Unit 3
Workbook
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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. same
2. green
3. stone
4. line
5. make
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.
Directions: Have students trace and copy the digraph and words. Students should say the sounds while writing the letters.

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

- moon
- roots
- food

- tooth
- loop
- spoon

- broom
- tools
- boots
King Log and King Crane

1. What did the frogs ask the gods to send them?
   - lots of food
   - a log
   - a king

Page _________

2. Did the frogs like King Log? Why or why not?

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

4. Who was mad in the end?
   - King Log
   - the gods
   - the frogs
Directions: Have students fill in the story map to describe the characters, setting, and plot of the story.

The Name of the Tale:

Who?

Where?

Once, there were...

Next in the tale...

What?

At the end of the tale...
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!”
The Two Dogs

1. Which dog gets food from the men?
   - the tame dog
   - the dog who runs free

   Page __________

2. Why is one dog plump?

   Page __________
3. What makes the thin dog run off?

4.
Spelling Test

1. __________________________

2. __________________________

3. __________________________

4. __________________________

5. __________________________

6. __________________________

7. __________________________

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

oo oo ...

look

foot

good
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
<table>
<thead>
<tr>
<th>The Name of the Tale:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who?</strong></td>
</tr>
<tr>
<td>![Illustration]</td>
</tr>
<tr>
<td><strong>Where?</strong></td>
</tr>
<tr>
<td>![Illustration]</td>
</tr>
</tbody>
</table>

**Who?**

Once, there were...

**What?**

Next in the tale...

**Where?**

At the end of the tale...

**What?**

Directions: Have students fill in the story map to describe the characters, setting, and plot of the story.
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.
3. What are some things that scare the hares?

Page _________

4. Who was scared of the hares in the end?

Page _________
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.

/oo/ as in soon

- boo
- book
- took
- cool
- bloooom
- good
- fooood
- cook

/oo/ as in book
Dear Family Member:

Your child has been taught to read words with the vowel sounds /oo/ as in *soon* and /ool* 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 /ool/ as in *look*. Please keep and use the cards for future practice.

<table>
<thead>
<tr>
<th>pool</th>
<th>moon</th>
<th>cook</th>
</tr>
</thead>
<tbody>
<tr>
<td>look</td>
<td>foot</td>
<td>hood</td>
</tr>
<tr>
<td>food</td>
<td>boot</td>
<td>book</td>
</tr>
<tr>
<td>spoon</td>
<td>took</td>
<td>root</td>
</tr>
</tbody>
</table>
# The Two Mules

<table>
<thead>
<tr>
<th>spots</th>
<th>strong</th>
<th>ten</th>
<th>packs</th>
</tr>
</thead>
<tbody>
<tr>
<td>five</td>
<td>mules</td>
<td>lift</td>
<td>fool</td>
</tr>
</tbody>
</table>

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

ou ou

out out

mouth

shout
Print the words on the lines where they fit best.

1. cloud

2. snout

3. mouth

4. couch

5. round
Spelling Test

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

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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

Name ________________________________

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.
The Dog and the Mule

Continued
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.

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

- oi  oi
- oi  oi
- oil  oil
- oil  oil
- boil  boil
- boil  boil
- coin  coin
- coin  coin
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?

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

2. **Why** was the mob mad?

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

Page_______
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.

<table>
<thead>
<tr>
<th>smooth</th>
<th>moon</th>
<th>round</th>
</tr>
</thead>
<tbody>
<tr>
<td>cook</td>
<td>boil</td>
<td>foil</td>
</tr>
<tr>
<td>look</td>
<td>spoon</td>
<td>loud</td>
</tr>
<tr>
<td>sound</td>
<td>book</td>
<td>oil</td>
</tr>
</tbody>
</table>
1. coins
2. moist
3. broom
4. tooth
5. scoop
6. couch
7. shook
8. joint

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.
9. crouch

10. foul

11. hood

12. stoop

13. troop

14. point

15. droop

16. mount
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.

aw aw

aw

draw draw
draw
draw

saw saw
saw
dsaw

daw
daw
dsaw

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?
   o in a loft
   o in a den
   o in a food box

2. What did the dog do when the ox came back?
   o He got off the straw.
   o He did not get off the straw.
   o He went to the loft.
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.

| should | could | would | because | down |

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. ______________________  1. ______________________
2. ______________________  2. ______________________
3. ______________________  3. ______________________
4. ______________________  4. ______________________
5. ______________________  5. ______________________
6. ______________________  6. ______________________
7. ______________________  7. ______________________
8. ______________________  8. ______________________
9. ______________________  9. ______________________
10. ______________________ 10. ______________________
The Fox and the Grapes

1. What did the fox see?
   - a fat hen
   - a fawn
   - a bunch of ripe grapes

2. To get the grapes, the fox . . .

Directions: Have students reread the story and answer the questions.
3. Can the fox tell that the grapes are sour? Why or why not?

Directions: In the box, have students illustrate a part of the story and write a caption below.
<table>
<thead>
<tr>
<th></th>
<th>punt</th>
<th>point</th>
<th>put</th>
<th>pout</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>wood</td>
<td>want</td>
<td>wool</td>
<td>wet</td>
</tr>
<tr>
<td>3.</td>
<td>foil</td>
<td>food</td>
<td>foot</td>
<td>fed</td>
</tr>
<tr>
<td>4.</td>
<td>clam</td>
<td>clod</td>
<td>coil</td>
<td>cloud</td>
</tr>
<tr>
<td>5.</td>
<td>foil</td>
<td>fall</td>
<td>for</td>
<td>fell</td>
</tr>
<tr>
<td>6.</td>
<td>mouth</td>
<td>moist</td>
<td>mount</td>
<td>moth</td>
</tr>
<tr>
<td>7.</td>
<td>shout</td>
<td>shine</td>
<td>soil</td>
<td>shoot</td>
</tr>
<tr>
<td>8.</td>
<td>look</td>
<td>lake</td>
<td>loot</td>
<td>late</td>
</tr>
</tbody>
</table>

Directions: Have students circle the word their teacher says.
<table>
<thead>
<tr>
<th></th>
<th>clap</th>
<th>cot</th>
<th>couch</th>
<th>coil</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>joust</td>
<td>jar</td>
<td>Jill</td>
<td>join</td>
</tr>
<tr>
<td>11.</td>
<td>south</td>
<td>smooth</td>
<td>sand</td>
<td>smooch</td>
</tr>
<tr>
<td>12.</td>
<td>male</td>
<td>mouth</td>
<td>mill</td>
<td>mope</td>
</tr>
<tr>
<td>13.</td>
<td>shell</td>
<td>shout</td>
<td>share</td>
<td>shook</td>
</tr>
<tr>
<td>14.</td>
<td>boot</td>
<td>bout</td>
<td>bite</td>
<td>boon</td>
</tr>
<tr>
<td>15.</td>
<td>stand</td>
<td>stood</td>
<td>shout</td>
<td>store</td>
</tr>
</tbody>
</table>
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.
Name ________________________________

Directions: Have students write the words with the /oo/ sound under the ‘pool’ header and the words with the /oo/ sound under the ‘shook’ header.

/oo/ as in pool

pool

/oo/ as in shook

shook

/oo/ as in book

book

/oo/ as in smooth

smooth

/oo/ as in took

took
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.

<table>
<thead>
<tr>
<th>/ue/ as in cute</th>
<th>/oo/ as in cool</th>
</tr>
</thead>
<tbody>
<tr>
<td>cute</td>
<td>hoop</td>
</tr>
<tr>
<td>cube</td>
<td>use</td>
</tr>
<tr>
<td>room</td>
<td>soon</td>
</tr>
<tr>
<td>mute</td>
<td>loop</td>
</tr>
</tbody>
</table>
Directions: Have students write the words with the /oi/ sound under the ‘oil’ header and the words with the /ou/ sound under the ‘shout’ header.

<table>
<thead>
<tr>
<th>/oi/ as in oil</th>
<th>/ou/ as in shout</th>
</tr>
</thead>
<tbody>
<tr>
<td>boil</td>
<td>loud</td>
</tr>
<tr>
<td>join</td>
<td>round</td>
</tr>
<tr>
<td>sound</td>
<td>hoist</td>
</tr>
<tr>
<td>moist</td>
<td>foul</td>
</tr>
</tbody>
</table>

Name ____________________________________________
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. claws
   
2. hoist
   
3. hoop
   
4. loud
   
5. shook
   
6. draw
   
7. oil
   
8. shout
9. good
10. mouth
11. hood
12. yawn
13. point
14. proud
15. paw
16. look
Print the words.

cool

moon

root

hoop

doop
Print the words.

look

foot

good

hood

nook
Print the words.

loud

shout

couch

mouth

round
Print the words.

- joint
- soil
- coin
- foil
- point
Print the words.

law  law  law

straw  straw  straw

paw  paw  paw

yawn  yawn  yawn

shawl  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. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10.
<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>because</td>
<td>because</td>
</tr>
<tr>
<td>would</td>
<td>would</td>
</tr>
<tr>
<td>could</td>
<td>could</td>
</tr>
<tr>
<td>should</td>
<td>should</td>
</tr>
<tr>
<td>down</td>
<td>down</td>
</tr>
</tbody>
</table>
Print the words.

- because

- would

- could

- should

- down
1. Is the moon made out of cake?

2. Can a duck squawk?

3. Can a hawk swoop down?

4. Is straw a food?

5. Are your pants made out of tin foil?

6. Is a dime a coin?

7. Is there food on the ground?

8. Do you like to look at books?
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?
In the box are nine words. Print them on the lines where they fit best.

- yawn
- foot
- book
- spoon
- coin
- couch
- spout
- crawl
- broom
In the box are nine words. Print them on the lines where they fit best.

<table>
<thead>
<tr>
<th>tools</th>
<th>coil</th>
<th>hook</th>
</tr>
</thead>
<tbody>
<tr>
<td>mouth</td>
<td>hawk</td>
<td>paw</td>
</tr>
<tr>
<td>soil</td>
<td>tooth</td>
<td>paw</td>
</tr>
<tr>
<td></td>
<td></td>
<td>boots</td>
</tr>
</tbody>
</table>

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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
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
<table>
<thead>
<tr>
<th></th>
<th>Original Phrase</th>
<th>Corrected Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>big room</td>
<td>big root</td>
</tr>
<tr>
<td>2.</td>
<td>toss a can</td>
<td>toss a coin</td>
</tr>
<tr>
<td>3.</td>
<td>lost and found</td>
<td>lost the fan</td>
</tr>
<tr>
<td>4.</td>
<td>draw a man</td>
<td>draw a kid</td>
</tr>
<tr>
<td>5.</td>
<td>red boots</td>
<td>red books</td>
</tr>
<tr>
<td>6.</td>
<td>loud mouth</td>
<td>loud moth</td>
</tr>
<tr>
<td>7.</td>
<td>a big yawn</td>
<td>a big lawn</td>
</tr>
<tr>
<td>8.</td>
<td>boil fish in a pot</td>
<td>boil crabs in a pot</td>
</tr>
<tr>
<td>9.</td>
<td>up and down</td>
<td>down and out</td>
</tr>
<tr>
<td>10.</td>
<td>join us at two</td>
<td>meet us at two</td>
</tr>
</tbody>
</table>

Directions: Have students circle the phrases that are said.
Directions: Have students fill in the blanks as the teacher says each phrase.

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 ____________________
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 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.”
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 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.
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 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?

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

Directions: Have students reread the story and answer the questions.
3. What did the tree do in the strong wind?

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

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

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

CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS


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

SCHOOLS

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

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

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