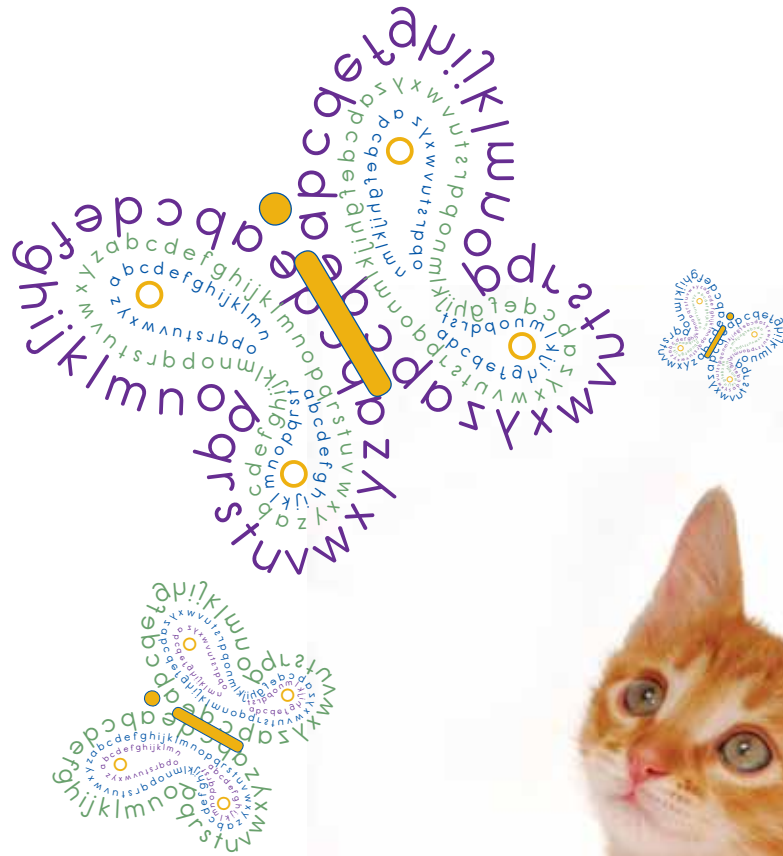




Unit 3

Workbook



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



Core Knowledge®

GRADE 1



Unit 3

Workbook

Skills Strand

GRADE 1

Core Knowledge Language Arts®
New York Edition



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Unit 3

Workbook

This Workbook contains worksheets that accompany many of the lessons from the *Teacher Guide* for Unit 3. 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.

Spelling Words

1. samee

2. green

3. stone

4. line

5. makee

6. hide

7. seed

8. Tricky Word: they

**Dear Family Member,**

Today we started Unit 3 of Core Knowledge Language Arts. Starting with this unit, your child will receive a new list of spelling words each Monday. The purpose of having weekly spelling words is to help students become strong spellers and allow them to practice at home the skills learned during Core Knowledge Language Arts. Your child will receive the spelling words at the beginning of the week and will be tested on the words at the end of the week.

There are eight words each week. The words cover only the spellings that have been reviewed and taught in class, meaning that your child will only work with and be tested on familiar spellings. The last spelling word is shaded in gray to indicate it is a Tricky Word. Tricky Words do not follow the expected spelling rules, so they cannot be reliably sounded out and spelled, which means their spellings must be memorized. Tricky Words are also taught and reviewed in class.

I encourage you to work with your child each night to review the spelling words for 5–10 minutes. The activities can be fun but should involve having your child write the word, not just spelling it aloud.

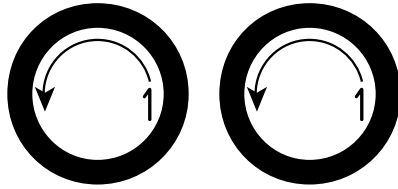
Here are a few activity ideas:

- Say a sentence with the spelling word, but leave the spelling word out. Your child should guess which of the week's spelling words should complete the sentence and then write the word down.
- Create spelling word flash cards. After reading the word on a flash card, your child can turn over the card and write the word from memory on another piece of paper.
- Have a spelling bee at home, asking your child to both spell the words to you orally and write them.
- Ask your child to write each word in a short sentence, or write a story with the words.
- If possible, act out or draw a picture of the words; have your child guess the word and then write it down.
- Please have your child practice spelling the words in a different order each night; do not simply call them out in the order listed.
- Starting later this week, your child will also bring home a story that we have read in class. The story for this week is called "King Log and King Crane." Please have your child read the story to you and then talk about it together.

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

Name _____

1.3



oo

oo

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oo

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soon

soon

soon

loot

loot

loot

room

room

room

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

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

~~moon~~

roots

food

tooth

loop

spoon

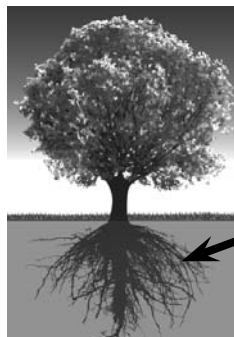
broom

tools

boots



moon



3. Did the frogs like King Crane? Why or why not?

Page _____

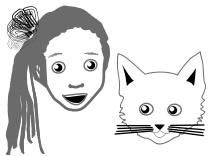
4. Who was mad in the end?

- ☐ King Log
- ☐ the gods
- ☐ the frogs

Page _____

The Name of the Tale:

Who?

An illustration of a young girl with long dark hair tied in a ponytail with a flower, and a white cat with black whiskers and ears.

Where?

An illustration of a range of mountains with a prominent peak.

What?	<p><u>Once</u>, there <u>were</u>...</p>
	<p>Next in the tale...</p>
	<p>At the end of the tale...</p>

Directions: Have students fill in the story map to describe the characters, setting, and plot of the story.

Dear Family Member,

This is a story your child has probably read once, possibly several times at school. Encourage your child to read the story to you and then talk about it together. Note that the tricky parts in Tricky Words are underlined in gray. Repeated reading is an important way to improve reading. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.



King Log and King Crane

Once the frogs said, "We wish we had a king! We need a king! We must have a king!"

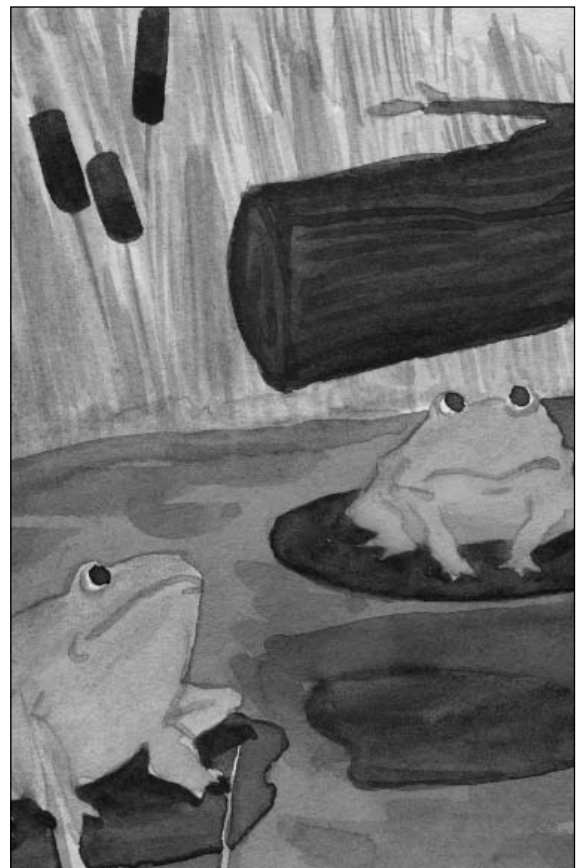
The frogs spoke to the gods. They said, "We ask you, the gods, to send us a king!"

"The frogs are fools," said the gods. "As a joke, let us send them a big log to be their king."

The gods got a big log and let it drop. The log fell in the pond and made a big splash.

The frogs were scared of the log. They said, "King Log is strong! We must hide from him in the grass!"

As time went by, the frogs came to see that King Log was



tame. He did not bite. He did not run. He just sat there.

“King Log is not a strong king!” said one frog.

“I wish we had a strong king!”

“I do, too!”

“We must have a strong king!”

The frogs spoke to the gods. They said, “We ask you, the gods, to send us a strong king, and send him soon!”

This time the gods sent a crane to be king of Frog Land.

King Crane was not like King Log. He did not just sit there. He ran fast on his long legs, and he ate lots of the frogs.

The frogs were sad.


“King Crane is a bad king,” they said. “We miss King Log! He was a fine king. We made a bad trade!”

The frogs spoke to the gods. They said, “We ask you, the gods, to send us back King Log!”

The gods were mad. “Fools!” they said. “You said you must have a strong king. We sent you one. He is yours to keep!”



This image shows a full page of handwriting practice paper. It features four identical sets of horizontal guidelines arranged vertically. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a structured space for practicing letter formation and alignment. The entire page is white and contains no other markings or text.



Name _____

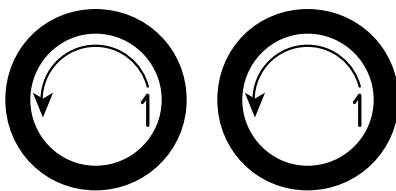
5.1

Spelling Test

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Name _____

5.2



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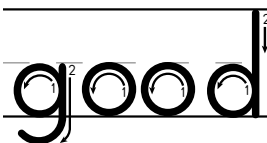
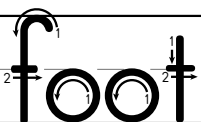
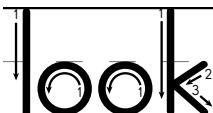
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Directions: Have students trace and copy the digraph and words. Students should say the sounds while writing the letters.

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

brook

book

hood

foot

hook

cook



Dear Family Member,

This is a story your child has probably read once, possibly several times at school. Encourage your child to read the story to you and then talk about it together. Note that the tricky parts in Tricky Words are underlined in gray. Repeated reading is an important way to improve reading. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.



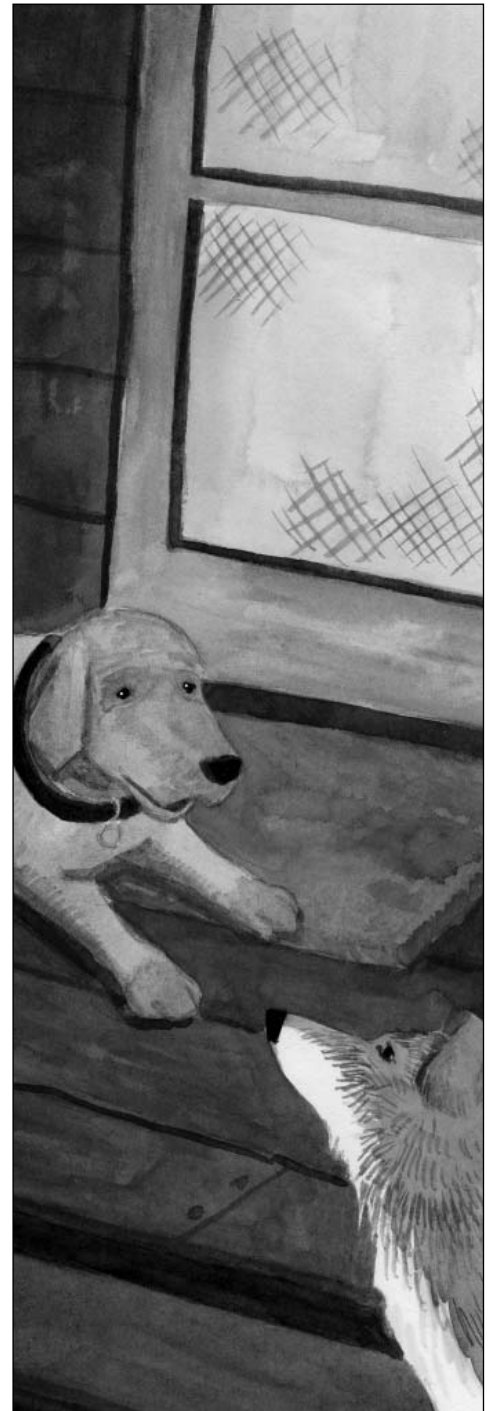
The Two Dogs

Once two dogs met. One of them was a tame dog who made his home with men. One was a dog who ran free.

The dog who ran free stared at the tame dog and said, "Why is it that you are so plump and I am so thin?"

"Well," said the tame dog, "I am plump because the men feed me. I do not have to run all the time to get my food. My job is to keep the home safe when the men are in their beds. When they wake up, they feed me scraps of food from their plates."

"Your life must be a fine life," said the thin dog. "I wish my life were like yours."



The plump dog said, "If you will help me keep the home safe, I bet the men will feed you, too."

"I will do it!" said the thin dog.

But just as the thin dog said this, the moon shone on the neck of the plump dog.

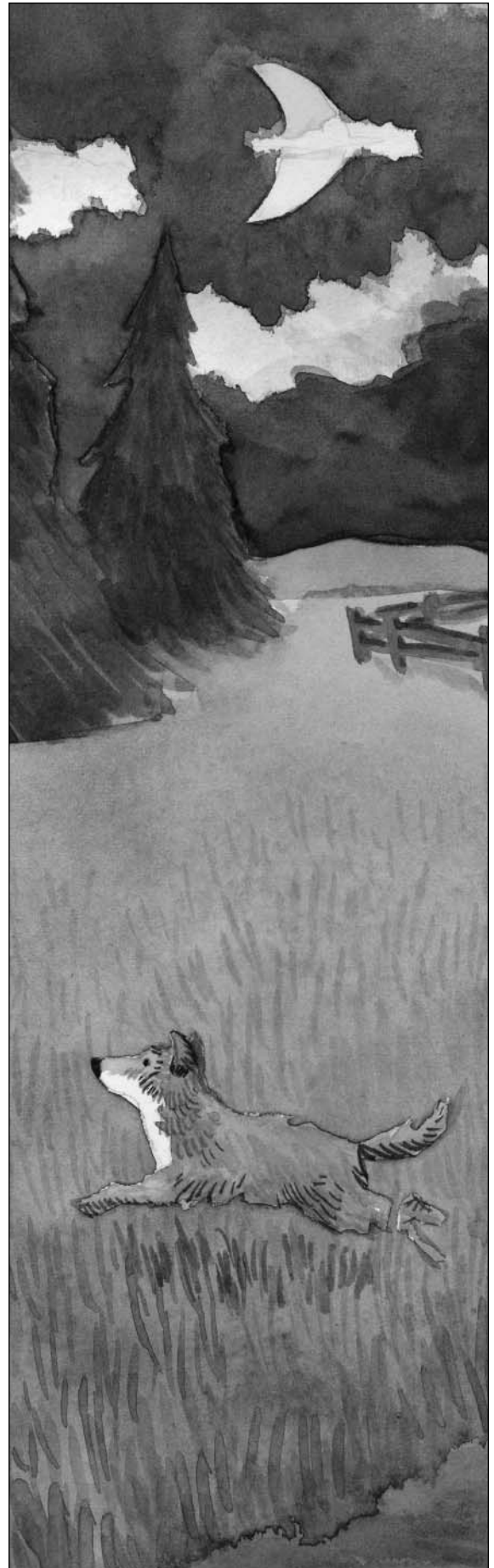
The thin dog said, "What is that on your neck?"

"I am on a rope when the sun is up," said the plump dog.

"Rope?" said the thin dog. "Do they keep you on a rope?"

"Yes," said the plump dog. "When the moon is up, the men let me run free, but when the sun shines, they keep me on a rope. I can not run and be free when the sun shines, but it is not so bad."

"No, no!" said the thin dog, as he ran off. "I will not have a rope on my neck. You can be plump. I will be free!"



Dear Family Member,

This week during our language arts time, we will continue to explore the writing process with students. We are teaching students to plan, draft and edit written compositions before creating a final product. Ask your child to explain the process to you.



We will also continue to read stories from the reader *Fables*. Your child can explain the different morals from the stories we read in class.

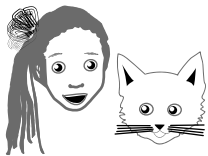
Included below are the spelling words for this week. Remember to encourage your child to practice these words each night in order to be prepared for the test at the end of the week.

Spelling Words

1. frog
2. moth
3. quote
4. wood
5. took
6. spoon
7. tooth
8. Tricky Word: why

The Name of the Tale:

Who?



Where?



What?	<u>Once</u> , there <u>were</u> ...
	Next in the tale...
	At the end of the tale...

Directions: Have students fill in the story map to describe the characters, setting, and plot of the story.

Name _____

The Name of the Tale: _____

In the tale, “The Two Dogs,” _____

Once _____

Next, _____

Directions: Have students use the template for their book reports.

In the end _____

This tale tells us _____

I liked/did not like this tale because _____

The Hares and Frogs

1. Where did the hares have a chat?

☐ in the grass

☐ in a tree

☐ in a hut

Page _____

2. Why were two of the hares sad?

☐ They were fools.

☐ They were tame.

☐ They were not brave.

Page _____

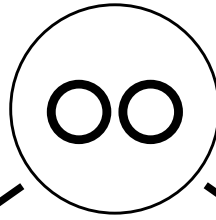
Directions: Have students reread the story and answer the questions. Tell them to record the page on which they found their answer.

This image shows a sheet of handwriting practice paper. It contains four identical sets of horizontal lines, each set consisting of a solid top line, a dashed middle line, and a solid bottom line. These lines are designed to help children learn the correct height and placement of letters. The sets are arranged vertically, with a small gap between each set.

The image displays four identical sets of primary writing lines, arranged vertically. Each set is composed of three horizontal lines: a solid top line, a dashed midline, and a solid bottom line, providing a template for handwriting practice.

28 Unit 3

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①

/oo/ as in soon

②

/oo/ as in look

~~boo~~~~book~~

bloom

food

took

cool

good

cook



/oo/ as in boo



/oo/ as in book

boo

book

Directions: Read the words aloud as a class. Have students write the words with the /oo/ sound under the 'boo' header and the words with the /oo/ sound under the 'book' header.

Dear Family Member:

Your child has been taught to read words with the vowel sounds /oo/ as in *soon* and /oo/ as in *look*. Reading words like these is tricky because the two vowel sounds are spelled with the exact same spelling, 'oo' but pronounced differently. Ask your child to cut out the word cards. Show the cards to your child and have your child read them. You may also ask your child to copy the words onto a sheet of paper. Your child can sort the word cards into two piles: one pile for words with /oo/ as in *soon* and one pile for words with /oo/ as in *look*. Please keep and use the cards for future practice.



pool	moon	cook
look	foot	hood
food	boot	book
spoon	took	root

The Two Mules

spots	strong	ten	packs
five	mules	lift	fool

A man went on a trip with two _____.

The black mule was _____, but the

mule with _____ was not as strong.

The mule with spots had to ask the black mule to help him with

his _____. “I have my five packs and

you have your _____,” said the black mule. The

mule with spots went on, but at last he fell and could not get up.

The man set all _____ packs on the black mule.

The black mule said, “What a _____ I was!

I did not help the mule with spots when I should have! If I had,

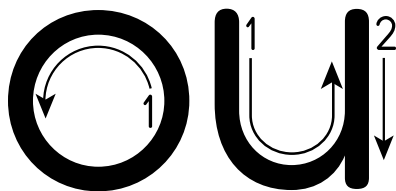
I would not have to _____ all of his

packs as well as mine.”

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

Name _____

9.1



ou

ou

out

out

mouth

shout

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

Print the words on the lines where they fit best.

1. **cloud**





2. **snout**





3. **mouth**





4. **couch**





5. **round**





Name _____

10.1

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____





Directions: Have students underline the verbs with a squiggly line and then copy them on the lines. Have students copy their favorite phrase on the line beneath the box and illustrate it.

1. run up the hill

run

2. mop the room

3. cook good food

4. look it up

5. shake his hand

6. pet the dog

Directions: Have students cut out the events from the story “The Dog and the Mule.” Tell them to look back at their Reader to find the correct order of events. They will then tape or glue the events in the right order on the next page.

The Dog and the Mule

The mule gave the man a big lick and set his feet on the man’s lap.

The man let the dog lick him and his spoon. The man would rub the dog and kiss him.

The man was scared. He made the mule run back **out** to his pen.

The mule felt left **out**. The mule said, “I should act like a dog.”

A man had a dog and a mule.

Name _____

The Dog and the Mule

Dear Family Member,

This is a story your child has probably read once, possibly several times at school. Encourage your child to read the story to you and then talk about it together. Note that the tricky parts in Tricky Words are underlined in gray. Repeated reading is an important way to improve reading. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.



The Hares and the Frogs

Three hares stood in the grass.

"I am sad," one of them said. "I wish we were brave."

"So do I," said the next one.

"But we are not brave. A splash in the brook scares us. The wind in the grass scares us. We are scared all the time."



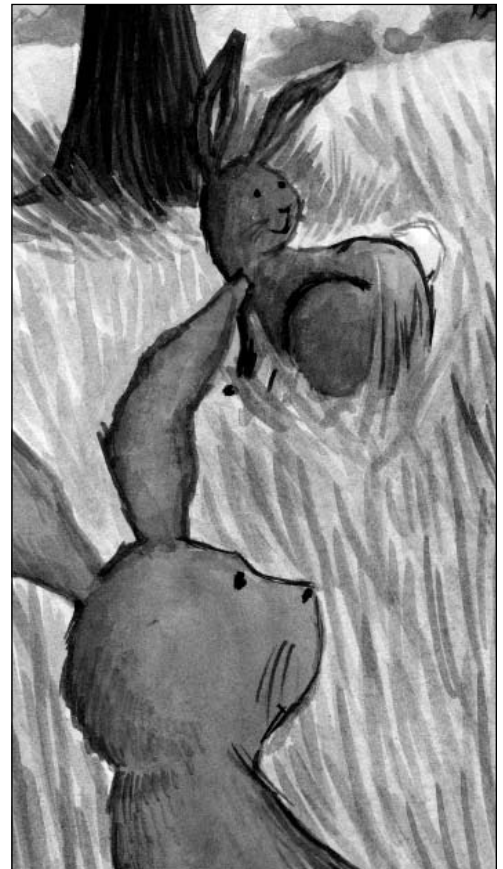
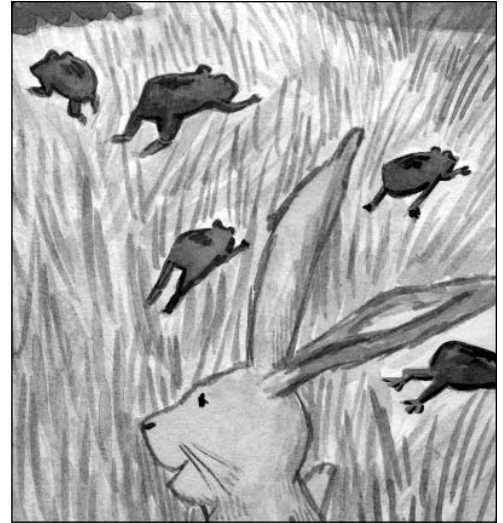
“Yes,” said the last one. “It is sad to be a hare.”

Just then there was a splash in the brook. The splash scared the hares. They ran off to hide. As they ran, they scared a bunch of frogs.

“Look,” said one of the hares. “The frogs are scared of us!”

“Yes, they are!” said the next hare. “They are scared of us! Well, I’m glad I am not a frog!”

“Yes!” said the last hare. “In the end, it is good to be a hare!”



Spelling Words

1. brook

2. stood

3. booth

4. room

5. south

6. proud

7. shout

8. Tricky Word: down

Yes? No?

1. Can a **round** **spoon** fit in your **mouth**?

2. Is there a **couch** in the **room**?

3. Are there big cats at the **zoo**?

4. Can you wave your hand to **shoo** a bug?

5. Can you **count** the **books**?

6. Is the **ground** **down**?

7. Is a cake sweet?

8. Can a mule **cook** **food**?

Directions: Print yes or no on the lines.

Print the words on the lines where they fit best.

hares

shout

free

brook

need

spoon

packs

food

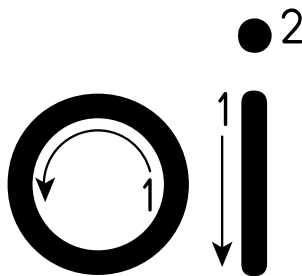
feet

fools

1. The frogs said, "We _____ a king!"
2. The gods said the frogs were _____.
3. The tame dog got his _____ from men.
4. The thin dog had to be _____.
5. There was a splash in the _____.
6. The _____ were scared all the time.
7. The black mule did not help the mule with spots with his _____.
8. The man let the dog lick his _____.
9. The mule put his _____ on the man's lap.
10. The man gave a _____ and he was scared.

Name _____

12.1



oi oi

oi

oi oi

oi

boil boil

boil

coin coin

coin

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

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

coin

point

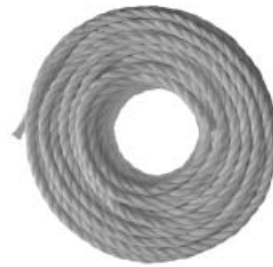
soil

boil

oil

coil













The Bag of Coins

1. What did the man who **found** the **coins** tell the next man?

Page _____

2. Why was the mob mad?

Page _____

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

3. When the mob came, the man with the **coins** said, “If they see us with the **coins**, . . .

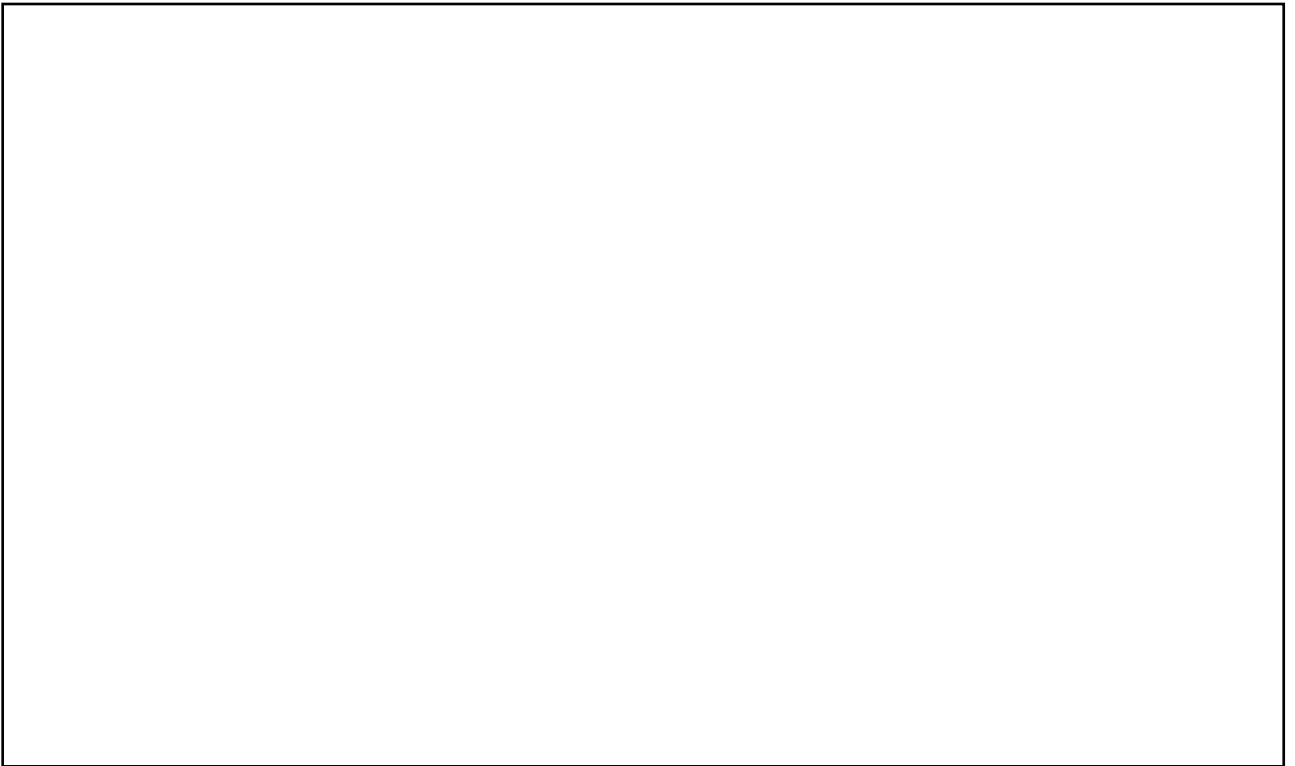
☐ they will be glad.”

☐ they will be scared.”

☐ we will be in a bad spot.”

Page_____

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



Dear Family Member:

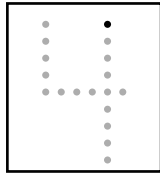
Your child has been taught to read words with the vowel spellings 'oo' as in *spoon*, 'oo' as in *book*, 'ou' as in *cloud*, and 'oi' as in *boil*. Ask your child to cut out the word cards. Show the cards to your child and have your child read them. Then have your child read the word cards from previous take-home worksheets. You may ask your child to copy the words onto a sheet of paper. In addition, you can read the words aloud and have your child write the words down, one sound at a time, paying attention to the digraphs. Please keep the cards for future practice.



smooth	moon	round
cook	boil	foil
look	spoon	loud
sound	book	oil

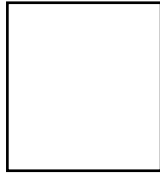
Directions: For each word, have students circle and count the spellings, then write the number of sounds in the box, and copy the word on the lines.

1. coins

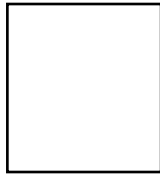


coins

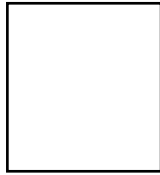
2. moist



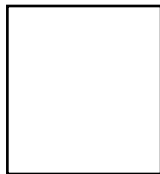
3. broom



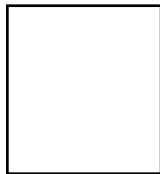
4. tooth



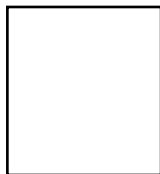
5. scoop



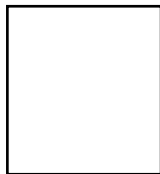
6. couch



7. shook



8. joint

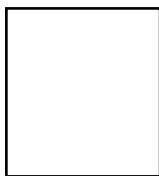


9. c**rou**ch



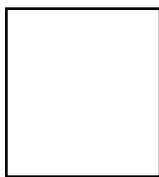
Handwriting practice lines for the word 'crouch', consisting of a solid top line, a dashed middle line, and a solid bottom line.

10. f**oul**



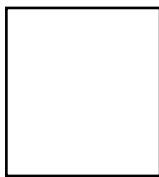
Handwriting practice lines for the word 'foul', consisting of a solid top line, a dashed middle line, and a solid bottom line.

11. h**oo**d



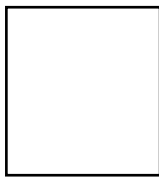
Handwriting practice lines for the word 'hood', consisting of a solid top line, a dashed middle line, and a solid bottom line.

12. st**oo**p



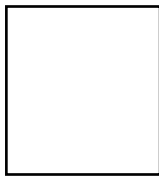
Handwriting practice lines for the word 'stoop', consisting of a solid top line, a dashed middle line, and a solid bottom line.

13. tr**oo**p



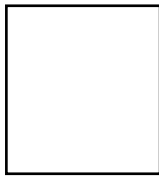
Handwriting practice lines for the word 'troop', consisting of a solid top line, a dashed middle line, and a solid bottom line.

14. p**oi**nt



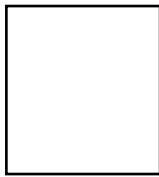
Handwriting practice lines for the word 'point', consisting of a solid top line, a dashed middle line, and a solid bottom line.

15. dr**oo**p



Handwriting practice lines for the word 'droop', consisting of a solid top line, a dashed middle line, and a solid bottom line.

16. m**oun**t



Handwriting practice lines for the word 'mount', consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name _____

15.1

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

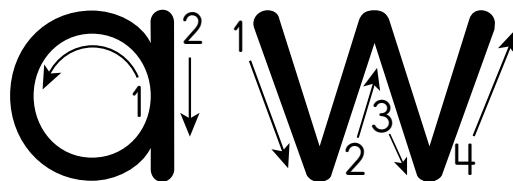
7. _____

8. _____





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



a w

a w

aw

draw

draw

draw

saw

saw

saw

paw

paw

paw

Print the words on the lines where they fit best.

1. **claw**





2. **paw**





3. **saw**





4. **lawn**





5. **crawl**





The Dog and the Ox

1. Where did the dog take his nap?

- ☐ in a loft
- ☐ in a den
- ☐ in a food box

Page_____

2. What did the dog do when the ox came back?

- ☐ He got off the straw.
- ☐ He did not get off the straw.
- ☐ He went to the loft.

Page_____

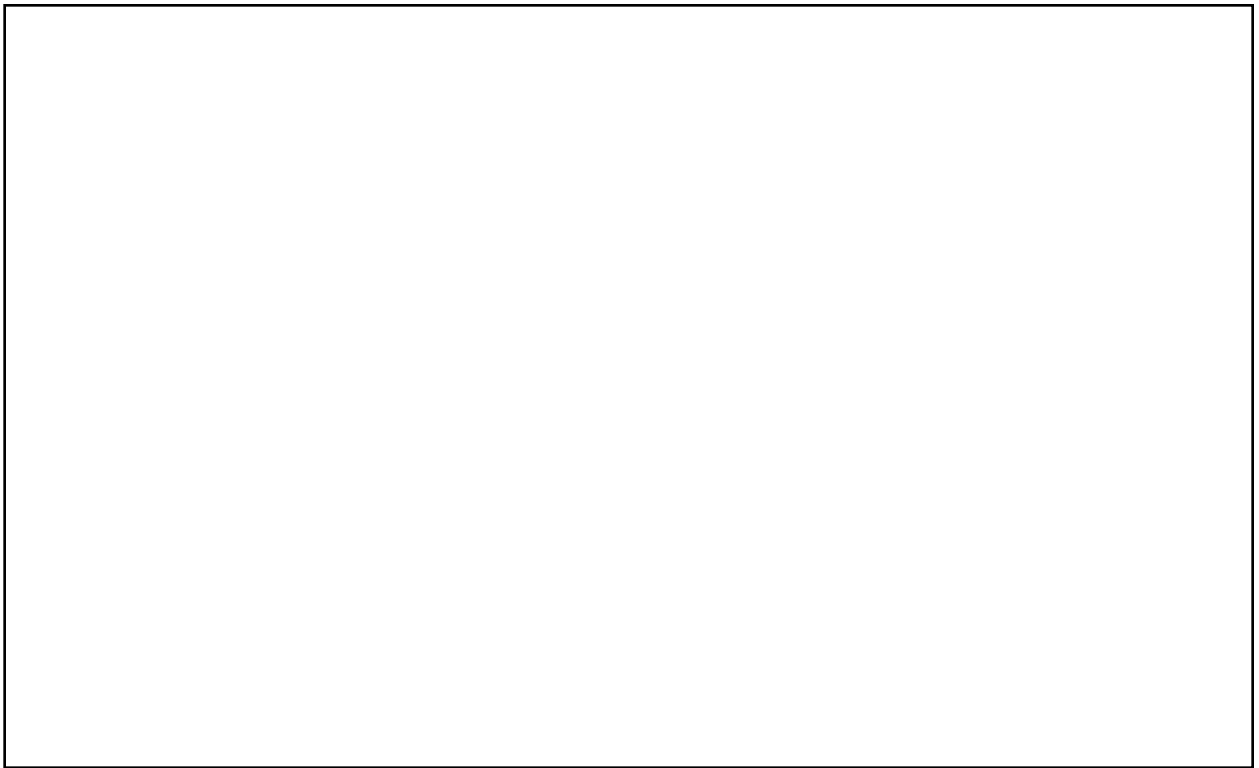
Directions: Have students reread the story and answer the questions.

3. Why did the dog get off of the straw in the end?

- ☐ The dog was mad.
- ☐ The ox said he could sleep in the loft.
- ☐ The man said the dog must get up.

Page _____

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



Dear Family Member:

For Unit 3 of our Core Knowledge Language Arts program, your child has been taught to read the Tricky Words *should*, *could*, *would*, *because*, and *down*. Tricky Words are hard to read because they contain parts that are not pronounced the way one would expect. For this reason, students must memorize the word.



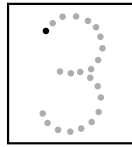
Have your child read the Tricky Words in the box and then the sentences below. Note that the tricky parts are underlined in gray. Have your child write the matching Tricky Word for each sentence and write it on the line. Please note that there could be different answers for the sentences. Ask your child to read the completed sentence out loud, and ask if it makes sense. You may ask your child if there is another word that could fit in the sentence as well.

<u>should</u>	<u>could</u>	<u>would</u>	<u>because</u>	<u>down</u>
---------------	--------------	--------------	----------------	-------------

1. You _____ wash your hands.
2. _____ you hand me that?
3. I was glad _____ I ate cake for lunch.
4. I _____ jump up and sing.
5. The stars are up, not _____.

Directions: For each word, have students read the word and then circle and count the number of sound-spellings. Then have students copy the word on the lines.

1. cook



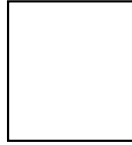
2. cloud



3. lawn



4. point



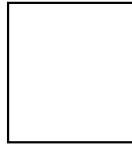
5. sleep



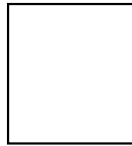
6. spoon



7. brook



8. moist



9. shape

☐

10. hawk

☐

11. pound

☐

12. saw

☐

13. pool

☐

14. join

☐

15. shout

☐

16. wood

☐

Dear Family Member,

This is a story your child has probably read once, possibly several times at school. Encourage your child to read the story to you and then talk about it together. Note that the tricky parts in Tricky Words are underlined in gray. Repeated reading is an important way to improve reading. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

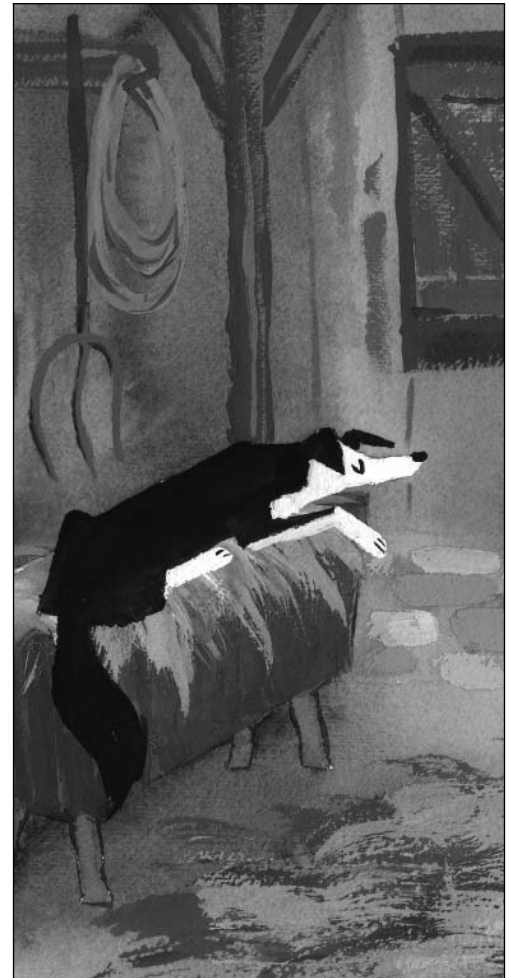


The Dog and the Ox

Once a dog **took** a nap on a pile of **straw** in a box. But the **straw** in the box was not a bed.

When the ox came home, he **saw** the **straw** in his **food** box. But he could not get to the **straw** because the dog was on top of it.

“Dog,” said the ox, “could you sleep up in the loft? I would like to munch on the **straw** in my **food** box.”





The dog woke up, but he would not get off the straw. He was mad that the ox woke him up.

At last, a man came in and **saw** the dog on the straw.

“Bad dog!” said the man. “You did not need that straw, but you would not let the ox have it! Shame on you! Get up!”



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

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

3. Can the fox tell that the grapes are **sour**? Why or why not?

Page _____



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

1. punt point put pout

2. wood want wool wet

3. foil food foot fed

4. clam clod coil cloud

5. foil fall for fell

6. mouth moist mount moth

7. shout shine soil shoot

8. look lake loot late

Directions: Have students circle the word their teacher says.

9. clap cot couch coil

10. joust jar Jill join

11. south smooth sand smooch

12. male mouth mill mope

13. shell shout share shook

14. boot bout bite boon

15. stand stood shout store

The Fox and the Crane

1. The fox asks the crane to have:

- ☐ lunch with him
- ☐ fun with him
- ☐ a snack with him

2. The fox was up to a trick. He gave the crane some food:

- ☐ in a flat stone dish
- ☐ on big plate
- ☐ in a bag

3. The crane could not get the food because:

- ☐ he did not like it
- ☐ of the shape of his bill
- ☐ the dish was hot

4. The crane gave the milk to the fox:

- ☐ on a big plate
- ☐ in a flat stone dish
- ☐ in a glass with a long, thin neck

5. The fox could not get the milk because:

- ☐ the milk was bad
- ☐ of the shape of his nose
- ☐ of the shape of his bill

6. The tale tells us what?

- ☐ If you trick a pal, he could trick you.
- ☐ Milk is best from a tall glass.
- ☐ A long bill is best.

Directions: Have students write the words with the /oo/ sound under the 'boo' header and the words with the /oo/ sound under the 'book' header.

pool

shook

tool

cook

hook

zoom

smooth

took



/oo/ as in boo

pool



/oo/ as in book

shook

Directions: Have students write the words with the /ue/ sound under the 'cute' header and the words with the /oo/ sound under the 'cool' header.

~~cute~~

cube

room

mute

~~hoop~~

use

soon

loop

/ue/ as in cute

cute

/oo/ as in cool

hoop

Name _____

PP2

Directions: Have students write the words with the /oi/ sound under the 'oi' header and the words with the /ou/ sound under the 'shout' header.

~~boil~~

join

sound

moist

~~loud~~

round

hoist

foul

/oi/ as in oil

boil

/ou/ as in shout

loud

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

1. **cl**aws

4

claws

2. **h**oist3. **h**oop4. **l**oud5. **sh**ook6. **d**raw7. **o**il8. **sh**out

9. **g**ood



10. **m**outh



11. **h**ood



12. **y**awn



13. **p**oint



14. **p**roud



15. **p**aw



16. **l**ook



Name _____

PP4

Print the words.

cool

cool

moon

moon

root

root

hoop

hoop

scoop

scoop

Print the words.

look

look

foot

foot

good

good

hood

hood

nook

nook

Name _____

PP5

Print the words.

loud

loud

shout

shout

couch

couch

mouth

mouth

round

round

Print the words.

joint

joint

soil

soil

coin

coin

foil

foil

point

point

Name _____

PP6

Print the words.

law

law

straw

straw

paw

paw

yawn

yawn

shawl

shawl

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

1.	_____	1.	_____
	_____		_____
	_____		_____
2.	_____	2.	_____
	_____		_____
	_____		_____
3.	_____	3.	_____
	_____		_____
	_____		_____
4.	_____	4.	_____
	_____		_____
	_____		_____
5.	_____	5.	_____
	_____		_____
	_____		_____
6.	_____	6.	_____
	_____		_____
	_____		_____
7.	_____	7.	_____
	_____		_____
	_____		_____
8.	_____	8.	_____
	_____		_____
	_____		_____
9.	_____	9.	_____
	_____		_____
	_____		_____
10.	_____	10.	_____
	_____		_____
	_____		_____

Name _____

PP8

Print the words.

because

because

would

would

could

could

should

should

down

down

Print the words.

because

would

could

should

down

1. Is the **m**oon made **o**ut
of cake?

no

2. Can a duck squ**a**wk?

3. Can a h**a**wk swo**o**p
down?

4. Is str**a**w a f**o**od?

5. Are your pants made
out of tin f**o**il?

6. Is a dime a c**o**in?

7. Is there f**o**od on the
gr**o**und?

8. Do you like to l**o**ok at
b**o**oks?

Directions: Have students answer the questions by writing 'yes' or 'no' on the lines.

9. Is two plus two six?

10. Can a **hawk** **coil** up like a snake?

11. Do we use **oil** to **cook**?

12. Can you **crawl** as fast as you can run?

13. Can you **draw** the sun?

14. Can you jump on one **foot**?

15. Can a **broom** sing a song?

16. Do you have a green **couch** in your home?

Name _____

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

yawn

spoon

spout

foot

coin

crawl

book

couch

broom







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

tools	coil	hook
mouth	hawk	paw
soil	tooth	boots



















Name _____

PP11

Print the words on the lines where they fit best.

1. **food**



2. **cloud**



3. **joint**



4. **moon**



5. **straw**



Print the words on the lines where they fit best.

1. **couch**



2. **fawn**



3. **pool**



4. **tooth**



5. **soil**



Name _____

PP12

Print the names of the things on the lines.

hook hat



hawk hound



lap **loop**



coins canes



book broom



claw cloud



Print the names of the things on the lines.

oil **toil**



paw **pan**



shout **shack**



mane **moon**



roots **round**



tool **tooth**



1. big **room**big **root**

2. toss a can

toss a **coin**3. lost and **found**

lost the fan

4. **draw** a man**draw** a kid5. red **boots**red **books**6. **loud** **mouth****loud** moth7. a big **yawn**a big **lawn**8. **boil** fish in a pot**boil** crabs in a pot9. up and downdown and **out**10. **join** us at twomeet us at two*Directions: Have students circle the phrases that are said.*

1. a big _____

2. the _____ moon

3. look at the _____

4. bills and _____

5. two _____ cooks

6. _____ the food

7. lunch at _____

8. a cat's _____

Directions: Have students fill in the blanks as the teacher says each phrase.

Dear Family Member,

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

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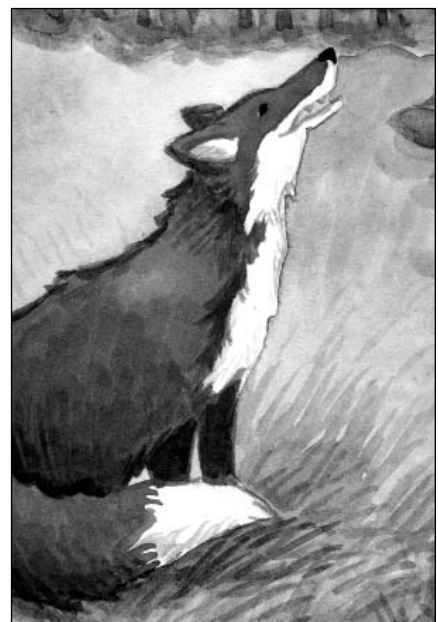
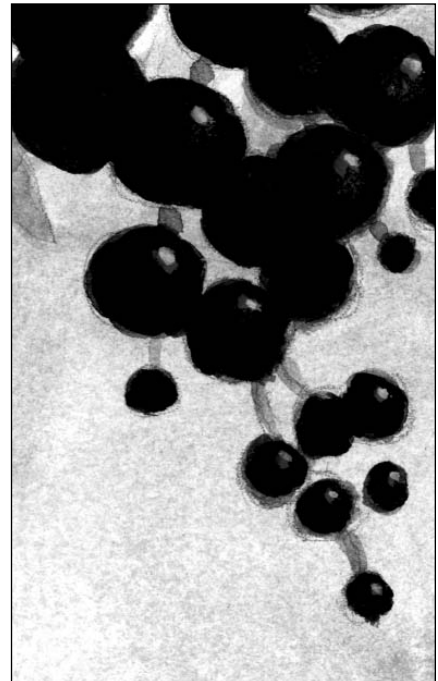


The Fox and the Grapes

A fox saw a bunch of ripe grapes that hung from the branch of a tree.

The fox said, "Those grapes look good. I will get them and make them my lunch."

The fox stood up on his back legs, but he could not grab the grapes.



The fox made a hop, but he could not grab the grapes.

The fox ran and made a big jump, but he still could not get the grapes.

At last, the fox sat down on the **ground**.

“What a **fool** I am!” said the fox. “I can tell that those grapes are **sour**. They would not have made a **good** lunch.”



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



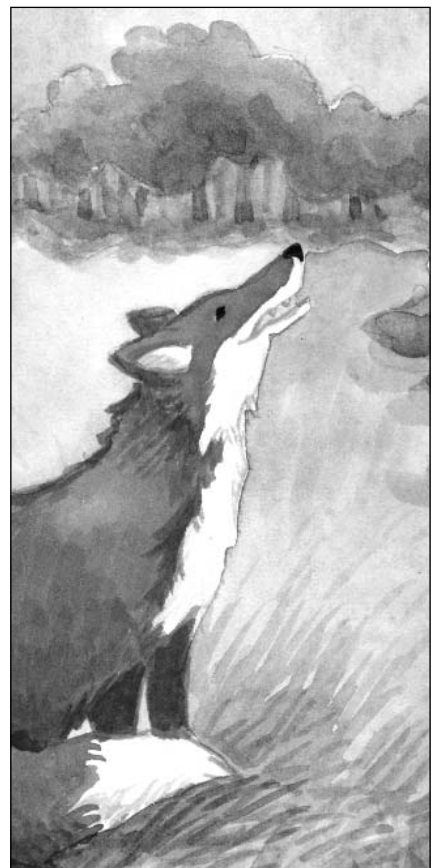
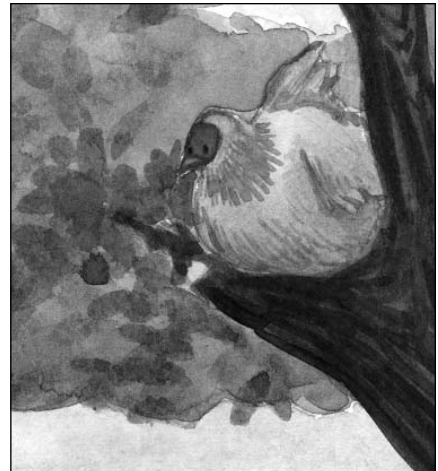
The Fox and the Hen

A hen sat in a tree. A red fox ran up to the tree.

“Did they tell you?” said the fox.

“Tell me what?” said the hen.

“They have made a **law**,” said the fox. The **law** says that we must all be pals. Dogs are not to chase cats. They must be pals. Cats are not to chase rats. They must be pals. Dog and cat, fox and hen, snake and rat must all be pals! So jump down here and let me hug you!”



“Well, that **sounds** swell!” said the hen. “But, all the same, I will sit up here a bit.”

Then the hen said, “What’s that I see?”

“Where?” said the fox. “What is it?”

“It **looks** like a pack of dogs,” said the hen.

“Dogs!” said the fox. “Then I must get **out** of here!”

“Stop!” said the hen. “The **law** says that dog and fox must be pals. So you are safe!”

But the fox did not stop. He ran off.

The hen just smiled.



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The Fox and the Crane

The fox saw the crane and said, "Crane, will you have lunch with me?"

The crane said, "I will."

The crane came and sat down with the fox in his den.

The fox was up to a trick. He gave the crane some food, but he gave it to him in a flat stone dish. The crane could not get the



food because of the shape of his bill. The fox smiled at his trick. He ate up all of his food.

The next week the crane saw the fox and said, “Fox, will you have lunch with me?”

The fox said, “That would be good. I will.”

This time the crane was up to a trick. He gave the fox milk, but he gave it to him in a glass with a long, thin neck. The fox could not get the milk because of the shape of his nose.



The Tree and the Reeds

1. What stood next to a grove of reeds?

Page _____

2. What did the reeds do in the strong wind?

Page _____

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

3. What did the tree do in the strong wind?

Page _____

4. Name the **noun** in: “The reeds bent.”

- ☐ The
- ☐ reeds
- ☐ bent

5. Name the **noun** in: “The tree fell.”

- ☐ The
- ☐ tree
- ☐ fell

The Moon

1. Did the moon's mom make a dress?

Page _____

2. Why can she not make a dress?

Page _____

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

3. If you could make a dress, what would it **look** like?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines.

Directions: In the box, have students draw the dress they would make.

A large empty rectangular box for drawing.

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Unit 3

Workbook

Skills Strand
GRADE 1