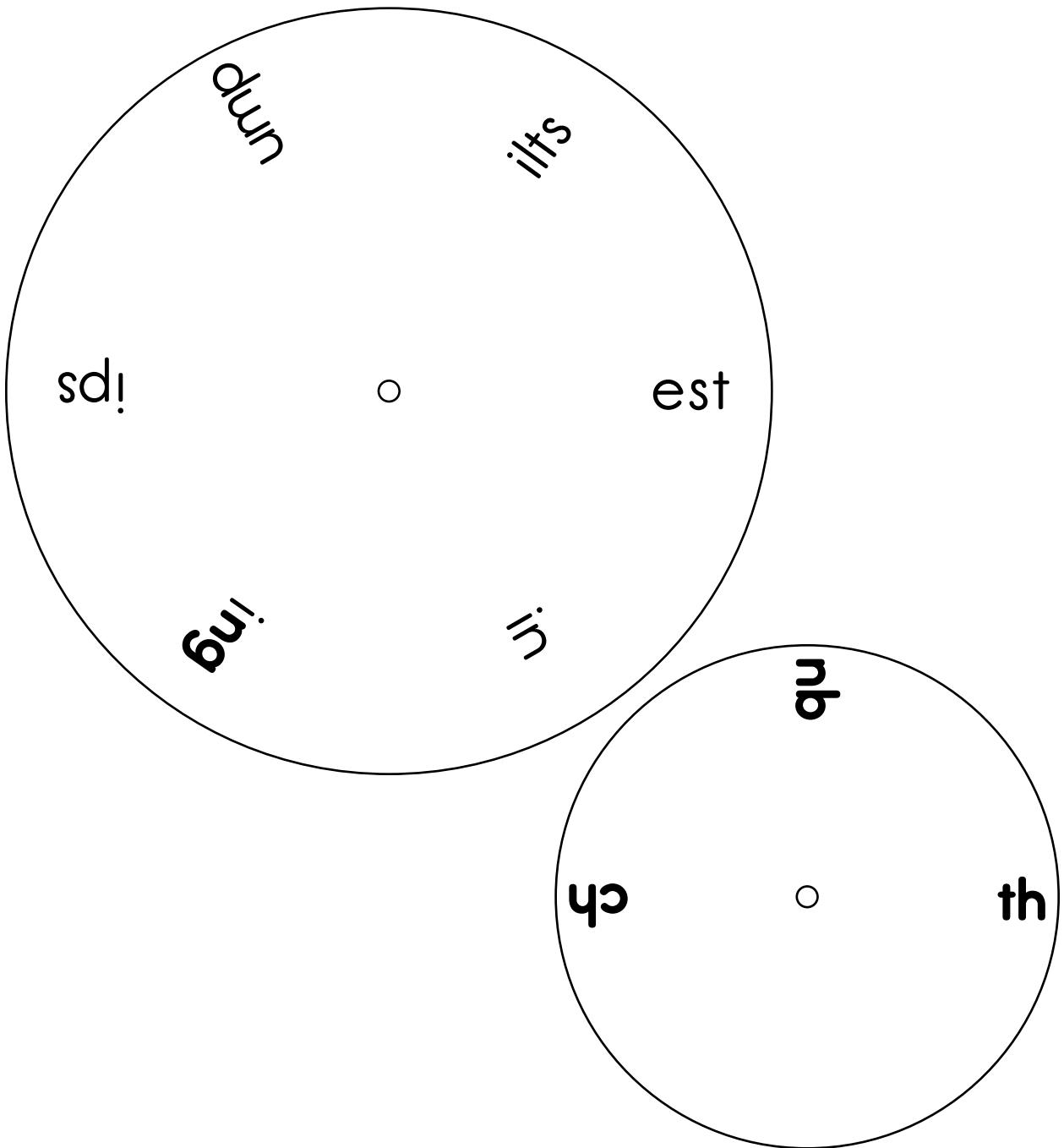
ng

ng

Name \_\_\_\_\_

**Dear Family Member,**

Ask your child to cut out the two circles. Pin the smaller circle on top of the larger circle with a brass fastener. Ask your child to spin the smaller circle to make words. Have your child read the words he or she makes. Discuss whether each word is real or silly. Additionally you may ask your child to copy the words on a sheet of paper.





*Directions: Have students cut out the word cards and place them on the matching words on Worksheet PP4.*

<b>champ</b>	<b>thump</b>	<b>sling</b>
<b>them</b>	<b>thrust</b>	<b>quiz</b>
<b>brush</b>	<b>shelf</b>	<b>bench</b>
<b>this</b>	<b>baths</b>	<b>sheds</b>
<b>quit</b>	<b>chins</b>	<b>wings</b>



Name \_\_\_\_\_

*Directions: Have students read the word cards from Worksheet PP3 and place them on top of the matching words on this worksheet.*

<b>sling</b>	<b>bench</b>	<b>champ</b>
<b>quiz</b>	<b>them</b>	<b>thump</b>
<b>sheds</b>	<b>brush</b>	<b>thrust</b>
<b>chins</b>	<b>this</b>	<b>shelf</b>
<b>wings</b>	<b>quit</b>	<b>baths</b>





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

1.



- fish in pan  
 fish in pond

2.



- strong man  
 thin man

3.



- bring lunch  
 bring gift

4.



- man sits at desk  
 man sits on bench

5.



- ants in cup  
 ants in bag

---

6.



- splash in pond
- splash in bath

---

7.



- chat with mom
- run with dad

---

8.



- lid on jug
- lid on pan

---

9.



- kid in bath
- pig in bath

---

10.



- long pants
  - long belt
-

**Dear Family Member,**

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



# Seth's Finch

**That's Seth's pet finch,**  
**Chip.**  
**Chip can flap his wings.**  
**Chip can munch** on ants  
and bugs.  
**Chip can sing.**



**Chip can land on Seth's**  
hand.  
**That finch** is fun!



Ask your child to read each of the following words. After he has read each word, ask him to provide a rhyming word.

thin

chest

lunch

wing

dish

math

**Dear Family Member,**

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



# Lost Finch

**Seth's** pet finch, **Chip**,  
is lost.

**Seth** can't spot him.

**Pat** can't spot him.

**Ted** can't spot him.



**Chip** is not on **Seth's** bed.

**Chip** is not on **Seth's** desk.

**Then**, at last, **Pat** spots

**Chip**.

**Chip** hid in **Pat's** hat and  
slept.





**Dear Family Member,**

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



# Seth's Sled

**Seth's** sled went fast.  
**Seth** held on.  
**Seth** hit bumps but did not stop.  
**Seth** hit slush but did not stop.



**Then Seth's** sled hit mud.  
**Splash!**  
**Seth** got mud on his sled.  
**Seth** got mud on his pants.  
**Seth** got mud on his hat.







**Dear Family Member,**

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



# Meg's Tots

**This** is Meg.

Meg is Pat's best pal.



Pat has 1 lad—**Seth**.

Meg has 5 tots—Tom, Tim,  
Max, Sam, and Wes.

Meg has **quints**!



Pat and Ted help Meg.

Pat sets Tim and Tom on

**Seth's** rug.

Ted sets Sam on **Seth's**  
**quilt**.

Pat sets Max on **Seth's**  
bed.

Ted helps Wes stand up on  
**Seth's** desk.





Name \_\_\_\_\_

**Dear Family Member,**

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



# Hash and Milk

Pat and Ted had lunch with

Meg's tots.

Max got hash on his chin.

Wes got hash on his bib.

Tim's milk is on Tom.

Then Tom got milk on Tim.

Sam got milk on Pat and Ted.





**Dear Family Member,**

Ask your child to cut out the letter cards. Show the cards to your child and have him or her say the sounds. (You may also wish to review the letter names.) Additionally, you may arrange the cards to make the words “chin,” “chip,” “chop,” “pinch,” “quip,” “shin,” “ship,” “shop,” “thin,” “thing,” “ping,” and “pong,” and have your child read the words. You may have your child copy the words on a sheet of paper. Additional activity: Say one of the words listed above and ask your child to try and spell the word by selecting and arranging letter cards.



ch	i	n
qu	sh	p
ng	th	o



chop

chop

chop

thin

thin

thin

that

that

that

quit

quit

quit

shop

shop

shop

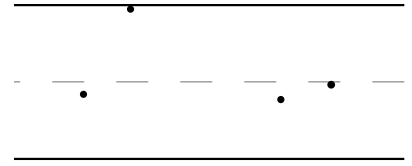
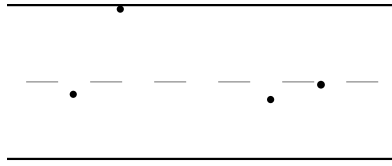
sing

sing

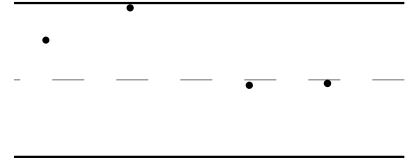
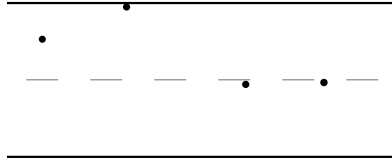
sing

Directions: Have students trace and copy the words as they say the sounds.

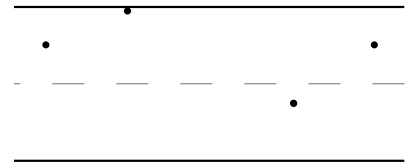
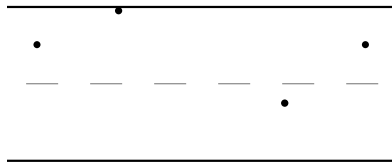
chop



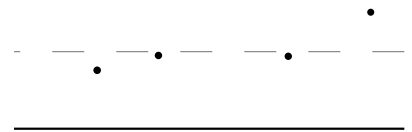
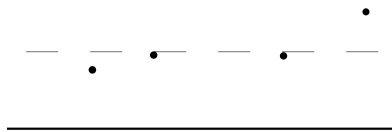
thin



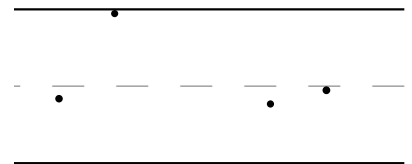
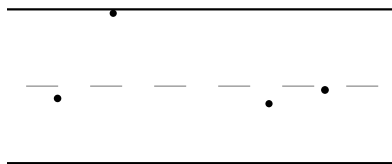
that



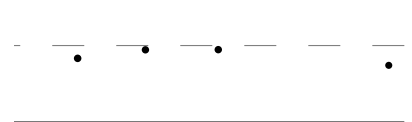
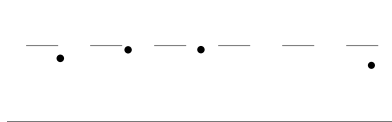
quit



shop

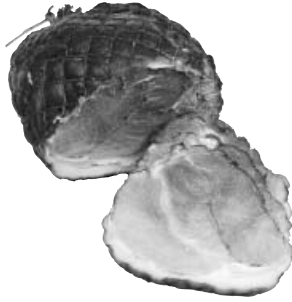


sing





1. **branch**



\_\_\_\_\_

-----

\_\_\_\_\_

2. **shed**



\_\_\_\_\_

-----

\_\_\_\_\_

3. **moth**



\_\_\_\_\_

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\_\_\_\_\_

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

4. quilt



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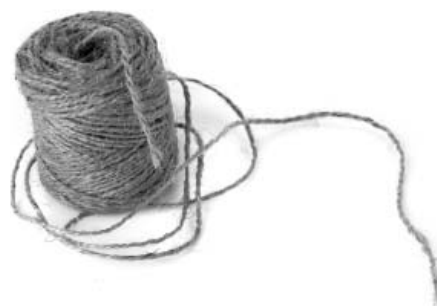
5. string



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---

---

6. pinch



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---

---



---

---

---

ring	brush	chop
shed	quilt	bath



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

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

**thumb**

**sing**

**chimp**

**cash**

**wing**

**chat**



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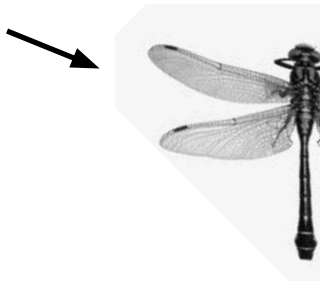
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Name \_\_\_\_\_

Directions: For each picture, have students circle the spelling of the depicted item and write the name of the item on the line.

	s	l	i	sh
	p	w	a	ng


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	v	a	n	sh
	b	e	d	ch


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	b	l	a	sh
	c	r	u	m

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qu  
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h

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o

th  
c

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l  
t

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u

m  
n

ch  
sh

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---

---

Running Record of “Lost Finch” – As each student reads aloud from the Reader, *Seth*, mark any misread words directly above the word; circle any omitted words.

## Lost Finch

Seth’s pet finch, Chip, is lost.

Seth can’t spot him.

Pat can’t spot him.

Ted can’t spot him.

Chip is not on Seth’s bed.

Chip is not on Seth’s desk.

Then, at last, Pat spots Chip.

Chip hid in Pat’s hat and slept.

Number of misread words: \_\_\_\_\_/45

**Notes:**





Running Record of “Seth’s Sled” – As each student reads aloud from the Reader, *Seth*, mark any misread words directly above the word; circle any omitted words.

## Seth’s Sled

Seth’s sled went fast.

Seth held on.

Seth hit bumps but did not stop.

Seth hit slush but did not stop.

Then Seth’s sled hit mud.

Splash!

Seth got mud on his sled.

Seth got mud on his pants.

Seth got mud on his hat.

Number of misread words: \_\_\_\_\_/47

**Notes:**



Running Record of “Meg’s Tots” – As each student reads aloud from the Reader, *Seth*, mark any misread words directly above the word; circle any omitted words.

## Meg’s Tots

This is Meg.

Meg is Pat’s best pal.

Pat has 1 lad – Seth.

Meg has 5 tots – Tom, Tim, Max, Sam, and

Wes. Meg has quintts!

Pat and Ted help Meg.

Pat sets Tim and Tom on Seth’s rug.

Ted sets Sam on Seth’s quilt.

Pat sets Max on Seth’s bed.

Ted helps Wes stand up on Seth’s desk.

Number of misread words: \_\_\_\_\_/61

**Notes:**



Running Record of “Hash and Milk” – As each student reads aloud from the Reader, *Seth*, mark any misread words directly above the word; circle any omitted words.

## Hash and Milk

Pat and Ted had lunch with Meg’s tots.

Max got hash on his chin.

Wes got hash on his bib.

Tim’s milk is on Tom.

Then Tom got milk on Tim.

Sam got milk on Pat and Ted.

Number of misread words: \_\_\_\_\_/41

**Notes:**



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# Unit 7

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