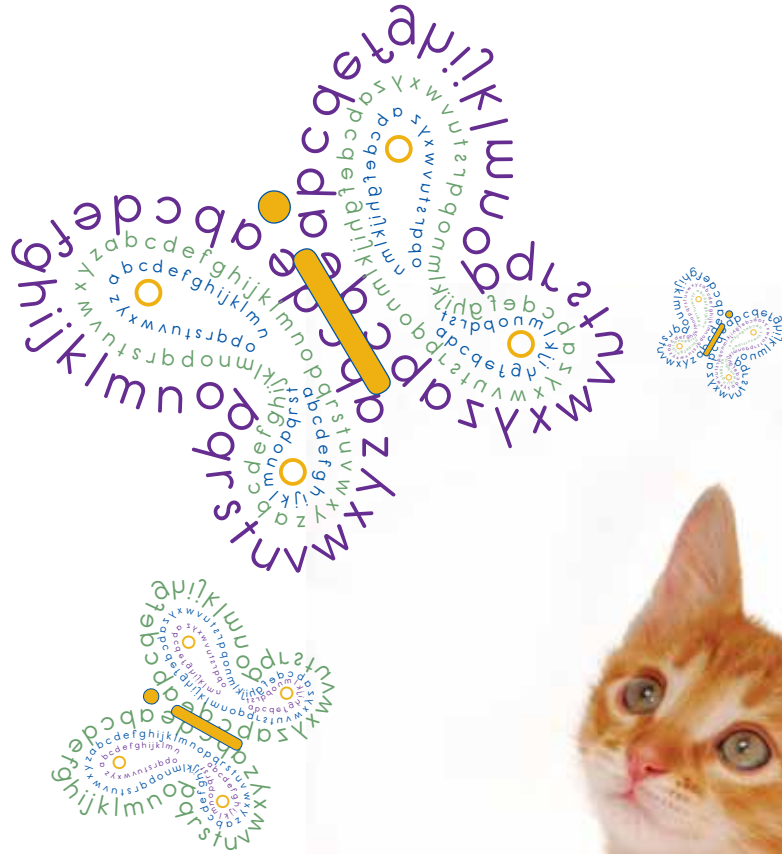


# Unit 7

## Workbook

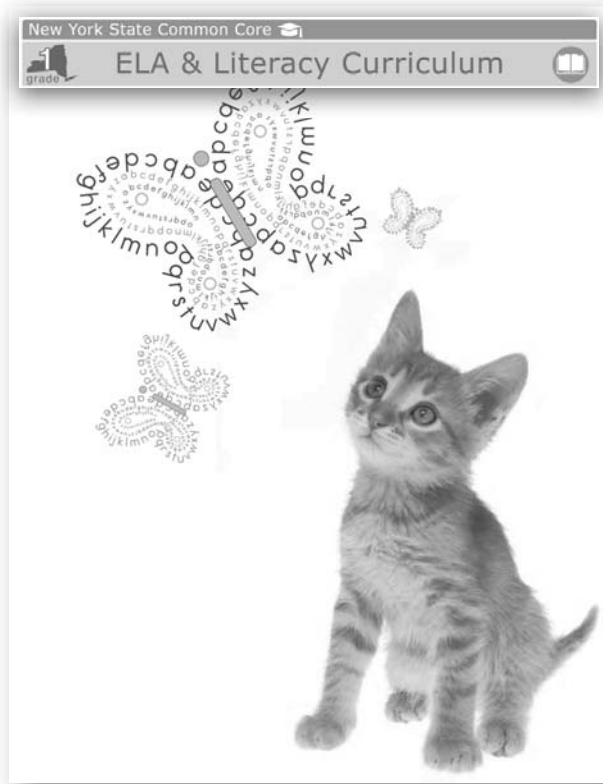
Core Knowledge Language Arts® • New York Edition • Skills Strand



Core Knowledge®

**GRADE 1**





# Unit 7

## Workbook

Skills Strand

GRADE 1

Core Knowledge Language Arts®  
New York Edition



Core Knowledge®

## Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.



### You are free:

- to Share** — to copy, distribute and transmit the work
- to Remix** — to adapt the work

### Under the following conditions:

**Attribution** — You must attribute the work in the following manner:

*This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.*

**Noncommercial** — You may not use this work for commercial purposes.

**Share Alike** — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

### With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<http://creativecommons.org/licenses/by-nc-sa/3.0/>

Copyright © 2013 Core Knowledge Foundation  
[www.coreknowledge.org](http://www.coreknowledge.org)

All Rights Reserved.

Core Knowledge Language Arts, Listening & Learning, and Tell It Again! are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

# Unit 7

## Workbook

This Workbook contains worksheets that 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 Guide. The Workbook is a student component, which means each student should have a Workbook.



Name \_\_\_\_\_

1.1

## Spelling Words



1. fade

2. knocked

3. knitting

4. drinking

5. pitch

6. wrapper

7. hands

8. Tricky Word: by





/ae/

ay      day

ai      wait

a\_e      cake



Words with the /ae/ sound spelled 'ai':

<b>main</b>	<b>rain</b>	<b>train</b>
<b>brain</b>	<b>braid</b>	<b>aid</b>
<b>tail</b>	<b>mail</b>	<b>nail</b>
<b>explain</b>	<b>exclaim</b>	<b>airplane</b>

Words with the /ae/ sound spelled 'ay':

<b>hay</b>	<b>way</b>	<b>day</b>
<b>say</b>	<b>stay</b>	<b>spray</b>
<b>play</b>	<b>playing</b>	<b>player</b>
<b>Sunday</b>	<b>weekday</b>	<b>someday</b>

*Directions: Have students read the words and use some of them in sentences.*

Match the words to the sentences and write them on the lines.

<b>rainstorm</b>	<b>days</b>
<b>tails</b>	<b>play</b>

1. Dogs and cats have \_\_\_\_\_.
2. We need three more children to \_\_\_\_\_  
the game.
3. Yesterday we had a bad \_\_\_\_\_.
4. There are seven \_\_\_\_\_ in a week.

Name \_\_\_\_\_

Sort the words by their spellings for /ae/.

wait	haystack	mailman	aid
say	aim	explain	play
brain	day	paint	hair

/ae/ → 'ai'

Handwriting practice lines for the 'ai' sound. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. There are ten such lines provided.

/ae/ → 'ay'

Handwriting practice lines for the 'ay' sound. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. There are ten such lines provided.



Name \_\_\_\_\_

2.2



In the box are six words. Match them to the pictures and write them on the lines.

<b>airplane</b>	<b>train</b>	<b>pay</b>
<b>mailbox</b>	<b>chain</b>	<b>driveway</b>



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

In the box are six words. Match them to the pictures and write them on the lines.

<b>crayon</b>	<b>paint</b>	<b>tray</b>
<b>hay</b>	<b>railing</b>	<b>mailman</b>



---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---



Name \_\_\_\_\_

## Martez, Martez, Martez

1. What upsets Kay's dad? Why?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

Page \_\_\_\_\_

2. Who is Martez?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

Page \_\_\_\_\_

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

3. What does Martez like to play?

Handwriting practice lines for question 3, consisting of four sets of solid top and bottom lines with a dashed middle line.

Page \_\_\_\_\_

4. Do you think Kay likes Martez? What does Kay say?

Handwriting practice lines for question 4, consisting of four sets of solid top and bottom lines with a dashed middle line.

Page \_\_\_\_\_

## Dinner with Kay

1. What did **Kay**'s mom serve?
- She serves corn on the cob.
  - She serves cake.
  - She serves chips.

Page \_\_\_\_\_

2. Where do the **Kay** and **Martez** play?
- Kay** and **Martez** play in a pool.
  - Kay** and **Martez** play in the basement.
  - Kay** and **Martez** play in the attic.

Page \_\_\_\_\_

3. Why did **Kay**'s mom like **Martez**?
- Martez** is smart.
  - Martez** is a good swimmer.
  - Martez** has good manners.

Page \_\_\_\_\_

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

4. Write one thing that Martez says because he has good manners.

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

Name \_\_\_\_\_

# Spelling Test

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

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

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

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

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






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






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

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



Mark the sentences that match the pictures.

1.		<p><input type="radio"/> She is on ice skates.</p> <p><input type="radio"/> He is sledding.</p>
2.		<p><input type="radio"/> The dog is in the yard.</p> <p><input type="radio"/> The dog is in the pool.</p>
3.		<p><input type="radio"/> This is an <b>airplane</b>.</p> <p><input type="radio"/> This is an <b>airport</b>.</p>
4.		<p><input type="radio"/> This is a barge.</p> <p><input type="radio"/> This is a car.</p>
5.		<p><input type="radio"/> This is a <b>rain jacket</b>.</p> <p><input type="radio"/> This is for swimming.</p>

6.		<ul style="list-style-type: none"> <li>○ This is a thunderstorm.</li> <li>○ This is a stork.</li> </ul>
7.		<ul style="list-style-type: none"> <li>○ She is brushing her <b>hair</b>.</li> <li>○ She is standing on a <b>chair</b>.</li> </ul>
8.		<ul style="list-style-type: none"> <li>○ Jim made a clay pot for his sister.</li> <li>○ Jim made a silver <b>chain</b> for his sister.</li> </ul>
9.		<ul style="list-style-type: none"> <li>○ Dave <b>plays</b> in the <b>rain</b>.</li> <li>○ Dave <b>plays</b> with a <b>train</b>.</li> </ul>
10.		<ul style="list-style-type: none"> <li>○ This is a handshake.</li> <li>○ This is called <b>slapping hands</b>.</li> </ul>



Match the words to the pictures and write them on the lines.

1. **rain**



---

---

---

---

---

---

2. **hair**



---

---

---

---

---

---

3. **fern**



---

---

---

---

---

---

4. **mailbox**



---

---

---

---

---

---

5. **crayon**



---

---

---

---

---

---

6. jar

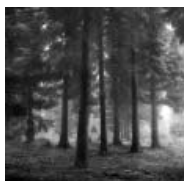


\_\_\_\_\_

-----

\_\_\_\_\_

7. forest



\_\_\_\_\_

-----

\_\_\_\_\_

8. airplane



\_\_\_\_\_

-----

\_\_\_\_\_

9. barn



\_\_\_\_\_

-----

\_\_\_\_\_

10. snail



\_\_\_\_\_

-----

\_\_\_\_\_

**Dear Family Member,**

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray.

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

## Martez, Martez, Martez

Kay's dad checks Kay's plate.

"Kay," he says, "have some of your coleslaw! Food is not free!"

Kay smiles. "Food is not free" is something her dad says a lot. He is a man who likes to save as much cash as he can. He hates paying for food that ends up in the trash.

Kay cuts her pork chop and lifts a bite of it into the **air**.

"Martez likes pork chops," Kay says. "But he hates coleslaw."

Kay pops the bite of pork chop in her mouth. Then she says, "Martez likes to play hopscotch and draw pictures with crayons."



After a bit, she adds, “Martez can run the fastest on the **playground**.”

“Martez, Martez, Martez!” says **Kay**’s dad. “Who is this Martez?”

“He’s my pal.”

“Is Martez in your class?” asks **Kay**’s mom.

**Kay** nods.

“Is he nice kid?”

“He is the best!”

“So should we invite Martez to visit us for dinner?”

“Yes!” says **Kay** with a shout. “Can we invite him tomorrow?”



Name \_\_\_\_\_

6.1

## Spelling Words



1. escape

2. rain

3. hair

4. explain

5. stay

6. stray

7. display

8. Tricky Word: your



## The Red Dish

1. Which dish has the hot peppers?
- The red dish has the hot peppers.
  - The green dish has the hot peppers.
  - The **gray** dish has the hot peppers.

Page \_\_\_\_\_

2. What has **Kay** never had?
- Kay** has never had hot peppers.
  - Kay** has never had hot corn.
  - Kay** has never had hot rice.

Page \_\_\_\_\_

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

3. What happened after Kay took a bite of the food in the red dish?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Page \_\_\_\_\_

4. Would you take a bite of the food in the red dish?  
Why or why not?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



1. The nose lips and cheeks are parts of the face.
2. My best pal is smart and fun.
3. It **rained** **hailed** and stormed yesterday!
4. We can sit on a bench a **chair** or a stool.
5. Eggs grits and milk are good in the morning.
6. Dave Jim and Martez are in my class.
7. It's fun to skate glide and **play** on ice in winter.
8. Ben and Bob are waiting for me.

*Directions: Have students read the sentences and add the missing commas, where needed.*



Name \_\_\_\_\_

## In the Mail

1. What did **Kay** get from Martez?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

Page \_\_\_\_\_

2. Why do Mexicans talk and write in Spanish?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

Page \_\_\_\_\_

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

3. Do you think Martez misses **Kay**? How do you know?

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

Page \_\_\_\_\_

4. How does **Kay** feel when she gets the card? How do you know?

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

Page \_\_\_\_\_

Can you see the spelling pattern? Fill in the chart.

	<b>Root Word</b>	<b><i>-ed</i> Word</b>	<b><i>-ing</i> Word</b>
1.	step	stepped	stepping
2.	fish		
3.	dip		
4.	hatch		
5.	flip		
6.	hunt		

Choose two *-ed* words and two *-ing* words and write a sentence with each one.

1.

---



---



---



---

2.

---



---



---



---

3.

---

---

---

---

---

---

---

---

4.

---

---

---

---

---

---

---

---

## The Holiday

1. The Mexican flag is. . .

- black and white.
- white and pink.
- green, red, and white.

Page \_\_\_\_\_

2. Which **day** is a big holiday for Mexicans?

- September 16<sup>th</sup> is a big holiday for Mexicans.
- December 16<sup>th</sup> is a big holiday for Mexicans.
- March 16<sup>th</sup> is a big holiday for Mexicans.

Page \_\_\_\_\_

3. Who broke free from the Spanish?

- Spain broke free from the Spanish.
- Mexicoo broke free from the Spanish.
- The U.S. broke free from the Spanish.

Page \_\_\_\_\_

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

## 4. Who was Hidalgo?

Handwriting practice lines consisting of four sets of solid top and bottom lines with a dashed middle line.

Page \_\_\_\_\_



**Dear Family Member,**

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray.

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

## The Red Dish

The next **day**, **Kay** has dinner with Martez and his mom and dad. Martez's mom and dad are from Mexico.

They have a Mexican dish with peppers, corn, and rice all mixed up. There are two dishes of it sitting side by side. One dish is red. One is green.

"Are the two dishes the same?" **Kay** asks.

"Nope," says Martez with a smile. "The stuff in the red dish has lots of hot peppers. The stuff in the green dish has just green peppers, which are not as hot."

Martez points at his dad and says, "My dad likes hot peppers."

His dad smiles and nods.

Martez asks **Kay**, "Do you like hot peppers?"

**Kay** shrugs. She has never had hot peppers.



**Kay** has some food from the green dish. She likes it a lot. She says, “Could I have some from the red dish?”

“You can, but it’s hot, hot, hot!” says Martez. “We have a saying in our house: *He is a brave man who has food from dad’s red dish!*”

“Brave or perhaps foolish!” says his mom.

**Kay** is brave—or perhaps foolish. She takes a bite of the peppers from the red dish. Martez looks at her. His mom and dad look, too.

“Do you like it?” asks Martez.

**Kay**’s face starts to get red. She yells, “Hot!”

Her face gets redder and redder.

Martez sees that **Kay** is in **pain**. He brings her ice cubes. **Kay** stuffs some in her mouth and lets them melt. The ice cubes help cool down her mouth.

“Ug!” **Kay** says, sitting back from her plate. “Those peppers in the red dish are too hot for me! I need to stick to the green dish.”

“Still,” Martez says, “today you joined the club.”

“What club?”

“The I-ate-from-dad’s-red-dish-and-am-still-living-to-tell-the-tale club!” says Martez.

Martez and his mom and dad all smile. They like **Kay**.



## Better Than the Best

1. What Spanish word can Kay say?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

Page \_\_\_\_\_

2. Where will Kay take a trip with her mom and dad?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

Page \_\_\_\_\_

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

3. Who else will be with **Kay** on her trip?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Page \_\_\_\_\_

Name \_\_\_\_\_

9.2



Fix the sentences by adding ? . ! ,

1. The flag's stripes are green white and red
2. **Kay** has coleslaw pork chops corn and greens on her plate
3. Do you like to **play** draw or run
4. The Mexican dish has peppers corn and rice all mixed up
5. Are the red and green dishes the same
6. The food in the red dish is hot hot hot



Name \_\_\_\_\_

# Spelling Test

1.

\_\_\_\_\_

-----

\_\_\_\_\_

2.

\_\_\_\_\_

-----

\_\_\_\_\_

3.

\_\_\_\_\_

-----

\_\_\_\_\_

4.

\_\_\_\_\_

-----

\_\_\_\_\_

5.

\_\_\_\_\_

-----

\_\_\_\_\_

6.

\_\_\_\_\_

-----

\_\_\_\_\_

7.

\_\_\_\_\_

-----

\_\_\_\_\_

8.

\_\_\_\_\_

-----

\_\_\_\_\_





Fix the sentences by adding ? . ! ,

1. Martez likes to run **play** hopscotch swim and draw pictures
2. **Kay** had coleslaw pork chops and corn for dinner
3. Would you like one or two scoops
4. I like winter spring and summer best
5. It's hot hot hot
6. Could you **explain** how to get to the **playground**
7. Mark Ben and Jim saw a black and white skunk
8. How would you like to dance with me



Name \_\_\_\_\_

11.1

## Spelling Words



1. classmate

2. airplane

3. gain

4. brainstorm

5. railway

6. layer

7. playground

8. Tricky Word: who



/oe/

oa  
boat

o\_e  
home



## The Long Cab Ride

1. What were **Kay**, Martez, and **Kay's** mom and dad looking for at the **airport**?

---

---

---

---

---

---

---

---

---

---

Page \_\_\_\_\_

2. What was the name of the man who drove the cab?

---

---

---

---

---

---

---

---

---

---

Page \_\_\_\_\_

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

3. Why did it take so long to get to the inn where they were staying?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Page \_\_\_\_\_

4. Why was Kay's dad upset at the end of the cab ride?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Page \_\_\_\_\_



Fill the gaps in the sentences with the words from the box.

goal

mail

stairs

coat

nails

toast

1. I sent my pal a letter in the \_\_\_\_\_ .
2. To make a **chair**, we need wood, a hammer,  
\_\_\_\_\_  
and \_\_\_\_\_ .
3. We ran up the \_\_\_\_\_ as fast as we could.
4. Pam wore a \_\_\_\_\_ outside.
5. I ate \_\_\_\_\_ this morning.
6. Dave **played** well and made a \_\_\_\_\_ !

Fill the gaps in the sentences with the words from the box.

crayon	bait	boat
oak	chair	gray

1. You can use a \_\_\_\_\_ to draw the sun.
2. When you mix black and white, you get \_\_\_\_\_ .
3. You need \_\_\_\_\_ to catch fish.
4. We took a \_\_\_\_\_ out on the lake.
5. There are \_\_\_\_\_ trees outside.
6. We need to fix the \_\_\_\_\_ because one of its legs broke.

Match the words to the pictures and write them on the lines.

crawl	goat	coin
chair	moon	hay
nail	goal	cloud



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

Match the words to the pictures and write them on the lines.

coil	lawn	hook
coat	round	train
playground	soap	spoon



---

---

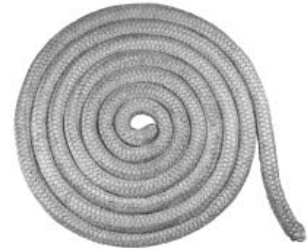
---



---

---

---



---

---

---



---

---

---



---

---

---



---

---

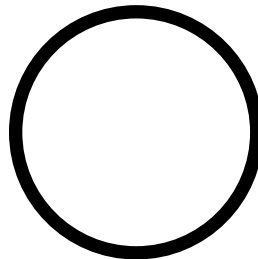
---



---

---

---



---

---

---



---

---

---

## The Vote

1. How did **Kay**'s dad like the cab ride from the **airport**?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

Page \_\_\_\_\_

2. How did **Kay**'s mom, **Kay**, and Martez like the cab ride from the **airport**?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

Page \_\_\_\_\_

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

3. What do they vote on?

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

Page \_\_\_\_\_

4. Which would you like better, the book or Mister Gomez? Why?

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

# Mister Gomez

1. Who were the Aztecs?

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

Page \_\_\_\_\_

2. What goal did Cortez have?

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

Page \_\_\_\_\_

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

3. What did the Spanish do to the Aztec shrines?

---

---

---

---

---

---

---

---

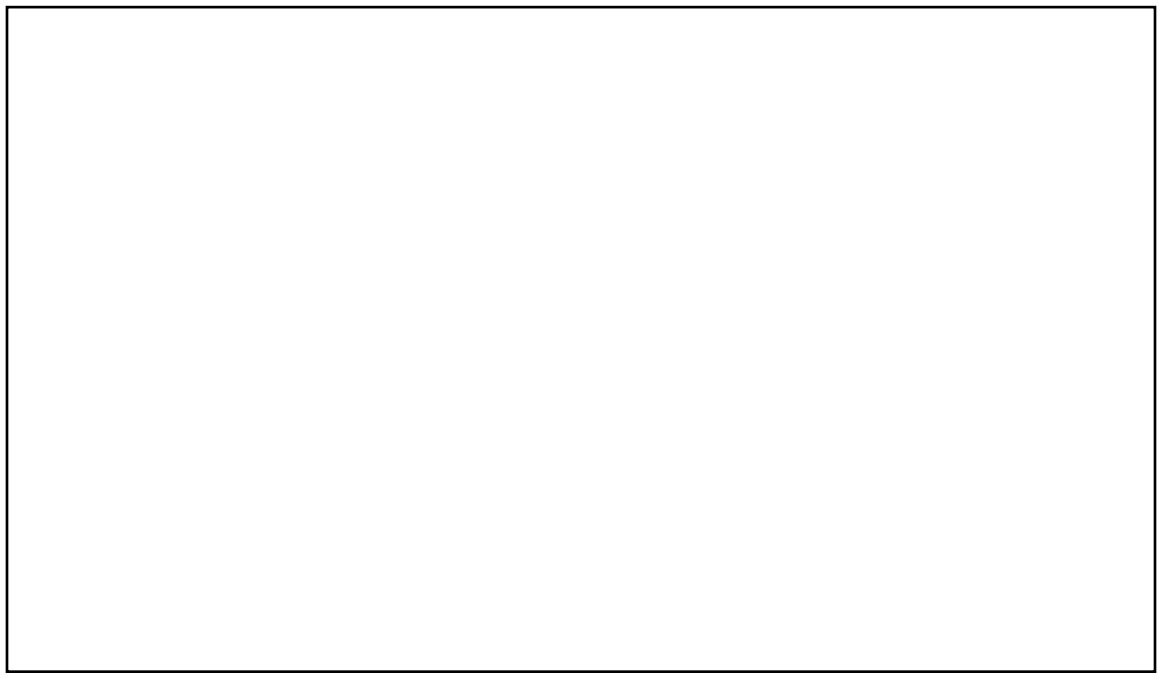
---

---

---

---

Page \_\_\_\_\_



---

---

---

---

---

---

---

---

*Directions: In the box, have students illustrate a part of the story and write a caption below.*



Cut out the boxes on Worksheet 14.2 and stick them on this sheet in the proper order.

## Planting Seeds

The steps tell you how to plant seeds.

1.	picture	sentence
2.	picture	sentence
3.	picture	sentence
4.	picture	sentence
5.	picture	sentence

Result: If you do all of the steps, you will soon have seedlings and then plants.



Cut out the boxes and stick them on Worksheet 14.1 in the proper order.



Keep the soil moist.



Place soil in a pot.



Make holes in the soil.



Close holes and wet the soil.



Place the seeds in the holes, one seed per hole.



**Dear Family Member,**

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray.

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

## Better Than the Best

Kay has started to spend a lot of time with Martez.

She has started to use some Spanish words, too.

When her dad spoons rice onto her plate one day, Kay says *gracias*. Then she explains that *gracias* is Spanish for *thank you*.

Kay's mom says, "Kay, would you like to have a chance to use those Spanish words of yours in Mexico?"

"Are you kidding?" Kay exclaims. "That would be the best!"

"Well, your dad and I have planned a trip to Mexico."

Kay shouts, "Yippee!"



Kay's mom has a big smile on her face. She says, "How would you like to bring Martez with you on the trip?"

Kay's jaw drops. "If Martez is on the trip, that would be better than the best!" she says.

Her mom adds, "Martez just needs to ask his mom and dad."

Kay jumps up and shouts, "I can't wait to tell Martez!"



Name \_\_\_\_\_

# Spelling Test

1.

\_\_\_\_\_

-----

\_\_\_\_\_

2.

\_\_\_\_\_

-----

\_\_\_\_\_

3.

\_\_\_\_\_

-----

\_\_\_\_\_

4.

\_\_\_\_\_

-----

\_\_\_\_\_

5.

\_\_\_\_\_

-----

\_\_\_\_\_

6.

\_\_\_\_\_

-----

\_\_\_\_\_

7.

\_\_\_\_\_

-----

\_\_\_\_\_

8.

\_\_\_\_\_

-----

\_\_\_\_\_





## A House in the Clouds

1. What did **Kay** and Martez see?

- They three shrines.
- They saw three snakes.
- They saw three stars.

Page \_\_\_\_\_

2. What did **Kay** and Martez have to grab on to when they made their **way** to the top?

- Kay** and Martez had to grab on to a **chain**.
- Kay** and Martez had to grab on to a rope.
- Kay** and Martez had to grab on to Mr. Gomez.

Page \_\_\_\_\_

3. What do **Kay's** mom and dad look like from the top?

- Kay's** mom and dad look like bugs.
- Kay's** mom and dad look like **goats**.
- Kay's** mom and dad look like flakes.

Page \_\_\_\_\_

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

4. What did the Aztecs use the shrines for?

---



---



---



---



---



---



---



---



---



---



---



---

Page \_\_\_\_\_

4. Would you like to get up to the top of the shrine?  
Why or why not?

---



---



---



---



---



---



---



---



---



---



---



---

<b>Plan Template</b>
The steps tell you how to:
1.
2.
3.
4.
5.
Result:



Draft

\_\_\_\_\_

-----

\_\_\_\_\_

The steps tell you how to

\_\_\_\_\_

-----

\_\_\_\_\_

1.

\_\_\_\_\_

-----

=====

-----

=====

2.

\_\_\_\_\_

-----

=====

-----

=====

3.

\_\_\_\_\_

-----

=====

-----

=====

4.

\_\_\_\_\_

-----

=====

-----

=====

5.

\_\_\_\_\_

-----

=====

-----

=====

Directions: Have students draft instructions on how to draw the sun or how to feed a pet. Have the student write complete sentences.

Result: If you do all of the steps, then \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## The Market

1. What were some things that were on sale at the market?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

Page \_\_\_\_\_

2. What did **Kay**'s mom spot that she liked at the market?

- Kay**'s mom liked a basket.
- Kay**'s mom liked a green hat.
- Kay**'s mom liked a red mask with glitter.

Page \_\_\_\_\_

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

3. Did **Kay's** mom think she could get the mask for less than the price tag said? Why or why not?

Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline.

Page \_\_\_\_\_

4. Why do you think the man sells the mask for less than fifteen?

Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline.



## Check the Draft

### Step by Step

1. Check that you named your steps with a title.	
2. Check that you wrote a starting sentence.	
3. Check that you wrote what to do as step one.	
4. Check that you wrote what to do next.	
5. Check that you wrote what to do last.	
5. Check that you finished with the result.	
6. Aa, Bb, Cc and ? . !	
8. Check that the words are spelled well.	



Fix the sentences by adding ? . ! ,

1. The rainforest is hot wet and has a thick **layer** of trees
2. Martez yells makes noises and slides down the zip line
3. Can **Kay**'s dad rent the masks fins and tanks
4. **Kay** sees fish crabs and a starfish on her dive
5. The Aztecs had a sun god a moon god and a **rain** god
6. Are there trinkets knickknacks and baskets at the market



## A Rainforest Ride

1. What is the **rain**forest like?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

Page \_\_\_\_\_

2. Where is the zip line? Is it safe?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

Page \_\_\_\_\_

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

3. What does Martez do on the zip line?

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

Page \_\_\_\_\_



### Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray.

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

## A House in the Clouds

The next day, Mister Gomez takes Martez, Kay, and Kay's mom and dad on a trip.

In the car, Mister Gomez says, “You will like this next place. The stones there have stood there for much, much longer than the last stones.”

When they get to the site, the children see three vast piles of stone, all of which rise to a point and seem to scrape the clouds. One of them is so big that Kay and Martez have to tilt their necks all the way back to see the top of it.

“Goodness!” says Kay's mom.

“Cool!” says Martez.

“Was this a shrine?” Kay's mom asks.



“Yes,” says Mister Gomez. “This was a shrine to a snake god. That one there was a shrine to the sun god. And that one was a shrine to the moon god.”

“Were they Aztec shrines?” Martez asks.

“Sort of,” Mister Gomez says. “The Aztecs came after. The shrines were set up **way** back in the past. But the Aztecs came here and added to the shrines. This was an important place for them. They came here to offer gifts to their gods.”

“Can we get to the top of one of them?” asks **Kay**.

“Yes, you can,” says Mister Gomez, “if your mom and dad **say** it’s fine. But you must grab on to the rope.”

**Kay** and Martez make their **way** to the top.

It takes them a long time to get there. From the top, they can see for miles and miles.

Martez yells, “**Kay** and I have a house in the clouds!”

**Kay** says, “Look! Mom and Dad look like bugs from up here!”

**Kay** waves her hands at her mom and dad. They wave back.





## Sheet A

**Shark and Wee Fish**

4

Shark swam by the reef. Sharp teeth glittered in his mouth. He shouted to the fish, “I will have a hundred of you for my lunch!”

13

24

30

The fish were scared. They went and hid in a cave.

41

“Shark will not get us in here!” one of the fish said. “He is too big to swim in.”

53

60

After a while, one of the fish went out to check and see if Shark had left. His name was Wee Fish.

71

82

Wee Fish swam out of the cave. He soon found himself face to face with Shark.

92

98

Shark snarled, “Here’s a nice fish for my lunch!”

107

Wee Fish had to think fast.

113

“Stop!” he shouted in his loudest voice. “I am the king of this reef! All of the fish here are scared of me, and you should be, too!”

123

136

141

Shark smiled. Wee Fish was just three inches long. Shark was ten feet long. He had teeth in his mouth that were bigger than Wee Fish.

150

161

167

“Is this some sort of joke?” Shark said. “Why  
would fish be scared of you?”

“Swim next to me and you will see,” Wee Fish said.

Shark swam with Wee Fish. They came upon some  
spotted fish. When the spotted fish saw Shark, they  
got scared and swam off.

Shark and Wee Fish swam up to some striped fish.  
When the striped fish saw Shark, they got scared and  
swam off.

“Well, well,” said Shark to himself. “It’s odd, but it  
looks like the fish are scared of Wee Fish, just as he  
said.” (Shark did not see that the fish were scared of  
him.)

Shark and Wee Fish swam up to some silver fish.  
When the silver fish saw Shark, they got scared and  
swam off.

Then Shark started to think. “All of the fish are  
scared of Wee Fish,” he said to himself. “Perhaps I  
should be scared of him, too.”

All of a sudden, Shark felt scared. He swam off.  
And from then on, he never went back to that reef.

**Sheet B**

1. Why did the fish hide in a cave?
  - A. They were scared of Wee Fish.
  - B. They were scared of Shark.
  - C. There was fish food in the cave.
  
2. Shark said he would have Wee Fish for lunch.  
What did Wee Fish tell him?
  - A. He said that it was not nice for Shark to munch on fish.
  - B. He said that all of the fish were scared of him and Shark should be, too.
  - C. He said that Shark was nice looking.
  
3. Who is bigger, Wee Fish or Shark?
  - A. Wee Fish is bigger.
  - B. Shark is bigger.
  - C. They are the same size.

4. What did the spotted fish do when they saw Wee Fish and Shark?
- A. They smiled at them.
  - B. They got scared and swam off.
  - C. They shouted at Wee Fish.
5. What were the striped fish scared of?
- A. They were scared of Wee Fish.
  - B. They were scared of Shark.
  - C. They were scared of the spotted fish.
6. Why did Shark swim off at the end?
- A. He was scared of Wee Fish.
  - B. He was sick of hunting for fish.
  - C. There were no fish left for him to catch.
7. Which statement best sums up what happened in this tale?
- A. Shark tricked Wee Fish.
  - B. Shark ate Wee Fish.
  - C. Wee Fish tricked Shark.

Name \_\_\_\_\_

# Grade 1 CKLA End-of-Year Summary

Teacher Name \_\_\_\_\_ Student Name \_\_\_\_\_

## Benchmarks

**Silent Reading Comprehension Assessment:**

Students who answer **4 or fewer out of 7** correctly appear to have **poor preparation** for Grade 2.  
 Students who answer **5 out of 7** questions correctly appear to have **adequate preparation** for Grade 2.  
 Students who answer **6 or 7 out of 7** questions correctly have **good-outstanding preparation** for Grade 2.

**Optional Oral Reading Comprehension Assessment (on Repeated Reading)**

Students who answer **3 or fewer out of 6** correctly appear to have **poor preparation** for Grade 2.  
 Students who answer **4 out of 6** questions correctly appear to have **adequate preparation** for Grade 2.  
 Students who answer **5 or 6 out of 6** questions correctly have **good-outstanding preparation** for Grade 2.

**Fluency Assessment:**

Students who score in the **25th or lower percentile** are **below grade level**.  
 Students who score in the **50th percentile** are **on grade level**.  
 Students who score in the **75th–90th** or above percentile are **above grade level**.

**Word Reading in Isolation Assessment:**

Students who read **40 or fewer words out of 60** correctly have **poor preparation** for Grade 2.  
 Students who read **41–49 out of 60** correctly have **adequate preparation** for Grade 2.  
 Students who read **50 or more out of 60** correctly have **good-outstanding preparation** for Grade 2.

Test Scores	
Silent Reading Comprehension Score	_____ /7 and _____ % Accuracy
Optional Oral Comprehension Score (on Repeated Reading) W.C.P.M.	_____ /6 and _____ %-ile Rank
Word Reading in Isolation	_____ /60 and _____ % Accuracy

**Recommended Placement for Next Year**

_____ Needs intensive remediation	_____ Below level
_____ On level	_____ Above level

## **Missed Letter-Sound Correspondence**

List missed letter-sound correspondences (from Worksheet 21.2):

Other Notes (missing literal or evaluative questions, confidence level, etc.)

## The Dive

1. Where do **Kay**, Martez, and **Kay's** mom and dad visit?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

Page \_\_\_\_\_

2. Name some things that **Kay** and Martez do at the Gulf of Mexico.

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

Page \_\_\_\_\_

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

3. What do they see when they dive and look at the reef?

Handwriting practice lines consisting of three rows of solid top and bottom lines with a dashed middle line.

Page \_\_\_\_\_

4. Would you like to dive in the Gulf of Mexico? Why or why not?

Handwriting practice lines consisting of three rows of solid top and bottom lines with a dashed middle line.



## **Shark and Wee Fish**

4

Shark swam by the reef. Sharp teeth glittered in his mouth. He shouted to the fish, “I will have a hundred of you for my lunch!”

13

24

30

The fish were scared. They went and hid in a cave.

41

“Shark will not get us in here!” one of the fish said. “He is too big to swim in.”

53

60

After a while, one of the fish went out to check and see if Shark had left. His name was Wee Fish.

71

82

Wee Fish swam out of the cave. He soon found himself face to face with Shark.

92

98

Shark snarled, “Here’s a nice fish for my lunch!”

107

Wee Fish had to think fast.

113

“Stop!” he shouted in his loudest voice. “I am the king of this reef! All of the fish here are scared of me, and you should be, too!”

123

136

141

Shark smiled. Wee Fish was just three inches long. Shark was ten feet long. He had teeth in his mouth that were bigger than Wee Fish.

150

161

167

“Is this some sort of joke?” Shark said. “Why would fish be scared of you?”

“Swim next to me and you will see,” Wee Fish said.

Shark swam with Wee Fish. They came upon some spotted fish. When the spotted fish saw Shark, they got scared and swam off.

Shark and Wee Fish swam up to some striped fish. When the striped fish saw Shark, they got scared and swam off.

“Well, well,” said Shark to himself. “It’s odd, but it looks like the fish are scared of Wee Fish, just as he said.” (Shark did not see that the fish were scared of him.)

Shark and Wee Fish swam up to some silver fish. When the silver fish saw Shark, they got scared and swam off.

Then Shark started to think. “All of the fish are scared of Wee Fish,” he said to himself. “Perhaps I should be scared of him, too.”

All of a sudden, Shark felt scared. He swam off. And from then on, he never went back to that reef.

Name \_\_\_\_\_

## W.C.P.M. Calculation Worksheet

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Story: *Shark and Wee Fish*

Total words in story (including title): 341

<p><b>Words</b></p> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; width: 80px; height: 40px; margin-right: 10px;"></div> <span>Words Read</span> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; width: 80px; height: 40px; margin-right: 10px;"></div> <span>Uncorrected Mistakes</span> </div> <hr style="width: 100%; border: 1px solid black; margin: 5px 0;"/> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 80px; height: 40px; margin-right: 10px;"></div> <span>Words Correct</span> </div>	<p><b>Time</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 50%;">Minutes</td> <td style="text-align: center; width: 50%;">Seconds</td> </tr> <tr> <td style="text-align: center;"><div style="border: 1px solid black; width: 60px; height: 30px;"></div></td> <td style="text-align: center;"><div style="border: 1px solid black; width: 60px; height: 30px;"></div></td> </tr> <tr> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> </tr> <tr> <td style="text-align: center;"><div style="border: 1px solid black; width: 60px; height: 30px;"></div></td> <td style="text-align: center;"><div style="border: 1px solid black; width: 60px; height: 30px;"></div></td> </tr> <tr> <td colspan="2" style="text-align: center;"><hr style="border: 1px solid black;"/></td> </tr> <tr> <td style="text-align: center;"><div style="border: 1px solid black; width: 60px; height: 30px;"></div></td> <td style="text-align: center;"><div style="border: 1px solid black; width: 60px; height: 30px;"></div></td> </tr> <tr> <td colspan="2" style="text-align: center;">Elapsed Time</td> </tr> <tr> <td style="text-align: center;">↓</td> <td style="text-align: center;">↓</td> </tr> <tr> <td style="text-align: center;">( <div style="border: 1px solid black; width: 40px; height: 25px;"></div> × 60 )</td> <td style="text-align: center;">+ <div style="border: 1px solid black; width: 40px; height: 25px;"></div> = <div style="border: 1px solid black; width: 60px; height: 25px;"></div></td> </tr> <tr> <td></td> <td style="text-align: right;">Time in Seconds</td> </tr> </table>	Minutes	Seconds	<div style="border: 1px solid black; width: 60px; height: 30px;"></div>	<div style="border: 1px solid black; width: 60px; height: 30px;"></div>	-	-	<div style="border: 1px solid black; width: 60px; height: 30px;"></div>	<div style="border: 1px solid black; width: 60px; height: 30px;"></div>	<hr style="border: 1px solid black;"/>		<div style="border: 1px solid black; width: 60px; height: 30px;"></div>	<div style="border: 1px solid black; width: 60px; height: 30px;"></div>	Elapsed Time		↓	↓	( <div style="border: 1px solid black; width: 40px; height: 25px;"></div> × 60 )	+ <div style="border: 1px solid black; width: 40px; height: 25px;"></div> = <div style="border: 1px solid black; width: 60px; height: 25px;"></div>		Time in Seconds
Minutes	Seconds																				
<div style="border: 1px solid black; width: 60px; height: 30px;"></div>	<div style="border: 1px solid black; width: 60px; height: 30px;"></div>																				
-	-																				
<div style="border: 1px solid black; width: 60px; height: 30px;"></div>	<div style="border: 1px solid black; width: 60px; height: 30px;"></div>																				
<hr style="border: 1px solid black;"/>																					
<div style="border: 1px solid black; width: 60px; height: 30px;"></div>	<div style="border: 1px solid black; width: 60px; height: 30px;"></div>																				
Elapsed Time																					
↓	↓																				
( <div style="border: 1px solid black; width: 40px; height: 25px;"></div> × 60 )	+ <div style="border: 1px solid black; width: 40px; height: 25px;"></div> = <div style="border: 1px solid black; width: 60px; height: 25px;"></div>																				
	Time in Seconds																				

**W.C.P.M.**

	÷		× 60 =	
Words Correct		Time in Seconds		W.C.P.M.

Compare the student's W.C.P.M. score to national norms for Spring of Grade 1 (Hasbrouck and Tindal, 2006):

Reading Time for this story	W.C.P.M	National Percentiles for Spring, Grade 1
3:05	111	90th
4:10	82	75th
6:45 (or 265 words at 5:00)	53	50th
8:30 (or 200 words at 5:00)	40	
12:10 (or 140 words at 5:00)	28	25th
22:30 (or 75 words at 5:00)	15	10th



## At the Airport

1. How much cash did **Kay**'s dad have left at the end of the trip?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

Page \_\_\_\_\_

2. How did **Kay**'s dad act at the **ai**rport?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

Page \_\_\_\_\_

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

3. Where had **Kay**'s dad tucked his passport?

- He had tucked it in his pants pocket.
- He had tucked it in a bag.
- He had tucked it in his jacket pocket.

Page \_\_\_\_\_

4. What did **Kay** tell her dad at the end?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

Page \_\_\_\_\_

## Word Reading in Isolation Assessment

	a	b	c	d	e
1	throne	weekday	large	rinse	blanket
2	mermaid	brushed	etch	frigid	spark
3	fanned	bouncing	ginger	sleeve	write
4	oak	topsoil	absence	coached	fence
5	choice	knotted	wheel	smooth	tribute
6	landscape	whisper	squawk	cancel	arch
7	honk	object	involve	trace	ordered
8	excuse	zone	bedside	woolen	pitchfork
9	saying	gather	knock	shimmer	waist
10	wrist	horse	gained	loaded	iceberg
11	suspense	air	concept	yawn	shrank
12	short	outlook	sprout	transform	challenge





Word Reading in Isolation Scoring Sheet					
	a	b	c	d	e
1	throne	weekday	large	rinse	blanket
	/θ/ /r/ /oe/ /n/	/w/ /ee/ k/ • /d/ /ae/	/l/ /ar/ /j/	/r/ /i/ /n/ /s/	/b/ /l/ /a/ /ng/ • /k/ /e/ /t/
2	mermaid	brushed	etch	frigid	spark
	/m/ /er/ • /m/ /ae/ /d/	/b/ /r/ /u/ /sh/ /t/	/e/ /ch/	/f/ /r/ /i/ /j/ • /i/ /d/	/s/ /p/ /ar/ /k/
3	fanned	bouncing	ginger	sleeve	write
	/f/ /a/ /n/ /d/	/b/ /ou/ /n/ /s/ • /i/ /ng/	/j/ /i/ /n/ • /j/ /er/	/s/ /l/ /ee/ /v/	/r/ /ie/ /t/
4	oak	topsoil	absence	coached	fence
	/oe/ /k/	/t/ /o/ /p/ • /s/ /oi/ /l/	/a/ /b/ • /s/ /e/ /n/ /s/	/k/ /oe/ /ch/ /t/	/f/ /e/ /n/ /s/
5	choice	knotted	wheel	smooth	tribute
	/ch/ /oi/ /s/	/n/ /o/ /t/ • /e/ /d/	/w/ /ee/ /l/	/s/ /m/ /oo/ /th/	/t/ /r/ /i/ /b/ • /ue/ /t/
6	landscape	whisper	squawk	cancel	arch
	/l/ /a/ /n/ /d/ • /s/ /k/ /ae/ /p/	/w/ /i/ /s/ • /p/ /er/	/s/ /qu/ /aw/ /k/	/k/ /a/ /n/ • /s/ /e/ /l/	/ar/ /ch/
7	honk	object	involve	trace	ordered
	/h/ /o/ /ng/ /k/	/o/ /b/ • /j/ /e/ /k/ /t/	/i/ /n/ • /v/ /o/ /l/ /v/	/t/ /r/ /ae/ /s/	/or/ • /d/ /er/ /d/
8	excuse	zone	bedside	woolen	pitchfork
	/e/ /x/ • /k/ /ue/ /s/	/z/ /oe/ /n/	/b/ /e/ /d/ • /s/ /ie/ /d/	/w/ /oo/ /l/ • /e/ /n/	/p/ /i/ /ch/ • /f/ /or/ /k/
9	saying	gather	knock	shimmer	waist
	/s/ /ae/ • /i/ /ng/	/g/ /a/ /th/ • /er/	/n/ /o/ /k/	/sh/ /i/ /m/ • /er/	/w/ /ae/ /s/ /t/
10	wrist	horse	gained	loaded	iceberg
	/r/ /i/ /s/ /t/	/h/ /or/ /s/	/g/ /ae/ /n/ /d/	/l/ /oe/ /d/ • /e/ /d/	/ie/ /s/ • /b/ /er/ /g/
11	suspense	air	concept	yawn	shrank
	/s/ /u/ /s/ • /p/ /e/ /n/ /s/	/ae/ /r/	/k/ /o/ /n/ • /s/ /e/ /p/ /t/	/y/ /aw/ /n/	/sh/ /r/ /a/ /ng/ /k/
12	short	outlook	sprout	transform	challenge
	/sh/ /or/ /t/	/ou/ /t/ • /l/ /oo/ /k/	/s/ /p/ /r/ /ou/ /t/	/t/ /r/ /a/ /n/ /s/ • /f/ /or/ /m/	/ch/ /a/ /l/ • /e/ /n/ /j/



*Directions: Have students sort the words according to the spellings that stand for the /ae/ sound.*

Dave	Gail	planes	plain	saying
wait	same	game	play	
gray	pain	days	train	

/ae/ → 'a\_e'

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

/ae/ → 'ai'

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

/ae/ → 'ay'

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



*Directions: Have students sort the words according to the spellings for the /oe/ sound.*

<b>road</b>	<b>toad</b>	<b>home</b>	<b>stone</b>
<b>boat</b>	<b>tone</b>	<b>coat</b>	<b>bone</b>

/oe/ → 'o\_e'

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

/oe/ → 'oa'

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

Cut out the word cards and stick them on Worksheet PP4.

**Monday**

**weekday**

**pails**

**raisins**

**wait**

**raining**

**haystack**

**nails**

**trains**

**daytime**





Sort the word cards from Worksheet PP3 by their spellings for /ae/ and stick them in the boxes.

/ae/ → 'ay'						
/ae/ → 'ai'						



Name \_\_\_\_\_

Cut out the word cards and stick them on Worksheet PP6.

**road**

**explode**

**smoke**

**rode**

**toad**

**stove**

**bathrobe**

**jokes**

**oak**

**wrote**

**float**



Name \_\_\_\_\_

Sort the word cards from Worksheet PP5 by their spellings for /oe/ and stick them in the boxes.

<i>/oe/</i> → 'o_e'	<i>/oe/</i> → 'oa'



Sort the words by their spellings for /ae/.

<b>airplane</b>	<b>tray</b>	<b>drained</b>	<b>paying</b>	<b>spray</b>
<b>driveway</b>	<b>playground</b>	<b>armchair</b>	<b>mailbox</b>	<b>grains</b>

/ae/ → 'ai'

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

/ae/ → 'ay'

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





Name \_\_\_\_\_

Sort the words by their spellings for /oe/.

<b>r</b> oads	poke	thro <b>o</b> at	home	<b>t</b> oast
<b>s</b> oaked	joke	gro <b>o</b> aning	dome	throne

/oe/ → 'o\_e'

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

/oe/ → 'oa'

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

*Directions: Have students color the boxes that contain words with the /a/ sound as in hat in one color and the boxes that contain words with the /ae/ sound as in paper in another color.*

rate	match	dancer
glance	late	backpack
pace	Shane	lame
make	camped	banks



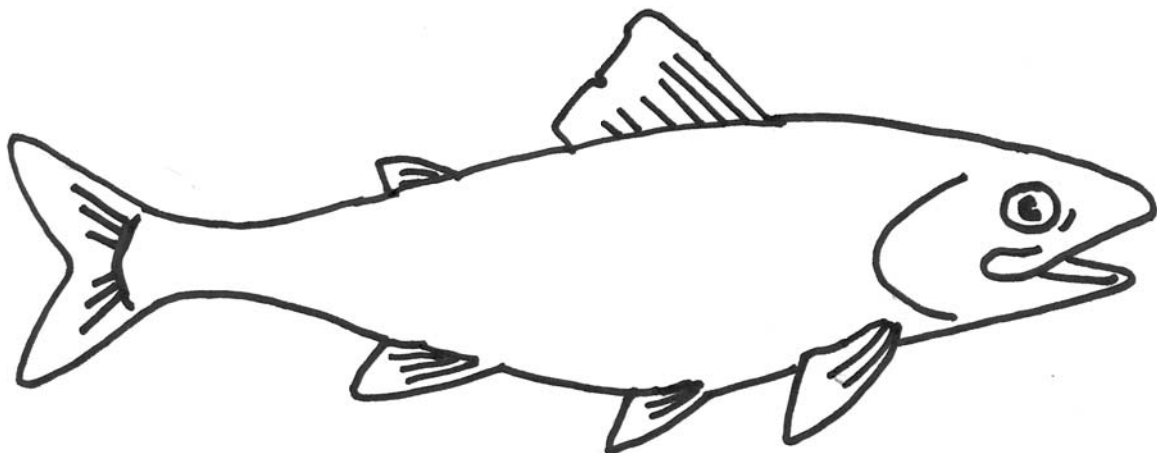
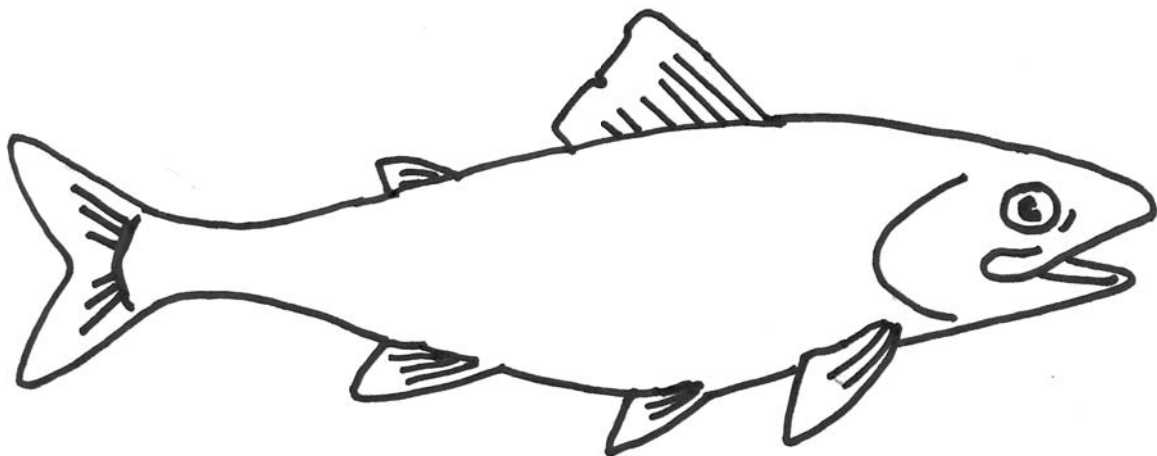
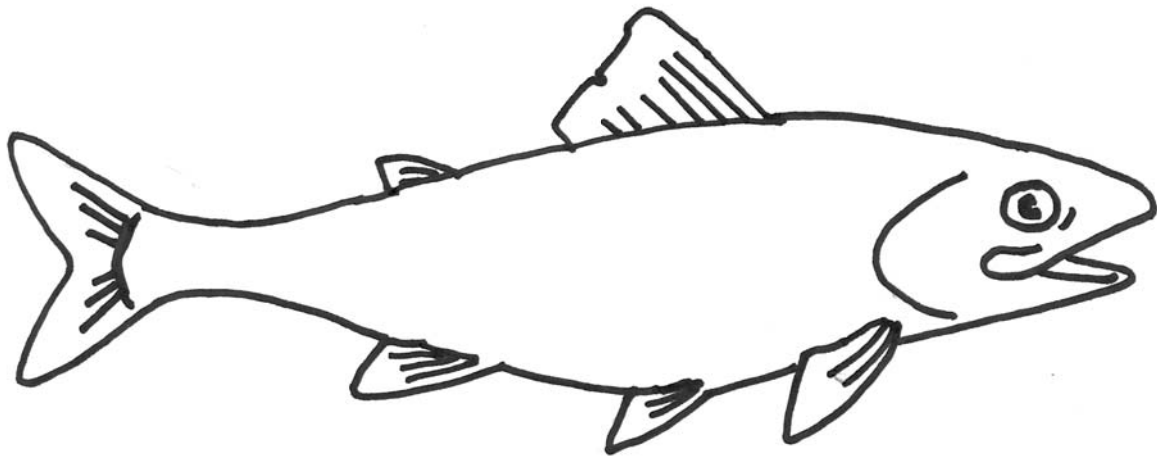
Name \_\_\_\_\_

*Directions: Have students color the boxes that contain words with the /o/ sound as in hot in one color and the boxes that contain words with the /oe/ sound as in home in another color.*

throne	comic	frosting
knock	poked	doghouse
holes	close	spoke
wrote	pocket	contest



## Template for Fishing Pond Exercise







Mark the words that are said. Then write them on the lines.

1. got                  goat

---

---

---

2. change              chain

---

---

---

3. plain                path

---

---

---

4. tone                toned

---

---

---

5. bare                pair

---

---

---

6. play                plain

---

---

---

7. coat                boat

---

---

---

8. rain                road

---

---

---

9. say                stay

---

---

---



Write *yes* or *no* on the lines.

1. Is **oak** from a tree?

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

2. Do plants have **brains**?

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

3. Can you doze in a **chair**?

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

4. Do you sleep on a **boat**?

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

5. Can you think with your nose?

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

6. Can a stone **float**?

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

7. Is the word *Jane* a name?

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

8. Can you **stay** at a home?

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

9. Can **toads** **play** soccer?

---

---

---

10. Is **toast** green?

---

---

---

11. Can you **sail** in a **boat**?

---

---

---

12. Do whales have **nails**?

---

---

---

13. Is summer hotter than winter?

---

---

---

14. Is the word *cat* a noun?

---

---

---

15. Are **coals** hot?

---

---

---

16. Can you make an **airplane**?

---

---

---

Match the words to the pictures and write them on the lines.

bath	goat	stairs
chair	home	hay
coat	goal	hair



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

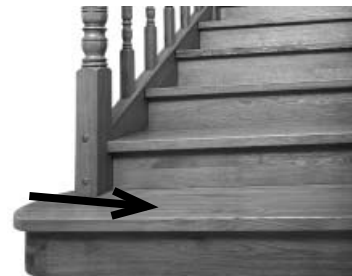
-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

Match the words to the pictures and write them on the lines.

<b>rain</b>	<b>rope</b>	<b>airplane</b>
<b>oak tree</b>	<b>toad</b>	<b>train</b>
<b>playground</b>	<b>soap</b>	<b>dance</b>



---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

Match the words to the pictures and write them on the lines.

1. **goat**



\_\_\_\_\_

-----

\_\_\_\_\_

2. **mailbox**



\_\_\_\_\_

-----

\_\_\_\_\_

3. **toaster**



\_\_\_\_\_

-----

\_\_\_\_\_

4. **snail**



\_\_\_\_\_

-----

\_\_\_\_\_

5. **coat**



\_\_\_\_\_

-----

\_\_\_\_\_





1. Dave **Kay** and **Gail** are my pals.
2. In the winter you need a hat mittens and a thick **coat**.
3. Panthers snakes and moles can be all black.
4. I'd like to have a cat a **goat** or a **toad** for a pet.
5. I had to write stamp and **mail** a letter yesterday.
6. Shirts can be green red or pink.
7. I like **toast** with jam cheese and chips for a snack.

*Directions: Have the student read the sentences and insert the missing commas.*



# CORE KNOWLEDGE LANGUAGE ARTS

## SERIES EDITOR-IN-CHIEF

E. D. Hirsch, Jr.

## PRESIDENT

Linda Bevilacqua

### EDITORIAL STAFF

Carolyn Gosse, Senior Editor - Preschool  
Khara Turnbull, Materials Development Manager  
Michelle L. Warner, Senior Editor - Listening & Learning

Mick Anderson  
Robin Blackshire  
Maggie Buchanan  
Paula Coyner  
Sue Fulton  
Sara Hunt  
Erin Kist  
Robin Luecke  
Rosie McCormick  
Cynthia Peng  
Liz Pettit  
Ellen Sadler  
Deborah Samley  
Diane Auger Smith  
Sarah Zelinke

### DESIGN AND GRAPHICS STAFF

Scott Ritchie, Creative Director

Kim Berrall  
Michael Donegan  
Liza Greene  
Matt Leech  
Bridget Moriarty  
Lauren Pack

### CONSULTING PROJECT MANAGEMENT SERVICES

ScribeConcepts.com

### ADDITIONAL CONSULTING SERVICES

Ang Blanchette  
Dorrit Green  
Carolyn Pinkerton

## ACKNOWLEDGMENTS

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

### CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

Susan B. Albaugh, Kazuko Ashizawa, Nancy Braier, Kathryn M. Cummings, Michelle De Groot, Diana Espinal, Mary E. Forbes, Michael L. Ford, Ted Hirsch, Danielle Knecht, James K. Lee, Diane Henry Leipzig, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Laura Tortorelli, Rachael L. Shaw, Sivan B. Sherman, Miriam E. Vidaver, Catherine S. Whittington, Jeannette A. Williams

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

### SCHOOLS

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

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



## CREDITS

*Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.*

*All photographs are used under license from Shutterstock, Inc. unless otherwise noted.*





Core Knowledge®

# Unit 7

## Workbook

Skills Strand  
**GRADE 1**

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