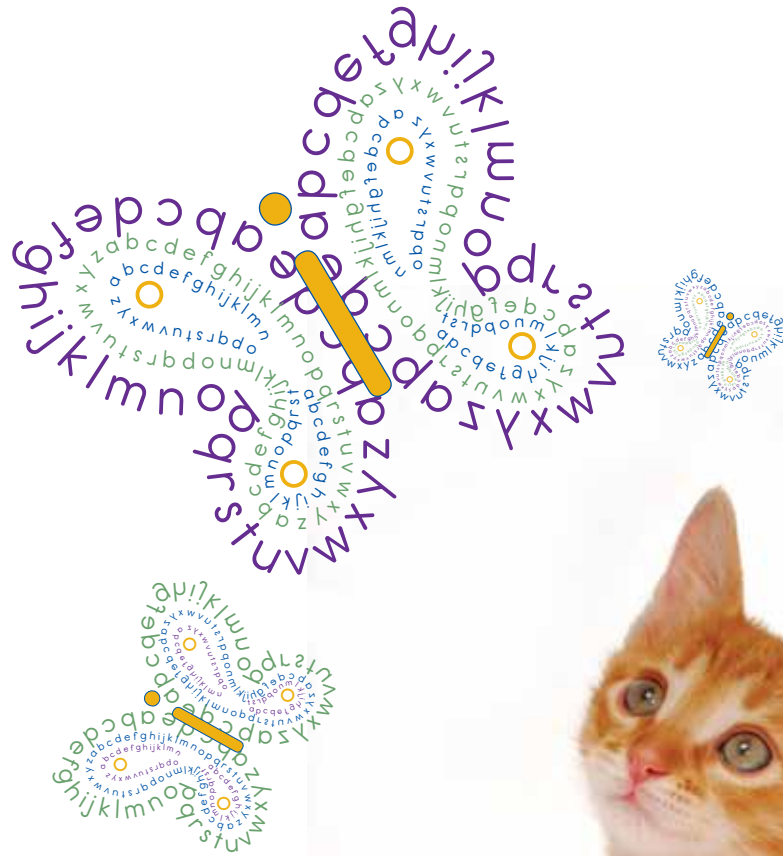




Unit 4

Workbook





Unit 4

Workbook

Skills Strand

GRADE 1

Core Knowledge Language Arts®
New York Edition



Core Knowledge®

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Unit 4

Workbook

This Workbook contains worksheets that accompany many of the lessons from the Teacher Guide for Unit 4. Each worksheet is identified by the lesson number in which it is used. Some of the worksheets in this book do not include written instructions for students because the instructions would have contained nondecodable words. The expectation is that teachers will explain these worksheets to students orally, using the guidelines in the Teacher Guide. Nondecodable instructions are also included along the side of each of these worksheets, and are only meant to be read aloud by a teacher or family member. The Workbook is a student component, which means each student should have a Workbook.

**Dear Family Member,**

Today our class started the Unit 4 of the Core Knowledge Language Arts program. The Reader for this unit is called *The Green Fern Zoo*. Your child will bring home stories you can read together about zoo keeper Vern and the different types of animals he cares for at the Green Fern Zoo. Remember that reading at home with your child is important for their success as a reader.

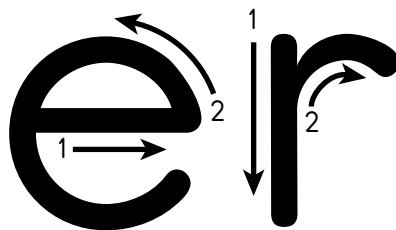
In addition, your child's spelling words for this week include the days of the week. Students will practice writing the date, including the days of the week. All of the spelling words this week are Tricky Words. Tricky Words do not play by the rules, meaning there are spellings that do not sound the way students would expect them to. These words need to be memorized, so your child will benefit from practice reading and writing them.

1. Monday
2. Tuesday
3. Wednesday
4. Thursday
5. Friday
6. Saturday
7. Sunday
8. would

Name _____

3.2

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



er

er

er

her

her

her

Bert

Bert

Bert

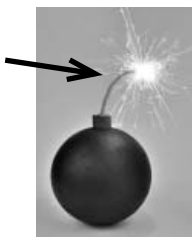
perk

perk

perk

Print the words on the lines where they fit best.

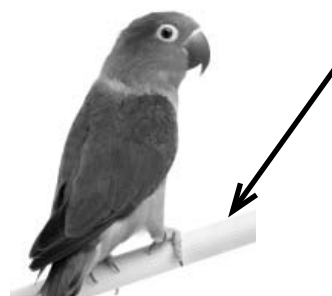
1. **fern**



2. **herd**



3. **perch**



Directions: Have students write the words with the /r/ sound under the 'red' header and the words with the /er/ sound under the 'her' header.

~~fern~~~~rat~~

rust

perch

rope

rag

clerk

verb

room

term

/r/ as in red

rat

/er/ as in her

fern

Name _____

2.2



Dear Family Member,

Your child has been taught to read words with the vowel digraph, or letter team, 'er' as in *her*. To practice this new spelling, ask your child to cut out the word cards below. In addition to the 'er' spelling, some of the words below are Tricky Words and previously taught spellings. Have your child read all of the words aloud, and arrange the cards to make phrases such "the herd" and "one fern." You may also ask your child to copy the phrases onto a sheet of paper. Please keep the cards for future practice.



the

all

big

herd

clerk

perch

food

book

one

pound

coin

hawk

Name _____

3.1

her

clerk

round

coin

verb

paws

scoops

food

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

1. The plate is _____.

2. The _____ gave **her** a dime.

3. Dogs have _____.

4. I would like three _____!

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

her

clerk

round

coin

verb

paws

scoops

food

5. I can cook a lot of _____.

6. _____ dad is at home.

7. I will flip a _____.

8. Is this word a _____?

Meet Vern

1. Where will **Vern** take you?

- ☐ the shop
- ☐ the Green **Fern** Zoo
- ☐ the bus

Page _____

2. What is **Vern's** job?

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

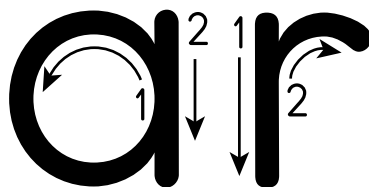
3. What could be some things with wings?

4. Name some things that you could see
at the zoo.

Name _____

4.1

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



ar ar

ar

art art

art

farm farm

farm

yarn yarn

yarn

Print the words on the lines where they fit best.

1. **arm**

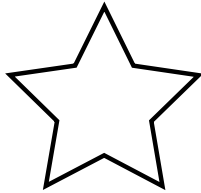


arm

2. **car**



3. **star**



4. **yarn**



5. **cart**



Name _____

4.2



Dear Family Member,

Your child has been taught to read words with the vowel digraphs 'er' as in *her*, and 'ar' as in *car*. Ask your child to cut out the word cards. Have your child arrange the cards to make phrases or sentences. You may also ask your child to copy the phrases or sentences on the sheet of paper. Please keep the cards for future practice.



verb	herd	perch
the	march	one
yard	a	green
farm	chart	fern
this	big	is
stars	tree	bark

Name _____

5.1

Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

Things That Swim

1. What is a trout?

- ☐ a dog
- ☐ a bug
- ☐ a fish

Page _____

2. What **parts** of a trout help it hide?

- ☐ spots and **marks**
- ☐ mouth and teeth
- ☐ fins and scales

Page _____

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

3. What big fish makes wee fish run and hide?

- ☐ trout
- ☐ reef shark
- ☐ squid

Page _____

4. Why do reef sharks make their home close to reefs?

5. What do reef sharks like to feed on?

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. Note that the tricky parts in Tricky Words are underlined in gray, and the new sound-spellings in this unit are bolded.

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.

Meet Vern

My name is **Vern**, and I have the best job! My job is to take you kids in to see the Green **Fern** Zoo.

We will see things with wings and things with scales, things that bite and things that sting, things that creep and things that swim.

I have lots of fun facts and tales to share with you. So let's see the zoo and have some fun!



**Dear Family Member,**

Your child's spelling words for this week include the 'er', 'ar', and 'or' spellings that your child has been learning in this unit. Your child should practice reading and writing these words. The last spelling word is a Tricky Word. Tricky Words do not play by the rules, meaning there are spellings that do not sound the way students would expect them to. These words need to be memorized.

Spelling Words Lesson 6

1. sharp
2. fern
3. start
4. spoil
5. verb
6. shark
7. crawl
8. Tricky Word: because

stars

perk

look

fern

shout

oil

claws

moon

shark

herd

Directions: Have students read the words in the box and write each word in the sentence where the word fits best.

1. There is not a _____ in this lake.

2. The **car** needs _____ in it.

3. That cat has sharp _____ !

4. The flag has _____ and stripes.

5. My mom had to ask us not to

_____ .

Directions: Have students read the words in the box and write each word in the sentence where the word fits best.

stars

perk

look

fern

shout

oil

claws

moon

shark

herd

6. She must _____ up and not sleep!

7. I saw a _____ of deer in the woods.

8. I would like to see the Green

_____ Zoo.

9. _____ at that big wave!

10. We look up at the stars and the

_____ when it gets dark.

it is

he's

here is

can't

she is

she's

can not

it's

he is

here's

Directions: Have students match the words to their contracted form.

can't

let's

here's

she's

it's

Bert's

1. _____ sad.

2. _____ hot out.

3. _____ run to the **park**.

4. _____ a good pal.

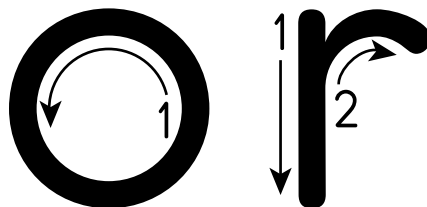
5. _____ my class.

6. We _____ see the
sharks.

Directions: Have students fill in the blanks with the correct contraction.

Name _____

7.1



o r

o r

o r

corn

corn

corn

fork

fork

fork

short

short

short

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.

stork

fork

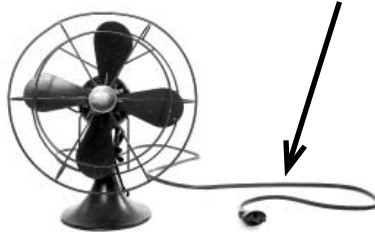
thorns

corn

shorts

cord













Name _____

7.2



Dear Family Member,

Your child has been learning to read and write contractions. Work with your child to write each sentence with the contracted form of the words in parentheses. Extension: Use contractions orally with your child, pausing to discuss the formation of the contracted form.

1. _____
_____ (he is) glad we can have
cake.

2. _____
_____ (she is) with **her** gran.

3. _____
_____ (let us) run to the **park**!

4. I _____
_____ (can not) ride a bike.

5. _____
_____ (here is) the book!

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.

**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. Please note that the multi-syllable words that students encounter in the Readers and Workbook will be divided between syllables with a dot. This dot serves as an early cue to assist students in chunking words, and will be omitted in later units.

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.

Things That Swim

I hope you kids like things that swim, be·cau·se this is the room where we keep all the fish.

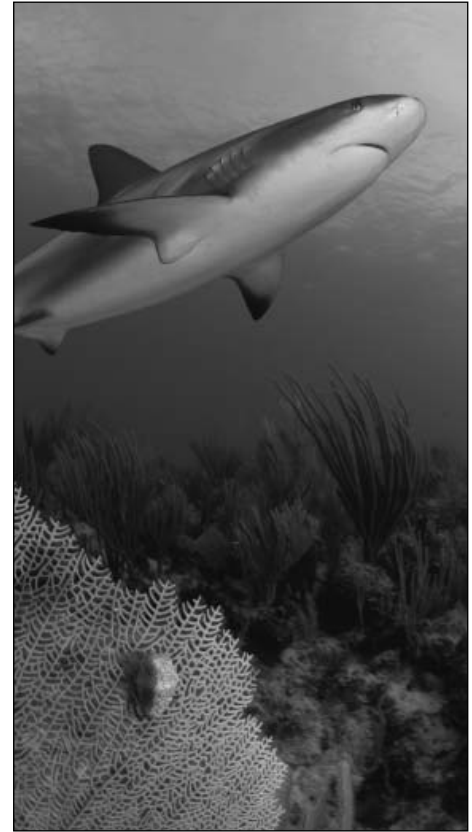
The fish here are trout. A trout is a fish that swims in cool lakes and creeks. You can see that they have lots of spots and **marks**. The spots and **marks** help the trout hide. They make the trout look a lot like the sand on the bed of a creek.



Here's a big fish that makes all of the wee fish run and hide. This is a reef shark. It has that name be·cause it likes to make its home close to a reef, where there are lots of fish.

You can see that the reef shark has fins and a set of gills on its side. You can not see them from here, but this shark has lots of sharp teeth in its mouth.

Would a reef shark bite you? Well, you are not the lunch that this shark would like best. A reef shark likes to feed on squid, crabs, and shrimp. But it would be smart not to get the reef shark mad at you all the same!



Chimps

1. Green **Fern** Zoo has _____ chimps.

- ☐ one
- ☐ five
- ☐ ten

2. Who is Bess?

- ☐ a chimp
- ☐ **Vern's** pal
- ☐ a **shark**

3. What do chimps not like to munch on?

- ☐ plants
- ☐ seeds
- ☐ rocks

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

4. What will **Bart** have **for** lunch?

5. What will Max do **for** fun?

6. Why were **Carl** and **Norm** not pals last week?

Name _____

10.1

Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

Mandrills

1. Is a male man·drill's nose green?

2. What makes man·drills look and feel good?

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

Directions: On a separate sheet of paper, have students illustrate one of the nouns from the story.

4. List 4 nouns that you found in “Man·drills.”

**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. Please note that the multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

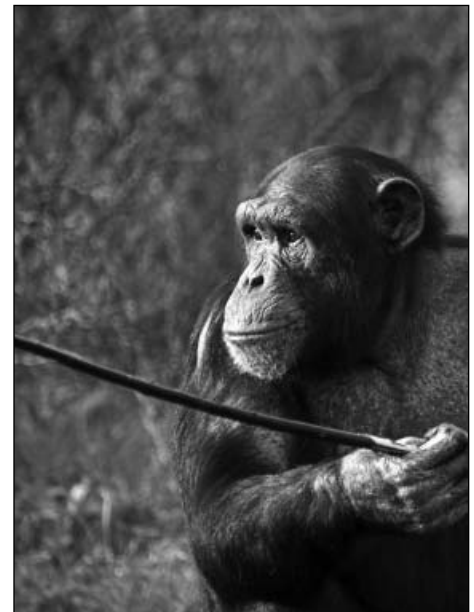
Repeated oral reading is an important way to improve reading skills. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

Chimps

Next, let's see the chimps. We have ten chimps here at the Green **Fern** Zoo. You can see them all out there if you look **hard**.

The one you see here is Bess. She has a snack in **her** mouth. Bess and the rest of the chimps like to munch on plants, nuts, and seeds.

Do you see that chimp with the stick? That's **Bart**. **Bart** likes to have ants **for** lunch. To get the ants, he takes a stick and sticks it in an ant hill. Then he lifts it up



and licks off the ants. Yum, yum!

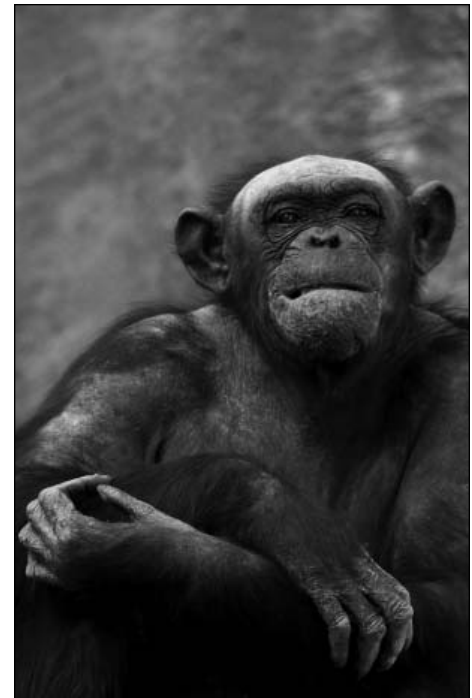
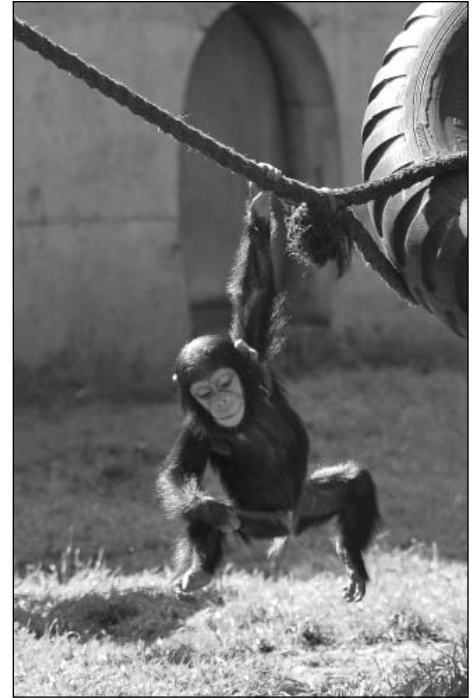
The chimp with the rope in his hand is Max. He's just a babe. He was **born** in **March**. Bess is his mom.

Max is a lot of fun. He likes to swing on the rope and splash in the pool.

The two chimps up on the rocks are **Carl** and **Norm**. **Carl** is the one on the left. **Carl** and **Norm** are pals. But they were not pals last week.

Last week we gave them a branch from a fig tree **for** lunch. **Norm** took the branch and ran off with it. He ate all of the figs. **Carl** was mad at **Norm** all week.

But that was last week. This week the two of them are pals.



**Dear Family Member,**

Our class has begun reading and writing two-syllable words. The spelling words this week are two-syllable words which may be more challenging than the previous one-syllable words. Your child may find it helpful to practice writing and remembering the spelling words syllable by syllable.

Spelling Words Lesson 11

1. zipper
2. barking
3. perfume
4. morning
5. carpet
6. forest
7. border
8. Tricky Word: today

Mark the words that are said and print them on the lines.

1. **arm**·pit **art**·ist

2. sneez·ing sniff·ing

3. bas·kets bask·ing

4. nap·kin napp·ing

5. broil·ing boil·ing

6. twist•**er** tweezer•**er**

7. un•like un•less

8. cor•**ner** cor•net

9. win•**ter** winn•**er**

10. ant•hill ant•**ler**

**Dear Family Member,**

Your child has been taught to read words with the vowel digraphs 'er' as in *her*, 'ar' as in *car*, and 'or' as in *for*. 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. Extension: Ask your child to copy the words onto a sheet of paper. Further extension: Read the words aloud and have your child write the words down, one sound at a time, paying attention to the vowel digraphs. Please keep the cards for future practice.



herd	storm	farm
start	clerk	born
term	sports	park
short	parts	her

1. The pig snorts.
2. The dog **arks**.
3. The **ar** stops.
4. The sh**ark** hunt·ed.
5. The man helped.

Directions: Have students read the sentences, circle the nouns, and underline the verbs with a squiggly line. Then have students write a few original sentences on the lines.

Things with Wings

1. The puff•in makes his home _____

- ☐ in hot lands
- ☐ up **n**orth
- ☐ in the grass

Page _____

2. The puff•in's feet help him _____

- ☐ swim
- ☐ sleep
- ☐ get a snack

Page _____

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

3. What can a puff•in use to get fish?

- ☐ his feet
- ☐ his eggs
- ☐ his bill

Page _____

4. Puff•ins are **born** from _____.

The puff•in mom and _____ sit

on their egg. In the end, the _____

pops out of the shell.

5. What can a finch use to get food?

**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. Please note that the multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

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.

Mandrills

Here you can see two man·drills. Man·drills are a lot like chimps.

Do you like the red nose? The man·drill with the red nose is a male.

The man·drill on the left is groom·ing the male with the red nose. She is look·ing **for** ticks and bugs. Man·drills like groom·ing be·cause it makes them look good and feel good, too.



Look! One of the man·drills is yawn·ing! You can see that he has long, sh**arp** teeth. Those sh**arp** teeth help him chop up his food.

Man·drills like a lot of foods. We feed our man·drills ants, grass, nuts, b**ark**, plant shoots, and roots.

Man·drills have sacks in·side their cheeks. They can stuff food in the sacks and keep it there un·til they need a snack. Then they pop the food out and munch on it!



Directions: Have students underline the past-tense marker 'ed' in each verb. Then have students write the past-tense verbs that end in /ed/ under the /ed/ header, the verbs that end in /d/ under the /d/ header, and the verbs that end in /t/ under the /t/ header.

~~start·ed~~ ~~grinned~~ ~~helped~~ ~~sounded~~ ~~formed~~ ~~parked~~

point·ed smiled baked lifted waved hiked

/ed/

/d/

/t/

started

grinned

helped

Name _____

13.2

Dear Family Member,

Your child has been learning about contractions, nouns, and verbs. For the first part of this worksheet, have your child circle the nouns in the sentence, and underline the verbs with a squiggly line. Review with your child that a noun is a person, place, or thing, and a verb is a word that shows action. Please note that the number of nouns in each sentence is noted in parentheses. For the second part, have your child draw a line to match the words with its contraction.



1. The cat naps in the yard. (2)
2. The cook made a cake. (2)
3. The kid rides a bike to the park. (3)
4. The tree shakes. (1)
5. A big dog barks. (1)

it is

there's

there is

she's

let us

it's

here is

let's

she is

here's

Directions: Have students match the words to their contracted forms.

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. For an extra challenge, ask students to write the number of syllables in the circle.

1. ham·ster

6

hamster

2

2. green

3. win·ter

4. slime

5. good

6. gar·lic

7. shout

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. For an extra challenge, ask students to write the number of syllables in the circle.

8. paws

A set of three horizontal lines (top, middle dashed, and bottom) for handwriting practice. On the left, a square is drawn between the top and bottom lines. On the right, a circle is drawn between the top and bottom lines.

9. pop·c**o**rn

A set of three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line. On the left, a square is drawn between the top and bottom lines, touching both. On the right, a circle is drawn between the top and bottom lines, touching both.

10. camp·ers

11. mon·ster

12. woods

13. **for**.get

A set of handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. On the left side, there is a square shape. On the right side, there is a circle shape.

14. zipp·ers

Handwriting practice lines. On the left is a square, and on the right is a circle. Between them are two horizontal lines: a solid top line and a dashed middle line.

Yes or No?

1. Is green slime a good food?

2. Do gar·lic and a rose smell the same?

3. Do cats have paws?

4. Is a pum·pkin black?

5. Can a pig ride a bike?

6. Is pop·corn a good snack?

7. Do camp•ers sleep in tents?

8. Is a **verb** a word?

9. Would you like to win a prize?

10. Can a dog tell time?

11. Is it hot in the win•ter?

12. Do coins have zipp•ers?

Big Cats

1. Name three things that a bob·cat hunts.

2. Why should you not keep a bob·cat in your home?

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

3. What helps a pan·th**er** hunt?

4. A pan·th**er** can be . . .

- ☐ green with stripes.
- ☐ black **or** tan, **or** can have spots.
- ☐ red with tan dots.

Name _____

15.1

Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

Groundhogs

1. What do ground·hogs use their claws **for**?

2. Why do ground·hogs have to be on the look·out when they are not in their holes?

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

3. Where was Pepp·er when she got out
from her pen?

4. What did Pepp·er stuff her·self with?

**Dear Family Member,**

The spelling words for this week are two-syllable words that contain the 'er', 'ar', and 'or' spelling. Your child can practice reading and writing these words, as well as clap the syllables for them. The last spelling word is a Tricky Word. Tricky Words do not play by the rules, meaning there are spellings that do not sound the way students would expect them to. These words need to be memorized.

Spelling Words Lesson 16

1. sounded
2. lifted
3. pointed
4. parked
5. waved
6. grinned
7. tripped
8. Tricky Word: have

The Reptile Room

1. What do **gar·ter** snakes feed on?

2. Why are **gar·ter** snakes **harm·less** **for** us?

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

A handwriting practice sheet featuring five sets of horizontal lines. Each set is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are evenly spaced and extend across the width of the page, providing a guide for letter height and placement.

Directions: For each sentence, have students circle the nouns and underline the verbs with a squiggly line.

1. To·day kids **ma**rch in line.
2. Yes·**ter**·day kids **ma**rched in line.
3. To·mor·ow kids will **ma**rch in line.
4. To·day the cat naps on the **car**·pet.
5. Yes·**ter**·day the cat napped on the **car**·pet.
6. To·mor·ow the cat will nap on the **car**·pet.
7. To·day the man bikes at the **par**k.
8. Yes·**ter**·day the man biked at the **par**k.
9. To·mor·ow the man will bike at the **par**k.

Name _____

17.2



Dear Family Member,

Your child has been practicing reading two-syllable words. Below are two sections from a story about reptiles at the Green Fern Zoo. Have your child read the story and fill in the blank with the correct word.

critt·ers

gar·ter

harm·less

kill·er



This is a _____ snake. **Gar·ter**

snakes feed on slugs, in·sects, and frogs. **For**

those _____, the **gar·ter** snake is

a _____. A **gar·ter** snake could

bite you, but its bite would not make you sick. **For**

us, a **gar·ter** snake is _____.

dwel·**er**

patt·**ern**

des·**ert**

ratt·**ler**



This is a _____. A ratt·**ler** is a
des·**ert** _____ that hunts **for**
rats and rabb·its. He has a _____ on his
scales that helps him blend in and hide in the
_____ sands. When the ratt·**ler**
is hidd·en, it is **hard for** rats and rabb·its to see
him.

**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. Please note that the multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

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.

Things With Wings

Next, let's see some things with wings.

This is a puff·in. He makes his home up **n**orth, not too **f**ar from north Pole.

Look at those cute feet!
But they are not just cute. The puff·in's feet help him swim.

Note, as well, his big bill. The puff·in can use his bill to get fish.



Puff·ins are **born** from eggs.
The puff·in mom and dad sit on their egg. The mom sits. Then the dad sits. In the end, the chick pops out of the shell. The mom and dad take care of the chick un·til it can care **for** it·self. Look! That puff·in has fish in **her** bill! She will feed those fish to **her** chick.

In this next room, we have a finch. Un·like the puff·in, the finch makes a home in wood·lands. He can use his bill to snap up grass seeds **for** food.

I'm sad to tell you that the finch is gett·ing to be quite rare. We are proud to have five of them here at the Green **Fern** Zoo.



Directions: Have students underline the past-tense marker 'ed' in each verb. Then have students write the final sound(s) in each word in the slashes. Then have students write the past-tense verbs that end in /ed/ under the /ed/ header, the verbs that end in /d/ under the /d/ header, and the verbs that end in /t/ under the /t/ header.

~~start~~·ed /ed/ ~~grinn~~·ed /d/ ~~help~~·ed /t/ ~~march~~·ed / ~~add~~·ed / /

~~seem~~·ed / / ~~snort~~·ed / / ~~wish~~·ed / / ~~rub~~·ed / /

/ed/

/d/

/t/

start·ed

grinn·ed

help·ed

Termites

1. What are **ter**·mites?

2. What is in·side a **ter**·mite mound?

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

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

This image shows a handwriting practice sheet. It contains four identical sets of horizontal lines, each set consisting of three lines: 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.

Name _____

20.1

Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

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

gar·lic

dinn·er

cool·er

hamm·er

jump·er

hor·net





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

blend·er

pop·corn

num·ber

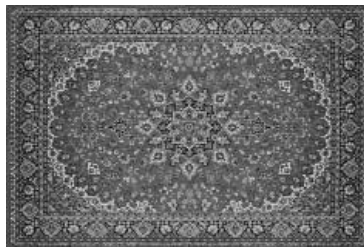
car·pet

for·est

gar·den



48





Check the Draft Step by Step

1. Check that the name of the thing is there.	
2. Check that you des·cribed what it looks like.	
3. Check that you des·cribed the feel, sound, and taste of the thing.	
4. Check that you end·ed with a fun fact or if you like the thing.	
5. Aa, Bb, Cc	
6. ? . !	
7. Check that the words are spelled well.	

River Otters

1. What do riv·**er** ott·**ers** like to do?

2. Which is NOT the riv·**er** ott·**ers**' home?

- ☐ nests on land
- ☐ the riv·**er**
- ☐ up in trees

3. What **part** helps riv·**er** ott·**ers** swim fast?

- ☐ webbed paws
- ☐ point·ed nose
- ☐ sh**arp** claws

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

The image displays four identical sets of horizontal lines for handwriting practice. Each set is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. These sets are arranged vertically, providing a template for practicing letter formation and alignment.

Name _____

Name of Critter: _____



I will describe: _____

What it looks like: _____

Directions: Have students respond to the prompts, using the Reader as a resource.

What it sounds like:

What it feels like:

Where is its home?

What food would it like?

Name _____

Name of Critter: _____



I will describe: _____

What it looks like: _____

Directions: Have students respond to the prompts, using the Reader as a resource.

What it sounds like:

What it feels like:

Where is its home?

What food would it like?

Name _____

22.3

Name of Critter: _____



I will describe: _____

What it looks like: _____

Directions: Have students respond to the prompts, using the Reader as a resource.

What it sounds like:

What it feels like:

Where is its home?

What food would it like?

Name _____

Name of Critter: _____



I will describe: _____

What it looks like: _____

Directions: Have students respond to the prompts, using the Reader as a resource.

What it sounds like:

What it feels like:

Where is its home?

What food would it like?

Name _____

Name of Critter: _____



I will describe: _____

What it looks like: _____

Directions: Have students respond to the prompts, using the Reader as a resource.

What it sounds like:

What it feels like:

Where is its home?

What food would it like?

Name _____

22.6

Name of Critter: _____



I will describe: _____

What it looks like: _____

Directions: Have students respond to the prompts, using the Reader as a resource.

What it sounds like:

What it feels like:

Where is its home?

What food would it like?

1. Yes·**ter**·day the dog _____

(lick)
the food on the **car**·pet.

2. My pal _____

(grin) at us.

3. Fran lost her **tem**·**per** and

(yell).

4. She _____

(chop) wood in **her**
back·**yard**.

5. I _____

(bake) a cake yes·**ter**·day
for my class.

Directions: Have students write the verb in its past tense form.

**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. Please note that the multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

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.

Big Cats

Do you like cats? If you do, look there in the grass. Do you see the cat?

That is not the **sort** of cat that you keep in your home and feed cat food. That is a bob·cat.

Bob·cats are good hunt·**ers**. They hunt rabb·its, rats, and some·times deer and sheep.

That bob·cat's name is Rob·**ert**, **or** Bob **for** short. Get it?



If you look up on that rock, you will see a cat that's bigg·er than a bob·cat. It's a pan·ther.

Pan·thers can have spots. They can be tan, too. Here at the Green Fern Zoo, we have two black pan·thers. The name of this one is Jet.

That's Jet's sis·ter, Flash, up on the tree branch. Flash has strong legs that help her run fast. She has sharp teeth and sharp claws that help her hunt rabb·its and deer. She can use her claws to scam·per up a tree if she needs to.

You can see that she is not all black like Jet. She has some spots.



Name of Critter:

I will des·cribe

Des·cribe what it looks like, sounds like, and feels like:

Home:

Food:

Fun Fact:

End:

**Dear Family Member,**

Your child has been learning about nouns and verbs. The dot in words shows that this is a two-syllable word. Please have your child read the sentences, then circle the nouns and underline the verbs with a squiggly line. You may ask your child to act out the action.

1. The dog **barks**.
2. To·day my sis·**ter** will take a nap.
3. To·morr·ow the kid will sing a song.
4. Yes·**ter**·day the cat licked **her** paws.
5. To·morr·ow Gran will bake a cake.

6. To·day the man point·ed to the clouds.
7. Yes·**ter**·day my pal took a trip.
8. To·day the sh**ark** swims.
9. The kid grinned at us.
10. Yes·**ter**·day the ground·hog was stuffed with food.

Check the Draft Step by Step

Name of **Part·ner**: _____

Ed·it·ed by: _____

Step	Check?
Check that the name of the critt· er is there.	
Check that you des·cribed what it looks like.	
Check that you des·cribed its home.	
Check that you des·cribed its food.	
Check that you list·ed a fun fact.	
Aa, Bb, Cc and ? . !	
Check that the words are spelled well.	

Name _____

24.2



Dear Family Member,

Your child has been learning about compound words. Please have your child read the compound words in the box and place them in the correct sentence. Your child will practice making up their own silly compound words on the back of the worksheet.

bath·tub pop·**corn** gum·drop
back·pack lunch·box

1. My snack is in my _____.
2. I like _____ **for** a snack.
3. This _____ is sweet!
4. I take a bath in the _____.
5. The book is in my _____.

Directions: Have students make up their own silly compound words. In the first box, they will draw a picture of the first part of the compound word, and in the second box, the picture of the second part of the compound word.



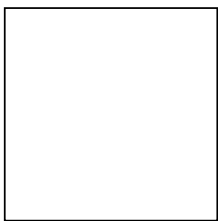
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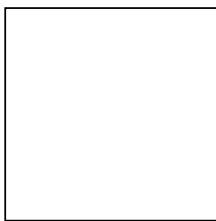
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dog cake

1.

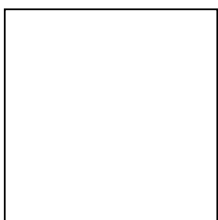


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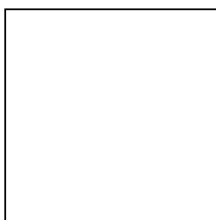


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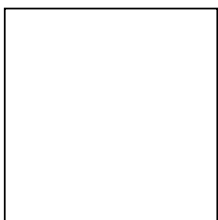


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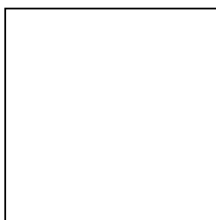


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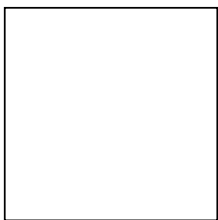


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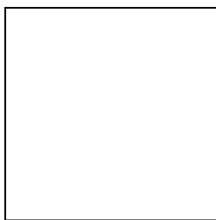


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4.



+



=

Directions: Have students circle the noun and underline the verb with a squiggly line. In Part II, have students match the words with its contraction. In Part III, have students write the past-tense form of the verbs.

Part I

1. The dog **barks**.
2. To·day the sh**ark** swims.
3. To·mor·row the kid will sing.
4. Yes·**ter**·day the cat walked.
5. To·mor·row Gran will bake.

Part II

it is

there is

let us

here is

she is

there's

she's

it's

let's

here's

Part III

To·day I bake.

Yes·**ter**·day I _____ .

To·morr·ow I will _____ .

To·day you smile.

Yes·**ter**·day you _____ .

To·morr·ow you will _____ .

To·day I hike.

Yes·**ter**·day I _____ .

To·morr·ow I will _____ .

To·day she points.

Yes·**ter**·day she _____ .

To·morr·ow she will _____ .

Amber the Bat

This is Am·ber. Am·ber looks a bit like a fox. But she has wings and swings from trees. In fact, Am·ber is a bat.

Am·ber needs a lot of room to glide back and forth be·cause she has a wing·span of five feet. In fact, bats like Am·ber are the bigg·est bats there are!

Am·ber makes her home here at Green Fern Zoo. She has all the room she needs at the zoo. Some bats like Am·ber make their homes in the trop·ics, where the sun shines and it is hot.

Directions: Have students read the story and answer the questions on the following pages.

Bats like Am·ber feed on plant parts and poll·en. They can smell lots of things, so they use their nose to look for food. They use their wings to glide from plant to plant to gath·er their food. In fact, they can travel up to 40 miles to gath·er food!

Look at Am·ber here in the tree. Am·ber likes to do things up·side down. She hangs out up·side down. She sleeps up·side down. When she has food, she clings to the branch with her feet and will munch on her food up·side down! What can you do up·side down?



1. What is Am·ber?

- ☐ a fox
- ☐ a bat
- ☐ a dog
- ☐ a cat

2. Am·ber's wings are _____ long.

- ☐ three feet
- ☐ three wing·spans
- ☐ two feet
- ☐ five feet

Directions: Have students use the story on the previous pages to answer the questions.

3. Where do bats like Am·ber make their homes?
- ☐ up in the north
 - ☐ in the trop·ics
 - ☐ in the des·ert
 - ☐ in cool lakes
4. What do bats like Am·ber feed on?
- ☐ fish
 - ☐ grubs and slugs
 - ☐ milk
 - ☐ plant parts and poll·en
5. What part do bats like Am·ber use to look for food?
- ☐ nose
 - ☐ legs
 - ☐ teeth
 - ☐ fins

6. Bats like Am·ber can trav·el . . .
- ☐ up to 10 miles to gath·er food
 - ☐ up to 40 miles to gath·er food
 - ☐ as far as three miles to gath·er food
 - ☐ as far as five feet to gath·er food
7. What things can Am·ber do up·side down?
- ☐ sing a sweet song, sleep, and munch on food
 - ☐ hang out, trav·el, and sleep
 - ☐ hang out, sleep, and munch on food
 - ☐ just munch on food

8. It says, “Am·ber needs a lot of room to glide back and forth . . .”

Glide is a word **for**:

- ☐ swim
- ☐ trav·el
- ☐ hop
- ☐ sleep

9. Why would Am·ber need a lot of room to glide back and forth?

- ☐ be·cause there are lots of bats at the zoo
- ☐ be·cause she is one of the bigg·est bats there are
- ☐ be·cause there are lots of in·sects at the zoo
- ☐ be·cause there are trees at the zoo

Name _____

PP1

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

er

er

er

er

herd

herd

ar

ar

ar

ar

barn

barn

or

or

or

or

corn

corn

er		
er		
herd		
ar		
ar		
barn		
or		
or		
corn		

Count the sounds in the words. Print the number of sounds in the boxes and print the words on the lines.

1. hammer

4

hammer

2. born

3. barns

4. darker

5. cooler

6. pepper

7. river

8. sharks

9. **h**orns

10. blis**t**er

11. cook**e**d

12. c**a**rpet

13. chill**e**d

14. lett**e**r

15. sn**o**r·ing

16. g**a**r·lic

Directions: Have students write the /r/-controlled vowel sound in each word in the slashes. Then have students write the words with the /er/ sound under the /er/ header and the words with the /ar/ sound under the /ar/ header.

~~her~~ /er/

hard / /

car·pet / /

herd / /

dark·ness / /

~~barn~~ /ar/

bett·er / /

lan·tern / /

arm / /

per·fect / /

/er/

her

/ar/

barn

Directions: Have students write the /r/-controlled vowel sound in each word in the slashes. Then have students write the words with the /ar/ sound under the /ar/ header and the words with the /or/ sound under the /or/ header.

~~bar~~n /ar/

~~hor~~n /or/

parked / /

forks / /

yard / /

pop·corn / /

formed / /

gar·den / /

har·vest / /

torch / /

/ar/

barn

/or/

horn

Directions: Have students cut out the word cards and place them on the matching words on Worksheet PP5.

<u>could</u>	ask ed	num·ber
hard	start·ed	seem ed
short	horn	<u>two</u>
lik ed	spell ed	runn· ers
por ch	car s	help ed

Directions: Have students read the word cards from Worksheet PP4 and place them on top of the matching words on this worksheet.

<u>two</u>	horn	short
<u>could</u>	num·ber	asked
start·ed	hard	liked
porch	spelled	runn·ers
cars	helped	seemed

Mark the words that are said and print them on the lines.

1. short·en short·er

2. gar·den gar·lic

3. snor·ing snarl·ing

4. hor·net hors·es

5. mar·ket mark·er

6. bett·er bitt·er

7. for·tress for·est

8. har·vest harm·less

9. bor·der bar·ter

10. sharp·er smart·er

Print the words.

barn

barn

barn

yard

yard

yard

sharp

sharp

sharp

dark

dark

dark

arm

arm

arm

Print the words.

barn

yard

sharp

dark

arm

Print the words.

horn

horn

horn

sport

sport

sport

north

north

north

short

short

short

thorn

thorn

thorn

Print the words.

horn

sport

north

short

thorn

Name _____

PP9

Print the words.

herd

herd

perk

perk

fern

fern

verb

verb

perch

perch

herd

herd

perk

perk

fern

fern

verb

verb

perch

perch

Print the words.

herd

perk

fern

verb

perch

Print the words on the lines where they fit best.

1. shark



2. hammer



3. hornet



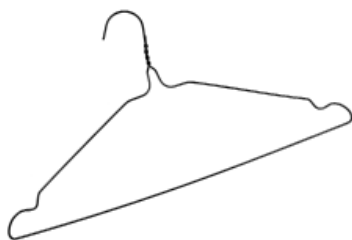
4. zipper



5. stork



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

shark**fork****hang·er****scarf****cake****horn**











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

hor·net

ham·ster

hawk

gar·lic

cloud

pop·corn













Name _____

PP12

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.

Print the words.

today

yesterday

tomorrow

to

too

two

here

there

said

says

to

too

two

here

there

said

says

Print the words.

today

yesterday

tomorrow

to

too

two

here

there

said

says

Mark the words that are said.

1. big **storm**

big step

2. af·**ter** class

af·**ter** **dark**

3. strong legs

strong **arms**

4. could not run

should not run

5. boiled eggs

soft eggs

6. a red **car**·pet

a red **car**

7. coiled up snake

coiled up rope

8. plant a **gar**·den

keep a **gar**·den

9. use a **fork**

use a broom

10. **far**·ther north

far·ther south

Fill in the _____ with the words that are in the box.

out·side	sing·ing
bark·ing	car·pet
book·case	for·est

1. Jen went outside to the yard.
2. Kate set the books on the

_____.
3. Brent was _____ a song.
4. There are lots of trees in a

_____.
5. The dog was _____ all morning.
6. There is a red _____ in this room.

Fill in the _____ with the words that are in the box.

fast· er	jump·ing
ant· lers	lunch·time
tem· per	tool·box

1. Ben likes _____ on the bed.
2. Dad got his _____ so he
could fix the pipe.
3. Trish is fast, but Beth is _____.
4. Mom lost her _____
and yelled at the dog.
5. The deer has sharp _____.
6. Is it _____ yet?

Fill in the _____ with the words that are in the box.

blis·ters	park·ing
matt·ress	licked
sand·wich	Fire·men

1. Af·ter the hike I had
on my feet.

blis·ters

2. Fran ate her _____.

3. Dad found a _____ spot
for the car.

4. _____ ride on a red truck.

5. I have a soft _____
on my bed.

6. The man was _____ by a dog.

Fill in the _____ with the words that are in the box.

melt·ed	muff·ins
pop·corn	nos·trils
art·ist	sev·en

1. The flame _____ the wax.

2. Can you bake _____ **for** me?

3. An _____ makes **art**.

4. Af·ter six we count to _____.

5. Is it fun to pop _____?

6. Your nose has two _____.

Yes or no? Print *yes* **or** *no* on the lines.

1. Do kids have a
bed·time?

2. Are your bones soft?

3. Do **art**·ists use brush·es?

4. Can a back·y**ard** have
grass?

5. Should you make a
camp·fire in·side?

6. Can chil·dren drive
cars?

7. Do kitt·ens have teeth?

8. Could a plant sip a
milk·shake?

Yes or no? Print *yes* **or** *no* on the lines.

1. Should you drop trash
on the ground?

2. Do some **parks** have
slides?

3. Can you bake a cake in
a round pan?

4. Is a trip to the den·tist
fun?

5. Can you hike out·side in
the summ·**er**?

6. Would a pet fish like to
sleep in a bed?

7. Are pig·lets cute?

8. Is sev·en a num·**ber**?

**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. Please note that the multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

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.

Mandrills

Here you can see two man·drills. Man·drills are a lot like chimps.

Do you like the red nose? The man·drill with the red nose is a male.

The man·drill on the left is groom·ing the male with the red nose. She is looking **for** ticks and bugs. Man·drills like groom·ing be·cause it makes them look good and feel good, too.



Look! One of the man·drills is yawn·ing! You can see that he has long, sh**arp** teeth. Those sh**arp** teeth help him chop up his food.

Man·drills like a lot of foods. We feed our man·drills ants, grass, nuts, b**ark**, plant shoots, and roots.

Man·drills have sacks in·side of their cheeks. They can stuff food in the sacks and keep it there un·til they need a snack. Then they pop the food out and munch on it!



**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. Please note that the multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

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.

Groundhogs

Here you can see a ground·hog.

Ground·hogs have sharp claws that help them dig holes in the ground. They spend a lot of time down in those dark holes.

Ground·hogs like to feed on grass and plants. But when they run out of their holes to get food, they have to be on the look·out. Some critt·ers, like bob·cats and snakes, like to dine on ground·hogs. This ground·hog here is sitt·ing up to see if there is a snake **or** a bob·cat close by.



This ground·hog is named Pepp·er. We feed her grass, tree bark, and in·sects, but the food that she likes best is corn. We found that out yes·ter·day morn·ing when she got out from her pen.

We found her in the pett·ing zoo. She ate a lot of the corn that was there for the ducks and hens.



**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. Please note that the multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

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.

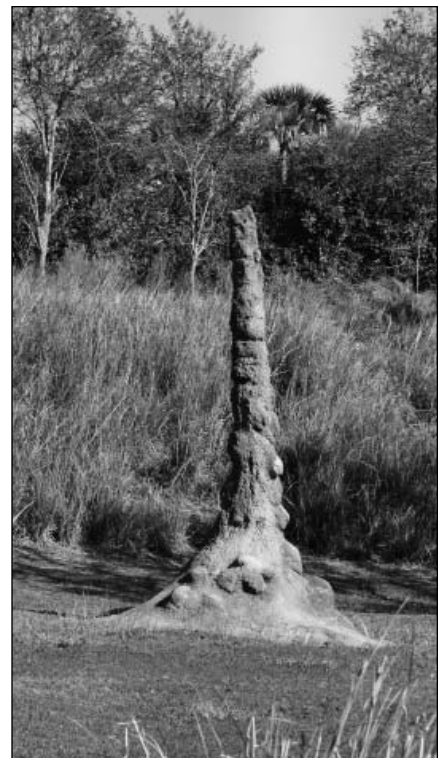
Termites

What do you kids like to have **for** lunch? Hot dogs? Chick·en nugg·ets?

What if I gave you a lump of wood **or** a big tree stump **for** lunch? Would you like that?

Well, if you were a **ter**·mite, you would like it. **Ter**·mites are in·sects that like to munch on wood.

See this big spike stick·ing up from the ground? It looks **sort** of like a rock, but it is a **ter**·mite mound. If you could look in·side, you would see lots of **ter**·mites.



If you would like to see what **ter**·mites look like, take a peek in this box.

As you can see, **ter**·mites look a lot like ants. They have six legs like ants. A **ter**·mite mound has a queen who makes eggs, just like in an ant·hill. Here you can see that the **ter**·mite queen is much **bigg**·er than the rest of the **ter**·mites.

Would a **ter**·mite munch on your home? It would if your home is made of wood. The **ter**·mites from a big mound could have your liv·ing room **for** lunch and your bed·room **for** dinn·er!



Directions: Have students write about the animal in the picture or copy their favorite sentences from the story that tell something about the animal.



Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Deer

1. Was Hope **born** in the zoo?

2. What happ·ened to Hope's leg?

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

Directions: Have students write about the animal in the picture or copy their favorite sentences from the story that tell something about the animal.



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

The Petting Zoo

1. What is the rabbit's name?

2. What scares the chickens?

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

3. Which critt·**er** from the pett·ing zoo do
you like best? Why?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 sets of these lines provided for writing.

Name _____

Cut out the **cards**.



Directions: Have students underline the past-tense marker 'ed' in each word. Then have the student write the final sound(s) in each word in the slashes. Then have the student write the past-tense verbs that end in /ed/ under the /ed/ header, the verbs that end in /d/ under the /d/ header, and the verbs that end in /t/ under the /t/ header.

~~start~~ed /ed/ ~~grinn~~ed /d/ ~~help~~ed /t/ ~~nod~~ed / ~~horn~~ed / ~~mark~~ed /

planted / / snarled / / smoked / / greeted / / dozed / / shaped / /

/ed/

1d1

$$\frac{1}{2}$$

Figure 1 shows a 5x5 grid of points. A vertical line is drawn on the left side of the grid. The points are arranged in a pattern that suggests a sequence of points moving from left to right, then top to bottom, and finally right to left, forming a path that visits all points.

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Unit 4

Workbook

Skills Strand
GRADE 1