Unit 7
Skills Workbook
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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.
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
ch ch ch ch
much much much
much much much
Directions: Have students write each word under its matching picture.
Directions: For each picture, have students circle the spelling of the depicted item and write the name of the item on the line.

1. [Image of a bear]  ch  i  m  b
   c  o  n  p
   ________________

2. [Image of a flower]  h  i  p  t
   ch  a  d  s
   ________________

3. [Image of a chest]  ch  i  s  t
   j  e  z  d
   ________________

4. [Image of a computer]  ch  i  s  t
   j  e  z  d
   ________________

5. [Image of a frog]  ch  i  p  t
   ________________

6. [Image of a sheep]  ch  i  p  t
   ________________

7. [Image of a mouse]  ch  i  s  t
   j  e  z  d
   ________________

8. [Image of a fish]  ch  i  s  t
   j  e  z  d
   ________________
Directions: Have students trace and copy the digraph and word and say the sounds while printing.

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

1. shin

2. fish

3. brush
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 “rash.” 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.

<table>
<thead>
<tr>
<th>bench</th>
<th>chest</th>
<th>fish</th>
</tr>
</thead>
<tbody>
<tr>
<td>chin</td>
<td>shrubs</td>
<td>shed</td>
</tr>
<tr>
<td>chips</td>
<td>splash</td>
<td>crunch</td>
</tr>
<tr>
<td>trash</td>
<td>crush</td>
<td>chimps</td>
</tr>
</tbody>
</table>
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
6. □ such big hands
□ such big lips

7. □ crush can
□ crush box

8. □ dog on bench
□ cat on bench

9. □ crab can pinch
□ kid can pinch

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
5. branch ranch brand

6. lunch hunch lump

7. shelf fish shrug

8. crash trap trash

9. ship shin chin
Directions: Have students trace and copy the digraph and word and say the sounds while printing.

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

1. bath

2. moth

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

th th th th th th th th th th th
that that that that that
Directions: Have students write the words with buzzy /th/ under the bee saying "bzzzz" and the words with non-buzzy /th/ under the crossed-out bee.
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
Directions: Have students write each word under its matching picture.

1. bench

2. bath

3. lunch
4. moth

5. cash

6. punch
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

qu qu qu qu

quiz quiz quiz
Directions: Have students write ‘qu’ under the pictures of items that begin with /qu/.
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

ng ng ng ng

bang bang bang

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

- punch
- king
- ring
- swing
Directions: Have students hold up this worksheet when you say /n/. 

n
Directions: Have students hold up this worksheet when you say /ng/.
Directions: For each picture, have students circle the spelling of the depicted item and write the name of the item on the line.

1. Swing
   - z v e n

2. Quilt
   - k i l d

3. Sing
   - s e n
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
   - - - - - - - - - -

2. ship
   - - - - - - - - - -

3. plush
   - - - - - - - - - -

4. bath
   - - - - - - - - - -

5. chips
   - - - - - - - - - -

6. this
   - - - - - - - - - -

7. song
   - - - - - - - - - -
8. them

9. moth

10. sing

11. bench

12. brush

13. chest

14. thing
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.

<table>
<thead>
<tr>
<th>wish</th>
<th>such</th>
<th>this</th>
</tr>
</thead>
<tbody>
<tr>
<td>quilt</td>
<td>ship</td>
<td>bath</td>
</tr>
<tr>
<td>string</td>
<td>that</td>
<td>quiz</td>
</tr>
<tr>
<td>much</td>
<td>inch</td>
<td>thing</td>
</tr>
<tr>
<td>them</td>
<td>then</td>
<td>with</td>
</tr>
</tbody>
</table>
1. then thin

2. song sang

3. gush lush

4. chat chant

5. thing thin

6. quit quilt

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.

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

Initial Digraphs ______ /6

Final Digraphs ______ /5

Total Correct ______ /34
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. quilts quits kilts quip

7. sing rang ring rung

8. hut shut shot shrug

9. gong soft song sing

10. quit quiz quip quits
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.
Directions: Have students write each word under the matching picture.

- shed
- string
- quilt
- punch
- bench
- path
chimp
fish
moth

shin

shelf

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

1. ship

2. king

3. cash
4. ring

5. chat

6. chop
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.

1. [Image of a brush] ch i p z
   sh a b s
   ___________

2. [Image of a paintbrush] p i u sh
   b r n ch
   ___________

3. [Image of a quilt] qu e i f t
   ch i f d
   ___________
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.
1. bath  bed  bib

2. desk  disk  dusk

3. fox  fog  ox

4. caps  chips  clips

5. ship  shin  shop
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>clam</td>
<td>clap</td>
<td>cap</td>
</tr>
<tr>
<td>7.</td>
<td>shelf</td>
<td>shrug</td>
<td>ship</td>
</tr>
<tr>
<td>8.</td>
<td>wig</td>
<td>wax</td>
<td>wing</td>
</tr>
<tr>
<td>9.</td>
<td>cat</td>
<td>chin</td>
<td>chest</td>
</tr>
<tr>
<td>10.</td>
<td>desk</td>
<td>dish</td>
<td>drop</td>
</tr>
</tbody>
</table>
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

2. punch

3. string
4. **king**

5. **dish**

6. **quilt**
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.  □  **finch** on branch
    □  **chimp** on branch

7.  □  **munch** on **chips**
    □  jump on bed

8.  □  **van crash**
    □  **fish crash**

9.  □  **wing on bug**
    □  **wing** on **hen**

10. □  **shrimp 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
Directions: Have students trace and copy the digraphs as they say the sounds.

th th th th th th
ch ch ch ch ch ch
sh sh sh sh sh sh
sh
qu qu qu qu qu qu
qu qu qu qu qu qu
ng ng ng ng ng ng
ng ng ng ng ng ng
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.

<table>
<thead>
<tr>
<th>champ</th>
<th>thump</th>
<th>sling</th>
</tr>
</thead>
<tbody>
<tr>
<td>them</td>
<td>thrust</td>
<td>quiz</td>
</tr>
<tr>
<td>brush</td>
<td>shelf</td>
<td>bench</td>
</tr>
<tr>
<td>this</td>
<td>baths</td>
<td>sheds</td>
</tr>
<tr>
<td>quit</td>
<td>chins</td>
<td>wings</td>
</tr>
</tbody>
</table>
Directions: Have students read the word cards from Worksheet PP3 and place them on top of the matching words on this worksheet.

<table>
<thead>
<tr>
<th>sling</th>
<th>bench</th>
<th>champ</th>
</tr>
</thead>
<tbody>
<tr>
<td>quiz</td>
<td>them</td>
<td>thump</td>
</tr>
<tr>
<td>sheds</td>
<td>brush</td>
<td>thrust</td>
</tr>
<tr>
<td>chins</td>
<td>this</td>
<td>shelf</td>
</tr>
<tr>
<td>wings</td>
<td>quit</td>
<td>baths</td>
</tr>
</tbody>
</table>
Directions: For each picture, have students read the phrases and put a check mark in the box next to the matching phrase.

1. [Image of fish in a pan]
   - fish in pan
   - fish in pond

2. [Image of a man lifting weights]
   - strong man
   - thin man

3. [Image of a man holding a gift]
   - bring lunch
   - bring gift

4. [Image of a man sitting on a bench]
   - man sits at desk
   - man sits on bench

5. [Image of ants in a cup]
   - 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.
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.
Directions: Have students trace and copy the words as they say the sounds.

chop  chop  chop
thin  thin  thin
that  that  that
quit  quit  quit
shop  shop  shop
sing  sing  sing
Directions: Have students write each word under the matching picture.

1. branch

2. shed

3. moth
4. quilt

5. string

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

- ring
- brush
- chop
- shed
- quilt
- bath
Directions: For each picture, have students circle the spelling of the depicted item and write the name of the item on the line.

1. **Swing**
   - Write: **swinging**

2. **Bench**
   - Write: **bedch**

3. **Brush**
   - Write: **brush**
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 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.

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:
ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS


We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.
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