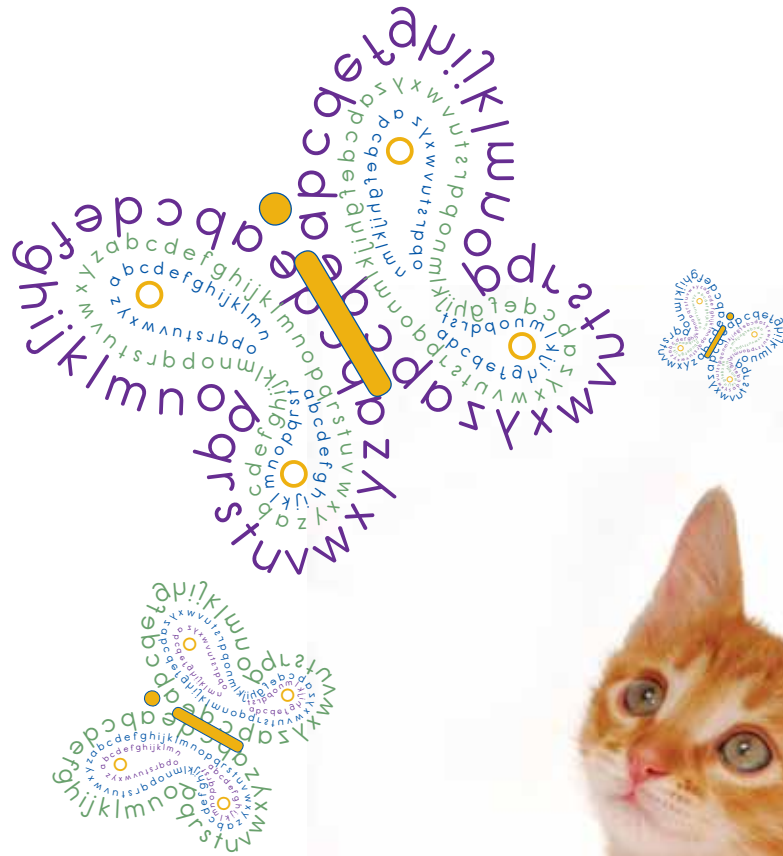




# Unit 3

## 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



## Creative Commons Licensing

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



You are free:

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

**Under the following conditions:**

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

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

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

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

**With the understanding that:**

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

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

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

All Rights Reserved.

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

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

# Unit 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.      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:

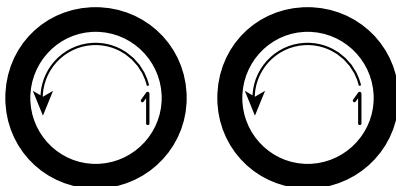
- Say a sentence with the spelling word, but leave the spelling word out. Your child should guess which of the week's spelling words should complete the sentence and then write the word down.
- Create spelling word flash cards. After reading the word on a flash card, your child can turn over the card 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.



Name \_\_\_\_\_

1.3



oo

oo

.

.

.

.

.

.

oo

.

.

.

.

.

.

.

.

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

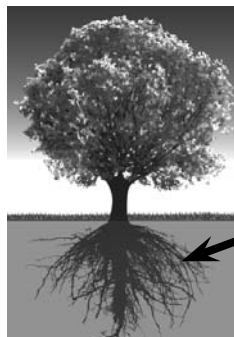
broom

tools

boots



moon



*Directions: Students should reread the story and answer the questions, noting the page number where they found the answer.*

- Page \_\_\_\_\_

- 
- This image shows a handwriting practice sheet. 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 provided for tracing practice. The entire sheet is enclosed in a rectangular border.

Page \_\_\_\_\_

This image shows a full page 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, providing a guide for letter height and placement.

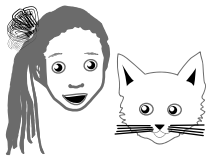
- King Log
- the gods
- the frogs

**8** Unit 3

© 2013 Core Knowledge Foundation

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.





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!"

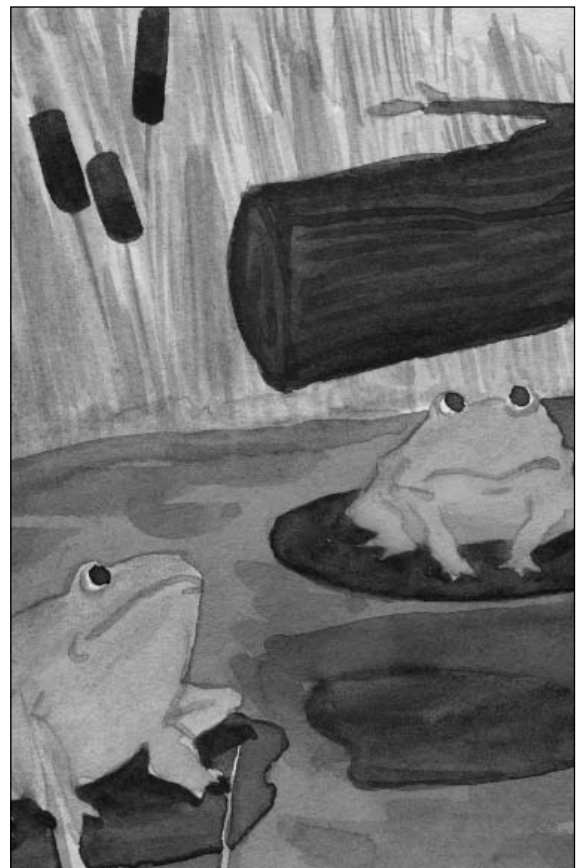
The frogs spoke to the gods. They said, "We ask you, the gods, to send us a king!"

"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 is composed of three lines: a solid black line at the top, a dashed gray line in the middle, and another solid black line at the bottom. These lines provide a structured framework for practicing letter formation and alignment. The background is white, and there are no other markings or text on the page.



Name \_\_\_\_\_

**5.1**

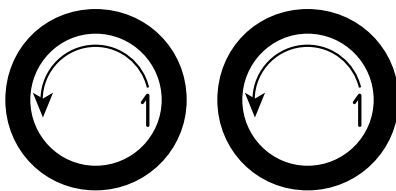
# Spelling Test

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



Name \_\_\_\_\_

5.2



.

.

.

.

.

.

.

.



.

.

.

.

.

.

.

.

look

foot

good

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.



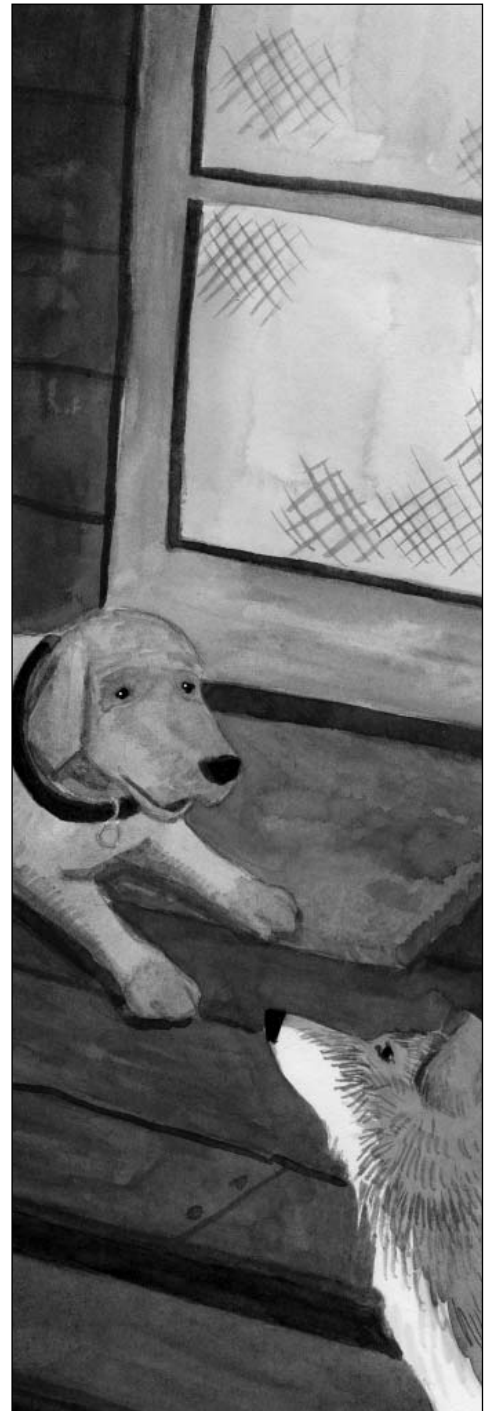
## The Two Dogs

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.

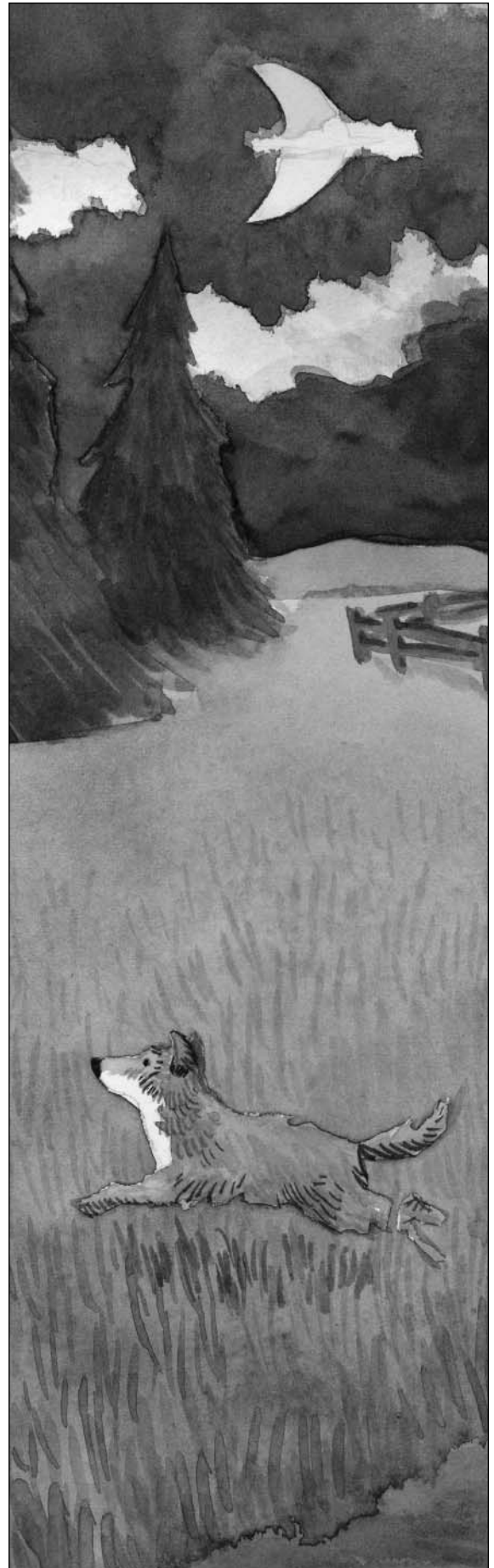
The thin dog said, “What is that on your neck?”

“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.

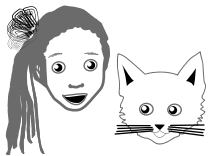
**Spelling Words**

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.

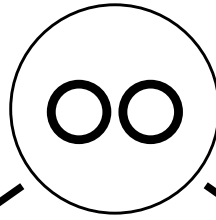
Page \_\_\_\_\_

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

The image shows a full page 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 evenly spaced and run across the entire width of the page, providing a guide for letter height and placement.

**28** Unit 3

© 2013 Core Knowledge Foundation



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.”

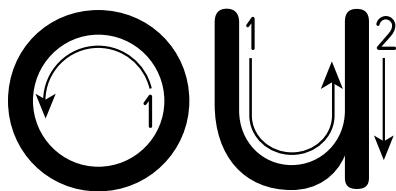
Directions: Have students read each sentence and write the word that fits best.





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."



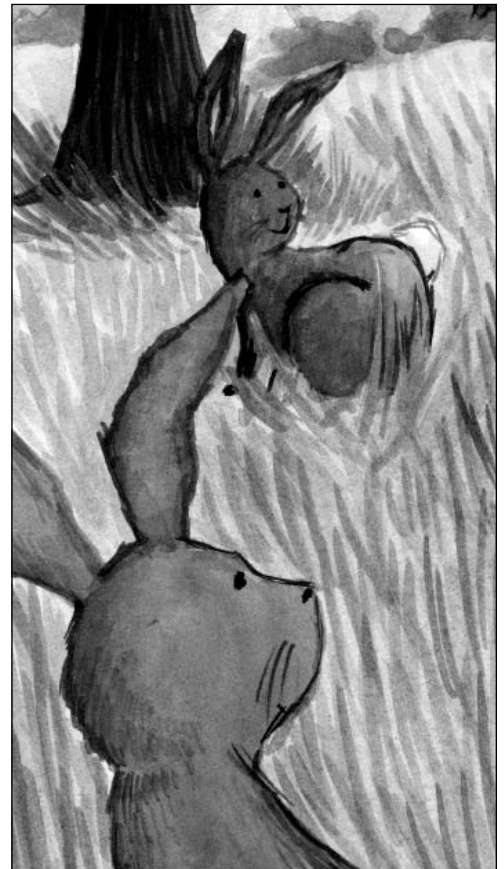
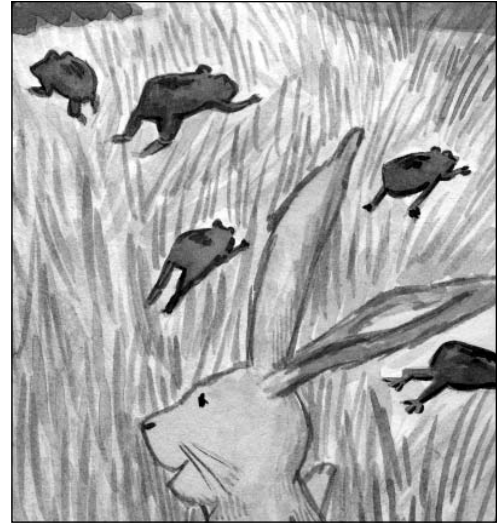
“Yes,” said the last one. “It is sad to be a hare.”

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.

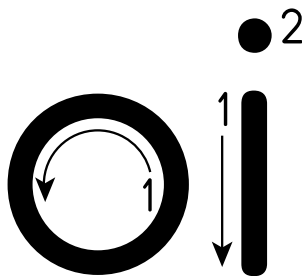
hares	shout	free	
brook	need	spoon	
packs	food	feet	fools

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**

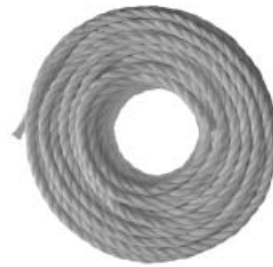
**coil**



---

---

---



---

---

---



---

---

---



---

---

---



---

---

---



---

---

---

# 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**, . . .

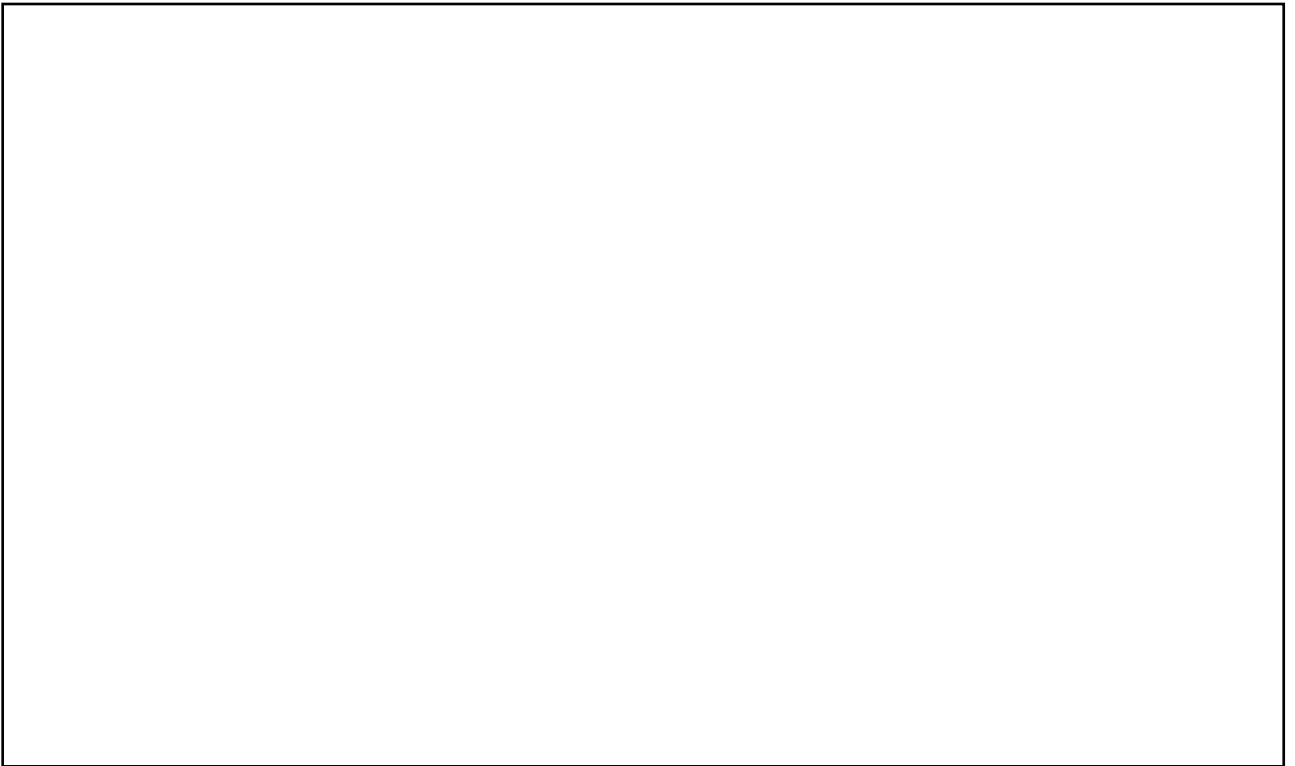
☐ they will be glad.”

☐ 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.



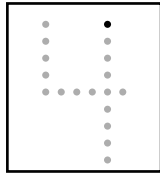
smooth	moon	round
cook	boil	foil
look	spoon	loud
sound	book	oil





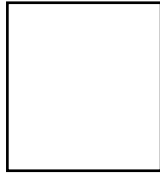
Directions: For each word, have students circle and count the spellings, then write the number of sounds in the box, and copy the word on the lines.

1. coins



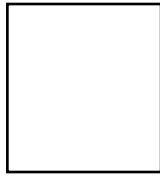
coins

2. moist



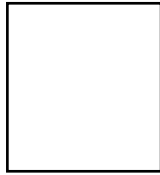
\_\_\_\_\_

3. broom



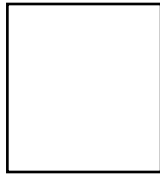
\_\_\_\_\_

4. tooth



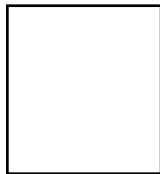
\_\_\_\_\_

5. scoop



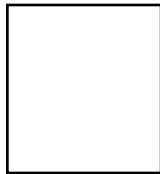
\_\_\_\_\_

6. couch



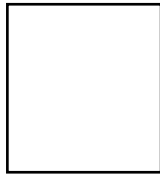
\_\_\_\_\_

7. shook



\_\_\_\_\_

8. joint



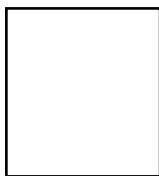
\_\_\_\_\_

9. c**rou**ch



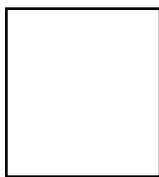
Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

10. f**oul**



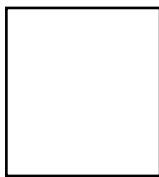
Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

11. h**oo**d



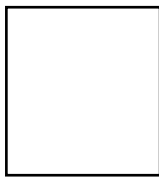
Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

12. st**oo**p



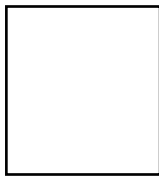
Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

13. tr**oo**p



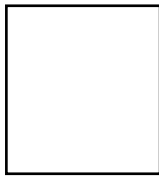
Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

14. p**oi**nt



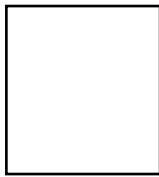
Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

15. dr**oo**p



Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

16. m**oun**t



Three horizontal lines for handwriting practice: 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. \_\_\_\_\_



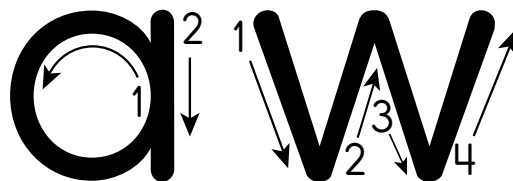
\_\_\_\_\_

\_\_\_\_\_





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



a w

a w

a w

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\_\_\_\_\_

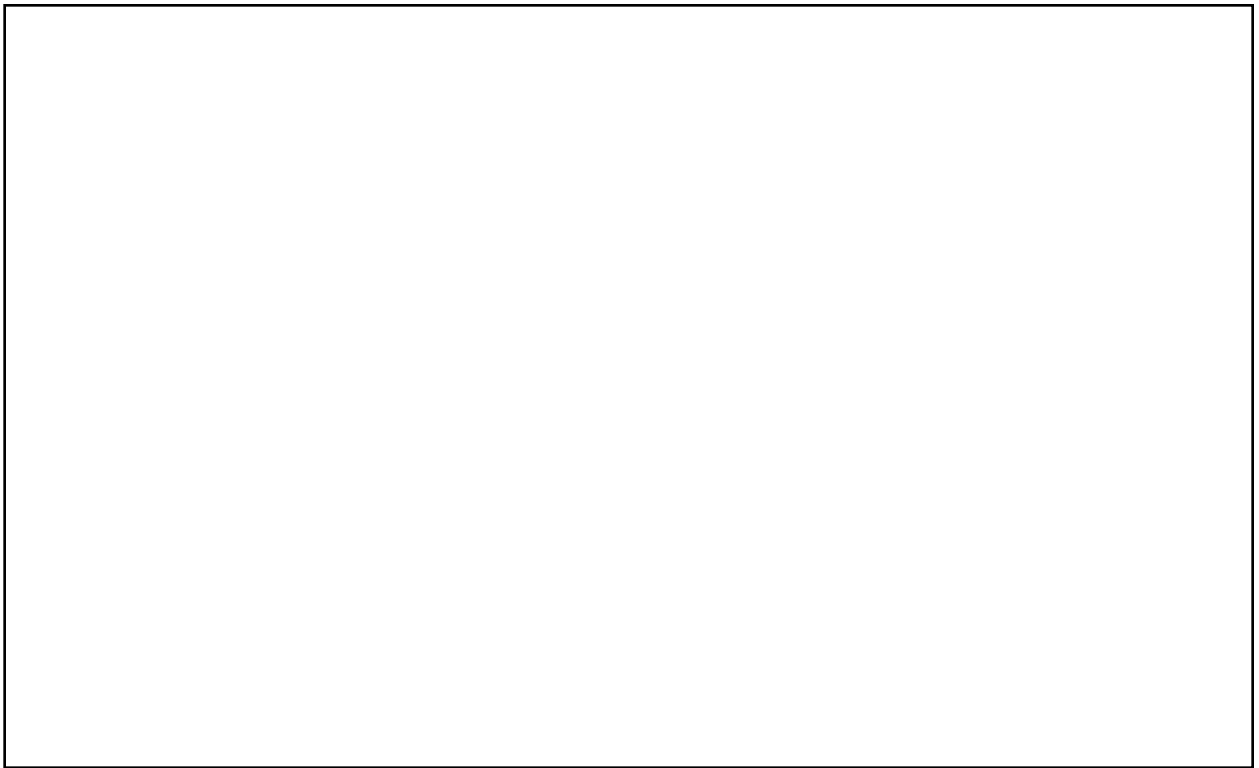
Directions: Have students reread the story and answer the questions.

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.

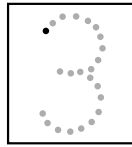
<u>should</u>	<u>could</u>	<u>would</u>	<u>because</u>	<u>down</u>
---------------	--------------	--------------	----------------	-------------

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



cook

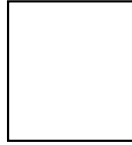
2. cloud



3. lawn



4. point



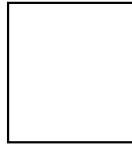
5. sleep



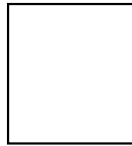
6. spoon



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.

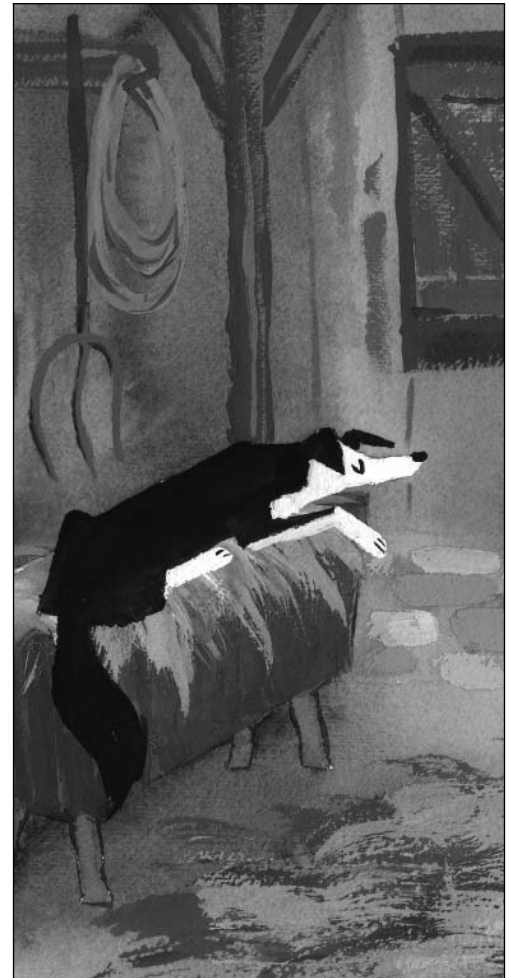


## The Dog and the Ox

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?

---

---

---

---

---

---

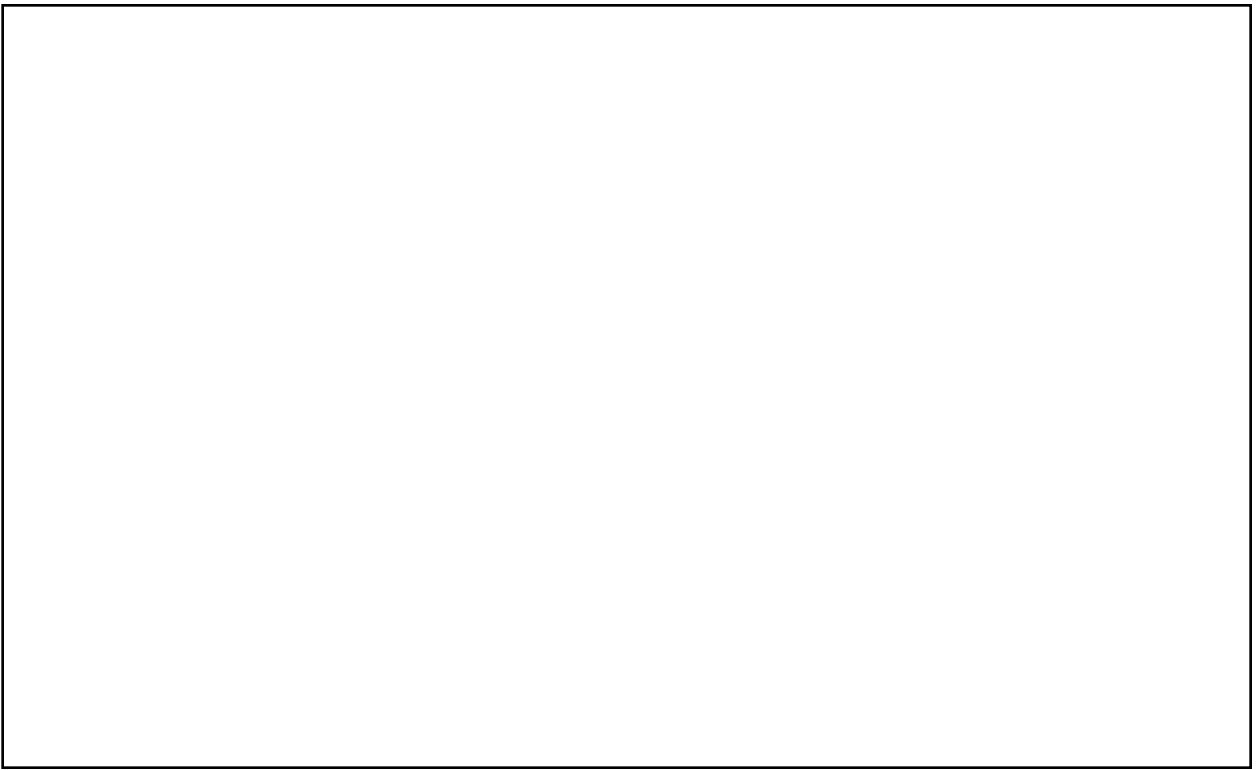
---

---

---

---

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.

poolshook

tool

cook

hook

zoomsmoothtook

/oo/ as in boo

pool



/oo/ as in book

shook

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.

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 oi

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. **claw**s

4

claw

2. **ho**ist3. **ho**op4. **lo**ud5. **shoo**k6. **dr**aw7. **oi**l8. **shou**t

9. **g**ood



Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

10. **m**outh



Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

11. **h**ood



Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

12. **y**awn



Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

13. **p**oint



Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

14. **p**roud



Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

15. **p**aw



Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

16. **l**ook



Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

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  
**o**ut 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.

<b>tools</b>	<b>coil</b>	<b>hook</b>
<b>mouth</b>	<b>hawk</b>	<b>paw</b>
<b>soil</b>	<b>tooth</b>	<b>boots</b>



---

---

---



---

---

---



---

---

---



---

---

---



---

---

---



---

---

---



---

---

---



---

---

---



---

---

---

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.

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.

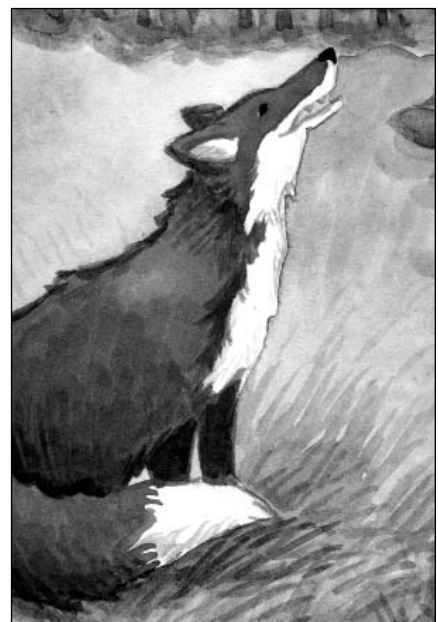
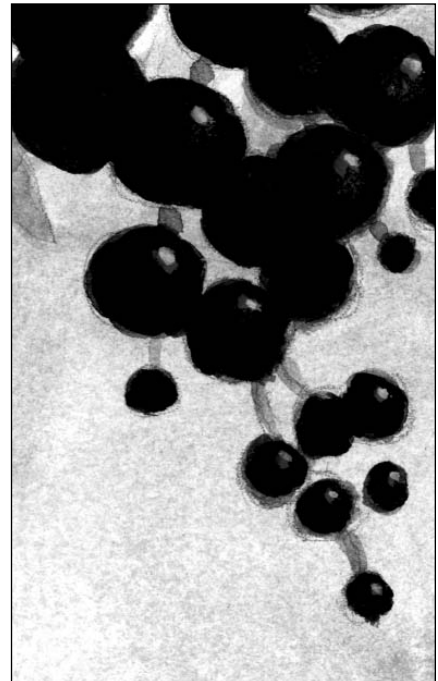


# The Fox and the Grapes

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.



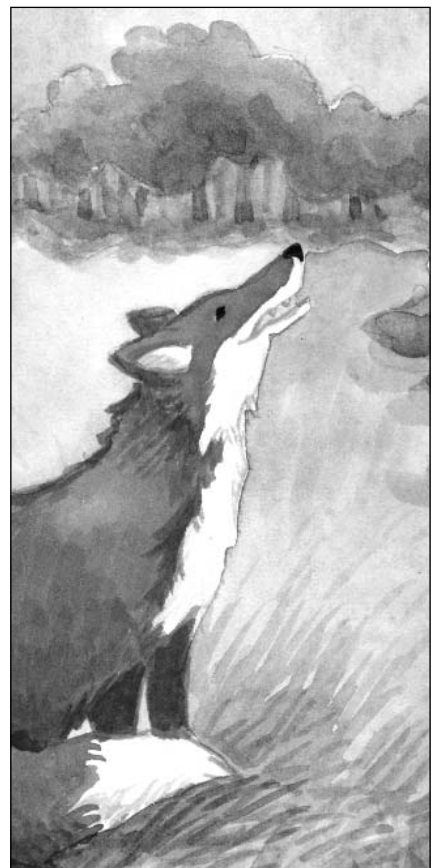
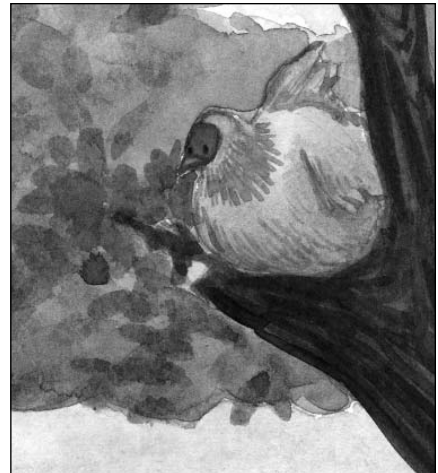
# The Fox and the Hen

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

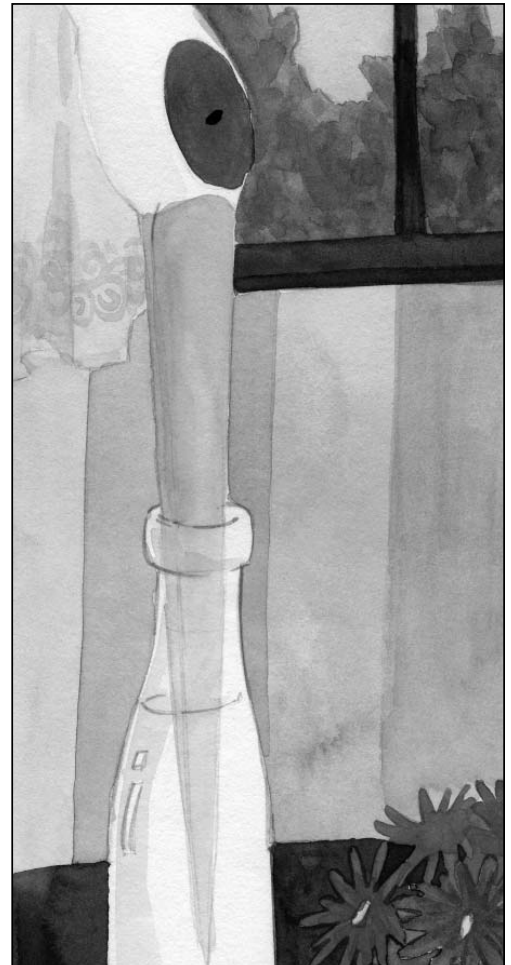


food because of the shape of his bill. The fox smiled at his trick. He ate up all of his food.

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?

---

---

---

---

---

---

---

---

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.*

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.



# CORE KNOWLEDGE LANGUAGE ARTS

## SERIES EDITOR-IN-CHIEF

E. D. Hirsch, Jr.

## PRESIDENT

Linda Bevilacqua

### EDITORIAL STAFF

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

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

### DESIGN AND GRAPHICS STAFF

Scott Ritchie, Creative Director

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

### CONSULTING PROJECT MANAGEMENT SERVICES

ScribeConcepts.com

### ADDITIONAL CONSULTING SERVICES

Ang Blanchette  
Dorrit Green  
Carolyn Pinkerton

## ACKNOWLEDGMENTS

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

### CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

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

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

### SCHOOLS

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

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



## CREDITS

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

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





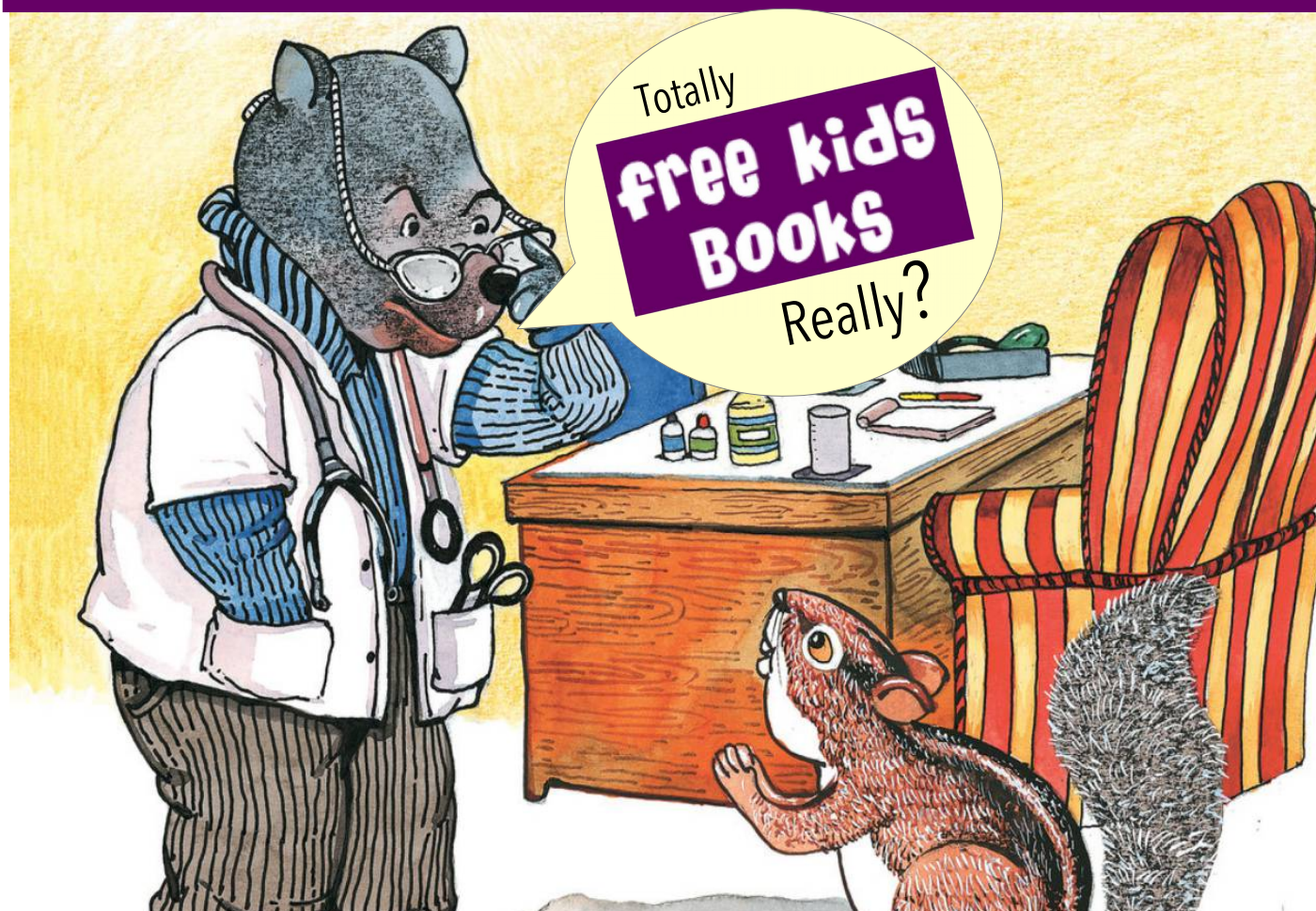
# Unit 3

## Workbook

Skills Strand  
**GRADE 1**



want to find more books like this?



<https://www.freekidsbooks.org>

Simply great free books -

Preschool, early grades, picture books, learning to read,  
early chapter books, middle grade, young adult, OER textbooks  
Pratham, Book Dash, Mustardseed, Open Equal Free, and many more!

**Always Free – Always will be!**

**Legal Note:** This book is in CREATIVE COMMONS - Awesome!! That means you can share, reuse it, and in some cases republish it, but only in accordance with the terms of the applicable license (not all CCs are equal!), attribution must be provided, and any resulting work must be released in the same manner.

Please reach out and contact us if you want more information:

<https://www.freekidsbooks.org/about> Image Attribution: Sanjay Sarkar CC-BY-SA

*This page is added for identification.*