Amplify Core Knowledge Language Arts®

7 Kings and Queens

8 Seasons and Weather

9 Columbus and the Pilgrims

10 Colonial Towns and Townspeople

11 Taking Care of the Earth

12 Presents and American Symbols

Knowledge 7–12

Activity Book | Kindergarten

Kindergarten

Knowledge 7-12

Activity Book

Amplify Core Knowledge Language Arts

ISBN 978-1-68161-029-0

© 2015 The Core Knowledge Foundation and its licensors
www.coreknowledge.org

Revised and additional material
© 2017 Amplify Education, Inc. and its licensors
www.amplify.com

All Rights Reserved.

Core Knowledge Language Arts and CKLA 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.

Printed in the USA
06 LSC 2022

Knowledge 7

Kings and Queens

NAME: _____

DATE: _____

Dear Caregiver,

Your student will be listening to Read-Alouds about kings and queens at school. Some of the Read-Alouds are nonfiction and provide information about the lives of royalty and their court. Some are stories or rhymes written about kings and queens and the lessons they learn. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about kings and queens.

1. Royal Words

Your student will hear a number of words in the Read-Alouds about kings and queens: *kingdom, royal, rules, servants, advantages, disadvantages, reign,* and *prosperity,* to name a few. Review some of these words about kings and queens by using them in conversation when you discuss what your student has been learning in school.

2. King Midas and the Golden Touch

We will explore the story of King Midas who loved gold so much that he wished that everything he touched would turn to gold, and his wish came true! King Midas's beloved daughter Marigold turned to gold as well. At the end of the story, King Midas realizes that his love for his daughter is more valuable than any amount of gold. Discuss the importance of relationships and caring for others with your student.

3. Read Aloud Each Day

Set aside time to read to your student each day. Reading to your student is the single most important thing you can do to encourage their literacy development. The local library has a variety of books about kings and queens.

Recommended Resources for Kings and Queens

Trade Books

Prince Cinders, by Babette Cole (Puffin, 1997) ISBN 978-0698115545
Prince William: Real-Life Prince, by Sarah Tieck (Big Buddy Books, 2011) ISBN 978-1617830228
The Rough-Face Girl, by Rafe Martin (Puffin, 1998) ISBN 978-0698116269
The Twelve Dancing Princesses, by Rachel Isadora (Puffin, 2009) ISBN 978-0142414507

NAME: _____

DATE: _____

Directions: These six pictures show events from "King Midas and the Golden Touch." Cut out the pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the story. Glue or tape them in the correct order onto a piece of paper.

NAME: _____

DATE: _____

NAME: _____

DATE: _____

Dear Caregiver,

Your student will continue to listen to Read-Alouds about kings and queens at school. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about kings and queens.

1. Rhyme and Repetition

Your student has heard several rhymes about kings and queens. One of them is the nursery rhyme "Old King Cole." Repeat or sing the following rhyme with your student:

Old King Cole was a merry old soul,

And a merry old soul was he;

He called for his pipe, and he called for his bowl,

And he called for his fiddlers three.

Every fiddler had a very fine fiddle,

And a very fine fiddle had he.

Oh, there's none so rare as can compare

With King Cole and his fiddlers three.

2. Character, Setting, Plot

Your student will soon hear "The Princess and the Pea," "Cinderella," and "Snow White and the Seven Dwarfs." Discuss the stories with your student and encourage them to tell you about the beginning, the middle, and the end of each story. Focus on reviewing the characters, settings, and plot of each story.

3. If I Were King or Queen

What would you do if you were king or queen? Ask what they would do and share your response to this question as well. Encourage them to discuss the advantages and disadvantages of the life of a king or queen.

4. Words to Use

Below is a list of some of the words that your student will use and learn about from the stories. Try to use these words as they come up in everyday speech with your student.

stumbled—I stumbled on the uneven pavement in the street.

stomped—Jeffrey stomped up the stairs when his mom took away his video game.

5. Read Aloud Each Day

Set aside time to read to your student every day. Please refer to the list of books sent home with the previous caregiver letter, recommending resources related to kings and queens.

NAME: _____

DATE: _____

PP.1 **Assessment**

Directions: Listen to your teacher's instructions.

1.

2.

3.

4.

5.

NAME: _____

DATE: _____

Directions: Draw a picture in each of the following circles to represent the characters, setting, and plot of "The Princess and the Pea."

Character

Setting

Plot

NAME: _____

DATE: _____

Directions: These six pictures show events from "Cinderella." Cut out the pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the story. Glue or tape them in the correct order on a piece of paper.

NAME: _____

DATE: _____

NAME: _____

DATE: _____

Directions: These six pictures show events from "Snow White and the Seven Dwarfs." Cut out the pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the story. Glue or tape them in the correct order on a piece of paper.

NAME: _____

DATE: _____

NAME: _____

DATE: _____

DA.1 Assessment

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

Directions: Listen to your teacher's instructions.

11.		
12.		
13.		
14.		
15.		

NAME: _____

DATE: _____

DA.2 Assessment

1.		
2.		
3.		
4.		

Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

DA.3

Assessment

1.		
2.		
3.		
4.		
5.		
6.		

Directions: Listen to your teacher's instructions.

Knowledge 8

Seasons and Weather

NAME: _____

DATE: _____

1.1 **Activity Page**

By _____

Directions:
Take this sheet and staple three blank pieces of 8½" by 11" paper to make a small book. Read the title to students, and encourage each of them to write their names on the blank line.
Track the weather on a daily basis for a week, starting with today's date.
Draw a simple picture of a sun, a sun with clouds, clouds, or clouds and rain, depending on the weather each day.
Write down the outside temperature and/or draw a simple thermometer. Color in how high or low the liquid in the thermometer is.

NAME: _____

DATE: _____

Dear Caregiver,

Over the next several days, your student will be learning about seasons and weather. Each day they will hear a Read-Aloud that is often set in the form of a letter from a fictional fifth-grader named Annie. In her letters, Annie discusses the different seasons and some of the characteristics of those seasons, as well as holidays and other activities that often occur during particular seasons.

Below are some suggestions for activities that you may do at home to reinforce what your student is learning about seasons and weather.

1. Use the Word *Characteristics*

Your student is learning and using the word *characteristics* to talk about the different seasons. Ask your student, "What season is it now? What are some characteristics of this season?" Encourage your student to use this word in situations other than ones in which you talk about the seasons. Ask, "What is your favorite animal? What are some characteristics of that animal?"

2. Imagine the Seasons

Have your student close their eyes and imagine each season, one at a time. Have your student describe what they are imagining, using their senses of sight, taste, touch, hearing, and smell.

3. Sayings and Phrases: April Showers Bring May Flowers

Your student will learn the well-known saying, "April showers bring May flowers." Have your student draw this saying with crayons and paper. The next time your student is having a difficult time, tell your student that "April showers bring May flowers," reminding them that happy times can come after unhappy ones.

4. Draw a Season

Have your student draw a self-portrait in the current season. Guide your student to draw the self-portrait wearing the appropriate seasonal clothes and doing an appropriate seasonal activity, such as sledding during winter or swimming during summer. Ask your student which season they most enjoy and why that season is their favorite.

5. Read Aloud Each Day

Set aside time to read to your student each day. The local library has many books on seasons and weather. A list of books and other resources relevant to this topic is included below.

Be sure to praise your student whenever they share what is learned at school.

Recommended Resources for Seasons and Weather

Trade Book List

From the Bellybutton of the Moon and Other Summer Poems/Del ombligo de la luna y ostros poemas de verano, by Fransisco X. Alarcón (CBP, 2005) ISBN 978-0892392018

Little Cloud and Lady Wind, by Toni Morrison and Slade Morrison (Simon and Schuster, 2010) ISBN 978-1416986235

On the Same Day in March: A Tour of the World's Weather, by Marilyn Singer (Harper-Festival, 2001) ISBN 978-0064435284

Weather Forecasting, by Gail Gibbons (Aladdin, 1993) ISBN 978-0689716836

Why Do Leaves Change Color? by Betsy Maestro (HarperCollins, 1994) ISBN 978- 0064451260

NAME: _____

DATE: _____

Dear Caregiver,

Over the next several days, your student will continue to learn about seasons and weather. Students will listen to "The Grasshopper and the Ants," a fable about the seasons and thinking ahead. The letters from Annie will discuss thunderstorms and safety tips. Your student will also learn about meteorologists and weather forecasting.

Below are some suggestions for activities that you may do at home to reinforce what your student is learning about seasons and weather.

1. "The Grasshopper and the Ants"

Have your student retell the story of "The Grasshopper and the Ants" to you. Ask your student what the grasshopper and the ants were doing during the summertime, and what happened to the grasshopper and the ants during the wintertime. Discuss the importance of being prepared for the future and thinking ahead, as well as the importance of helping others who are in need.

2. Use the Word *Severe*

Your student will learn and use the word *severe* to talk about serious weather. Ask your student to name some severe types of weather. Have your student describe those types of weather. Then, ask your student if they can name words that mean the opposite of *severe,* such as *gentle* or *mild.* Finally, have your student describe the opposite of severe weather, such as a sunny, spring day.

3. What to Do in a Thunderstorm

Give your student prompts, such as, "What should I do during a thunderstorm?" Have them describe safety tips for thunderstorms. Remind your student that if they are ever in a severe storm, they should look for a trusted adult to help them find safety.

4. Draw a Seasonal Activity Scene

Have your student draw a self-portrait in the current season doing a familiar seasonal activity. Guide your student to draw the self-portrait with the appropriate clothes for the season and the activity. Then, have your student describe the picture to you, explaining their artistic choices in clothing, scenery, and color.

5. Read Aloud Each Day

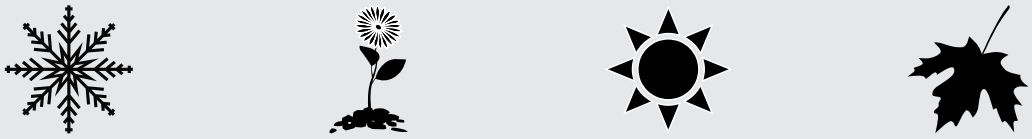
Set aside time to read to your student each day. Please refer to the list of books and other resources sent home with the previous caregiver letter, recommending resources related to seasons and weather.

Be sure to praise your student whenever they share what has been learned at school.

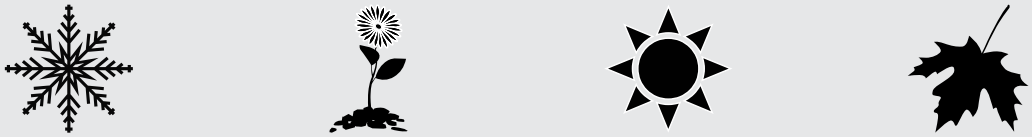
NAME: _____

DATE: _____

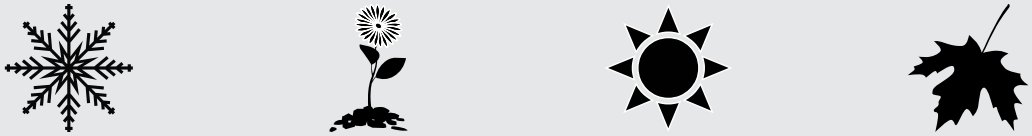
PP.1 **Assessment**

1. 

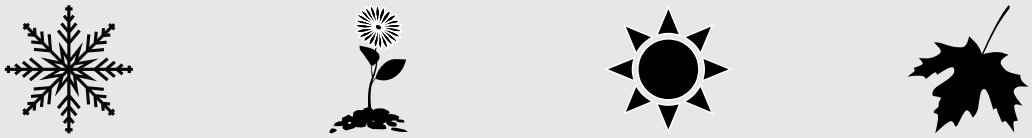
2.

3. 

4.

5. 

6.

7. 

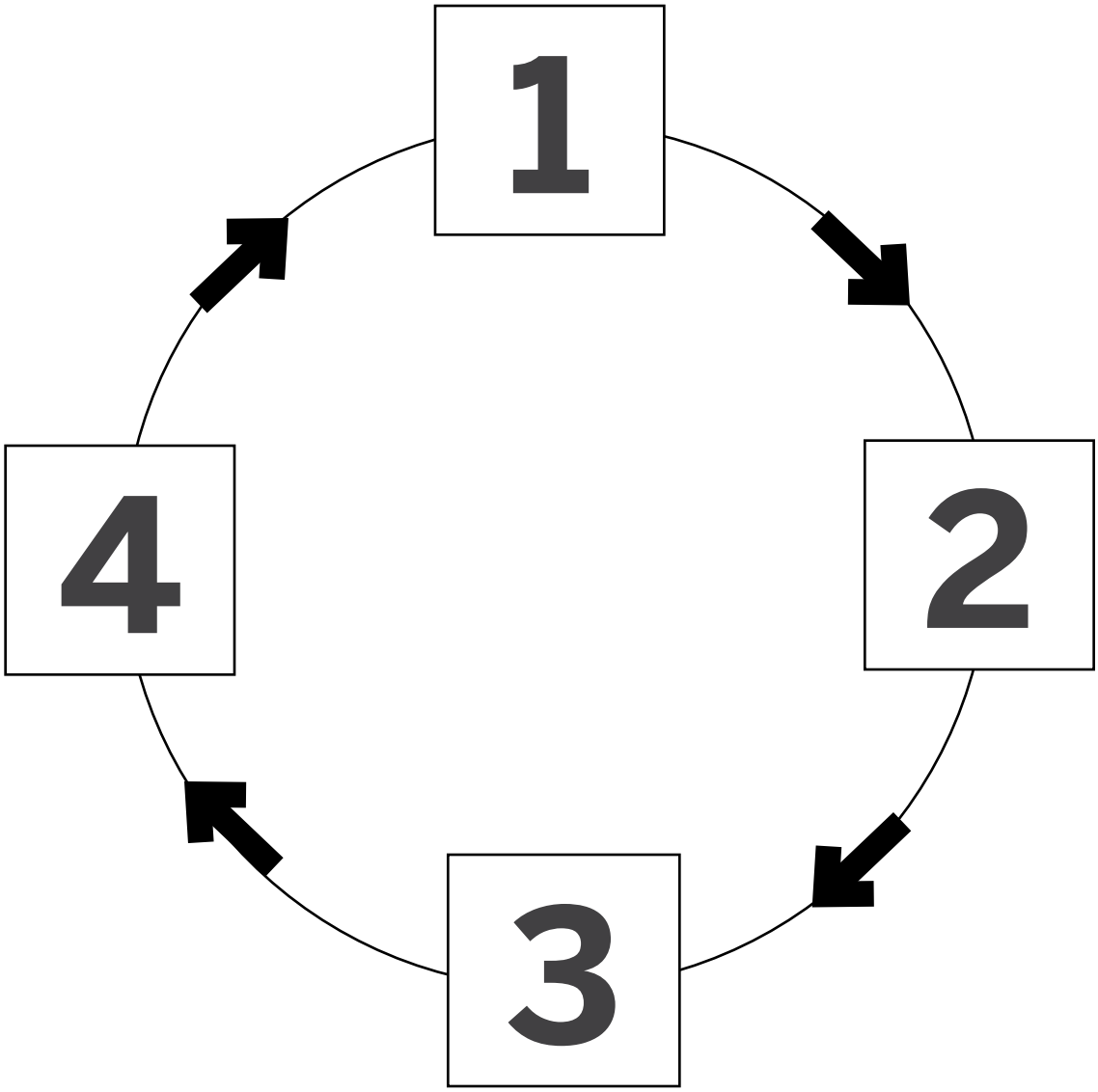
8.

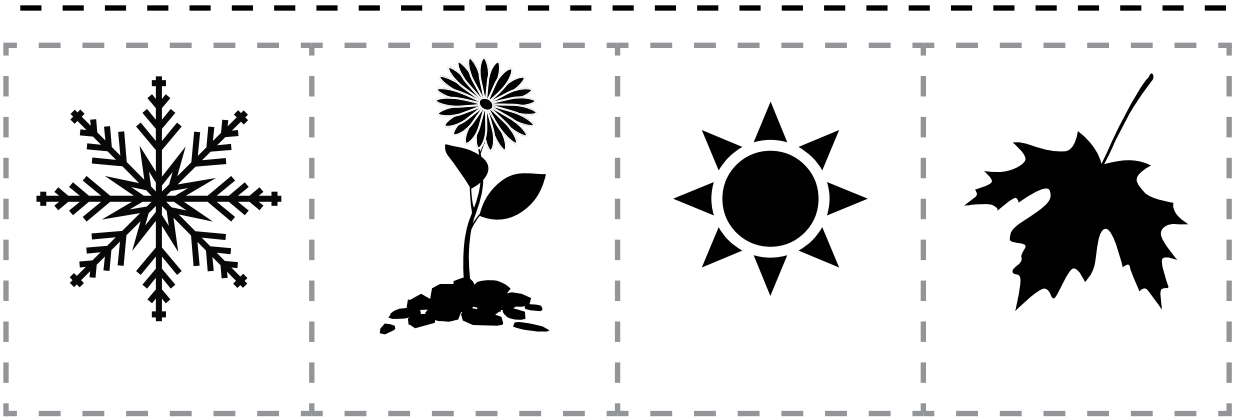
NAME: _____

DATE: _____

6.1 **Activity Page**

Directions: Cut along the dashed lines below. Then, cut out each season picture. Mix them up. Now, find winter. Find the square with a number one on it and paste winter on top of that square. Next, find the season that follows winter and paste it on the square numbered two. Repeat until all four seasons are pasted to the circle, showing the cycle of seasons.





NAME: _____

DATE: _____

DA.1 Assessment

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

Directions: Listen to your teacher's instructions.

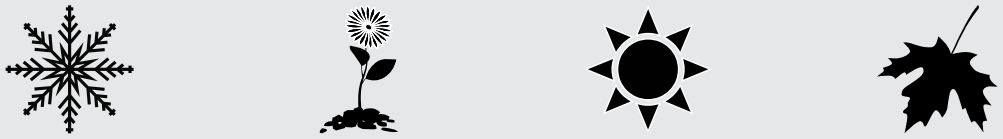
11.		
12.		
13.		
14.		
15.		

NAME: _____

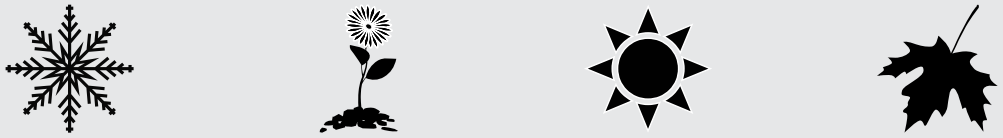
DATE: _____

DA.2 Assessment

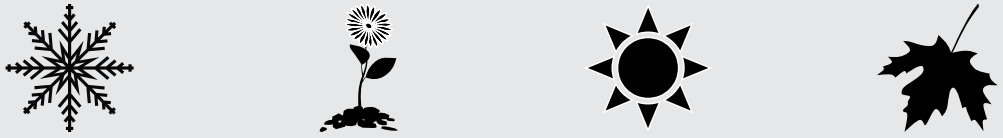
Directions: For each number, listen to the characteristic of a season that I will describe. Then, circle the picture of the season I am describing. Afterward, on the back of your paper, draw a picture of the season it is right now.

1. 

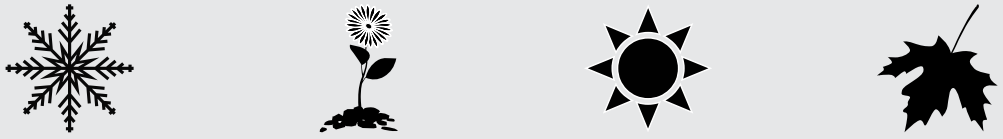
2.

3. 

4.

5. 

6.

7. 

NAME: _____

DATE: _____

DA.3 Assessment

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

Directions: Listen to your teacher's instructions.

Knowledge 9

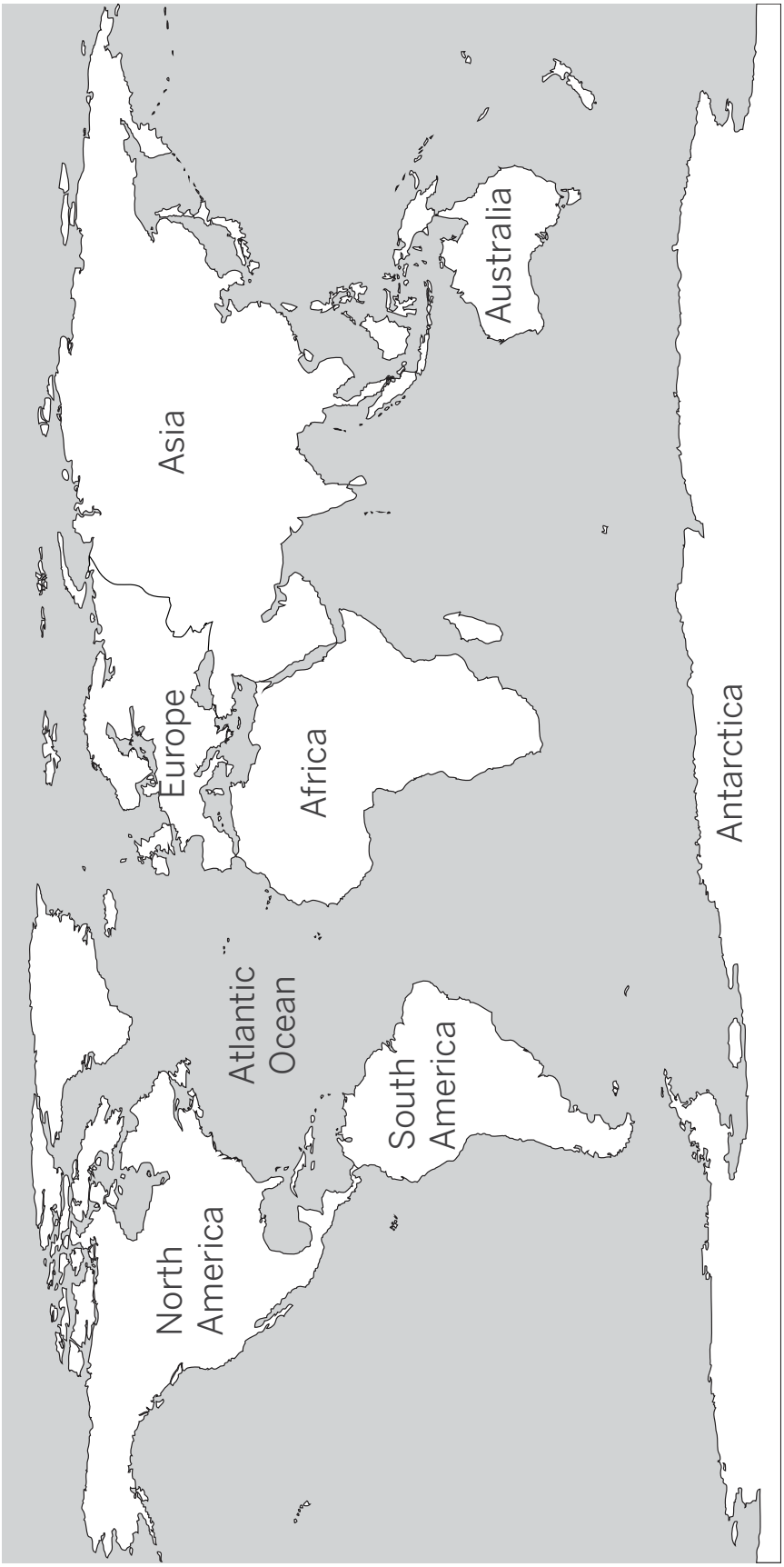
Columbus and the Pilgrims

NAME: _____

DATE: _____

1.1 **Activity Page**

Directions: Listen to your teacher's instructions.



NAME: _____

DATE: _____

Dear Caregiver,

Over the next several days, your student will be learning about Christopher Columbus. Each day they will be listening to a Read-Aloud that captures the excitement and danger of his voyage to America, beginning in 1492. Columbus died believing he had reached the Indies in Asia. Your student will learn about Columbus's mistakes as well as his accomplishments.

Below are some suggestions for activities that you may do at home to reinforce what your student is learning about this figure in American history.

1. Sing a Song

Your student may benefit from the review of material through the pedagogical technique of song lyrics. These lyrics can be sung to familiar child-friendly tunes, such as "If You're Happy and You Know It" and "I'm a Little Teapot." These songs are not intended to, in any way, diminish the seriousness of the topics being taught. Rather, they are intended to facilitate students' ability to learn key core concepts.

You may review this content with your student by singing these lyrics with them to the tune of "If You're Happy and You Know It":

Eastern Asia had a lot of gold and spice.

Eastern Asia had a lot of gold and spice.

But it was a distant land,

Miles and miles across the sand.

It was difficult to get the gold and spice.

Ferdinand and Isabella ruled in Spain.

Ferdinand and Isabella ruled in Spain.

Told Columbus he should wait,

Then they said his plan was great.

Ferdinand and Isabella ruled in Spain.

Chris and his crew sailed across the sea.

Chris and his crew sailed across the sea.

Niña, Pinta, and their ship,

Santa María made the trip.

Chris and his crew sailed across the sea.

2. Gaze at the Globe

Your student will learn that the large land masses are called continents. They will also learn the names of five continents: Europe, Asia, Africa, North America, and South America. Look at a globe together and help your student identify these continents. If you don't have a globe, look at a map together. You can also find both of these items at your local library.

3. Words to Use

Below is a list of some words your student will learn about and use. Try to use these words as they come up in everyday speech with your student.

- *victorious*—Luiz's basketball team celebrated last night after they were victorious.
- *shore*—The seaweed washed up on shore during the high tide.
- *courage*—Columbus showed great courage in making the journey across the ocean.
- *ashamed*—I felt ashamed after I was mean to my sister.

4. Read Aloud Each Day

It is very important that you read to your student each day. The local library has a variety of books based on the life and adventures of Columbus. A list of books relevant to this topic is provided below.

Recommended Resources for Columbus and the Pilgrims

Trade Book List

Christopher Columbus, by Mary Dodson Wade (Children's Press, 2003) ISBN 978-0516277693

The Seven Continents, by Wil Mara (Children's Press, 2005) ISBN 978-0516225340

Me on the Map, by Joan Sweeney and illustrated by Annette Cable (Dragonfly Books, 1998) ISBN 978-0517885573

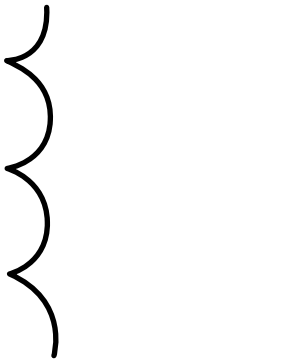
Giving Thanks: A Native American Good Morning Message, by Chief Jake Swamp and illustrated by Edwin Printup, Jr. (Lee & Low Books, 1997) ISBN 978-1880000547

If You Sailed on the Mayflower in 1620, by Ann McGovern and illustrated by Anna DeVito (Scholastic, 1991) ISBN 978-0590451611

NAME: _____

DATE: _____

3.1 **Activity Page**



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

5.1 **Activity Page**

3

Directions: Listen to your teacher's instructions.

Voyage # _____

NAME: _____

DATE: _____

PP.1 **Assessment**

1.

2.

3.

4.

Directions: Listen to your teacher's instructions.

Knowledge 9

NAME: _____

DATE: _____

Dear Caregiver,

Your student will begin learning about the Separatists/Pilgrims at school. Each day, they will be listening to a Read-Aloud that captures the excitement and danger of the Separatists' experiences in England and their voyage to America on the *Mayflower*. The Pilgrims fled England because they were being forced to attend the Church of England. Your student will soon learn about the Pilgrims' interactions with Squanto and the rest of the Wampanoag tribe in America.

Below are some suggestions for activities that you may do at home to reinforce what your student is learning about at school.

1. Sing a Song

Your student may benefit from the review of material about the Pilgrims through the pedagogical technique of song lyrics. The following verses, to the tune of "I'm a Little Teapot," are a review of the Read-Alouds on this topic. Sing these lyrics with your student:

I'm a Separatist and I believe

The Church of England is not for me.

I meet with my good friends to secretly pray

Now we've decided to move away.

I am the Mayflower. *I'm the ship*

To take the Pilgrims on their trip.

They are sailing west to the colonies

So they can worship as they please.

2. Words to Use

Below is a list of some words that your student will learn about and use. Try to use these words as they come up in everyday speech with your student.

- *glory*—Firefighters save people's lives and deserve glory for their bravery.
- *fascinated*—My cat was fascinated by the buzzing fly and watched for hours as it flew around the house.
- *celebration*—The winning team held a celebration at the end of the season.

3. Read Aloud Each Day

Set aside time each day to read to your student. The local library has a variety of books about the Pilgrims; check one out and read it with your student. Please refer to the list of books sent home with the previous caregiver letter.

4. Reflect on Religion

Your student will learn that the Pilgrims had a different set of beliefs from those who attended the Church of England. Together, have a discussion about your beliefs and values. If you belong to an organized religion, talk about that religion and its beliefs with your student. If you don't belong to an organized religion, talk about the values you believe are most important.

5. Think Thanksgiving

In a few days, your student will learn about the Thanksgiving feast that the Pilgrims and the Wampanoag shared. Encourage your student to say something for which they are thankful—and not just on Thanksgiving Day!

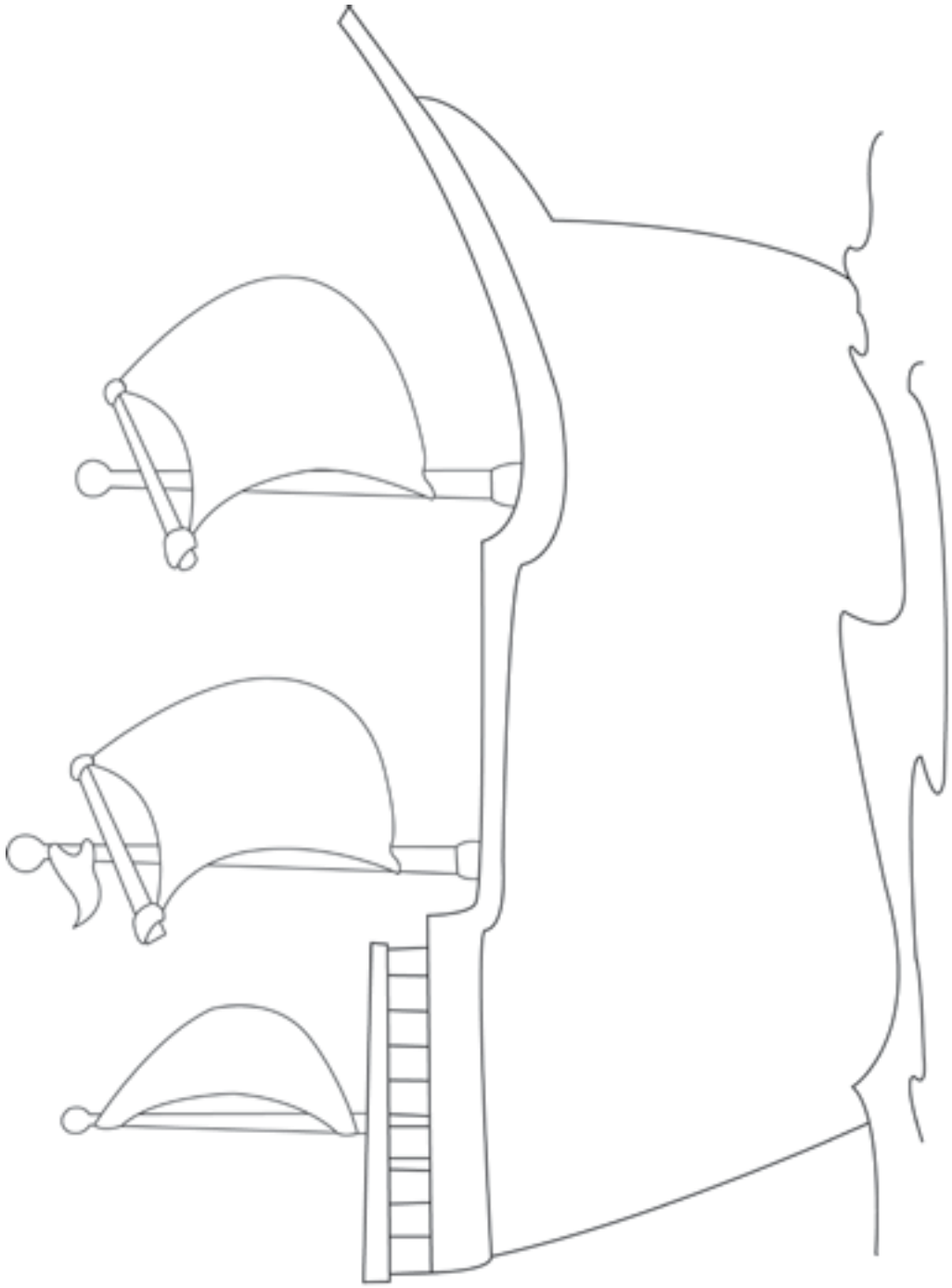
NAME: _____

DATE: _____

7.1 **Activity Page**

Directions: Listen to your teacher's instructions.

Mayflower



NAME: _____

DATE: _____

9.1 **Activity Page**

Directions: Listen to your teacher's instructions.

Dear Squanto,

Thank you,

2

NAME: _____

DATE: _____

DA.1 Assessment

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

Directions: Listen to your teacher's instructions.

11.		
12.		
13.		
14.		
15.		

NAME: _____

DATE: _____

DA.2 Assessment

Directions: Listen to your teacher's instructions.

1.		
2.		
3.		
4.		
5.		

6.		
7.		
8.		
9.		
10.		

NAME: _____

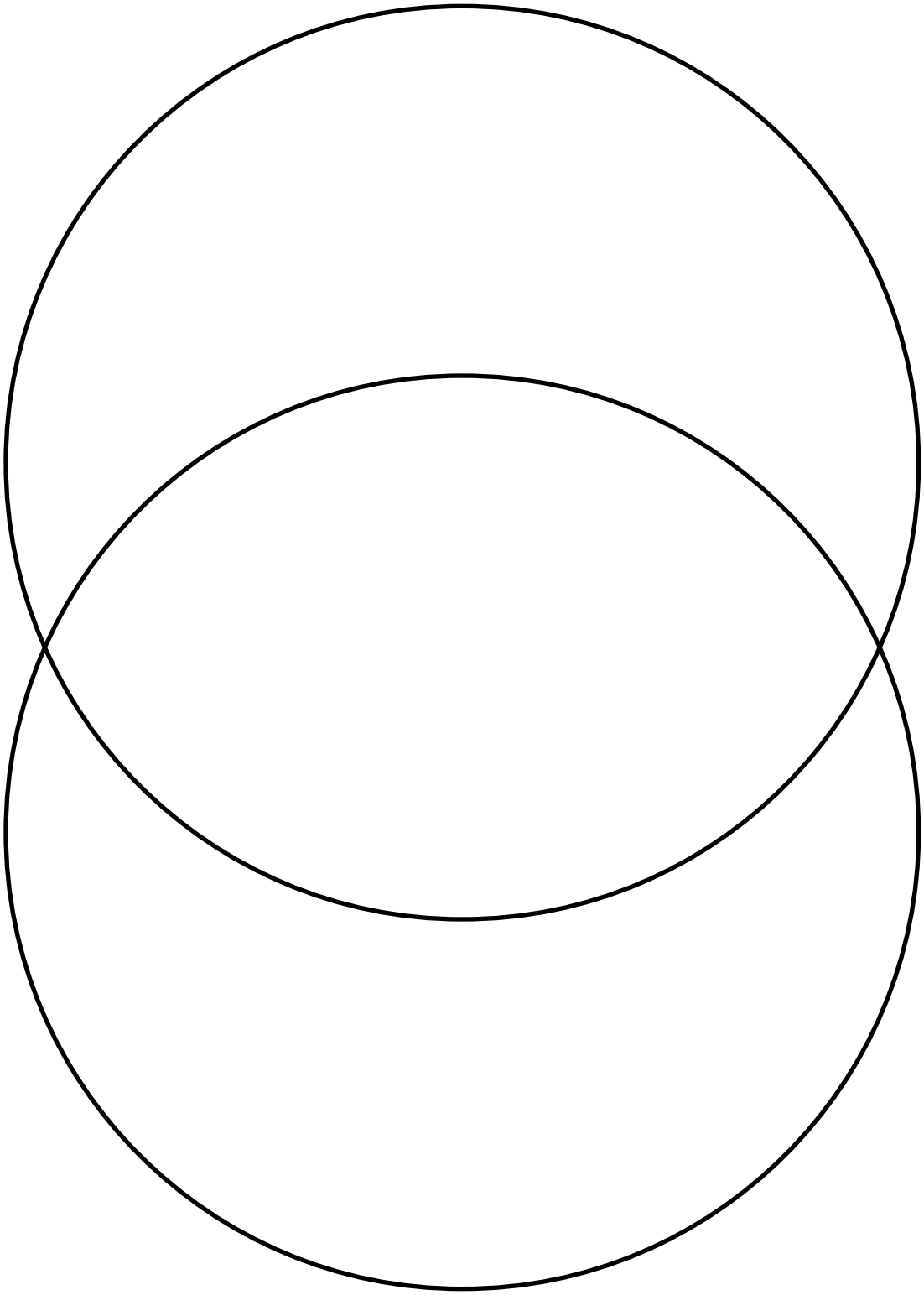
DATE: _____

CA.1 Assessment

Directions: Write the two topics you have chosen to compare/contrast on the blank lines. Write how the two topics are alike in the overlapping part of the Venn diagram. Write how the topics are different in the non-overlapping part of each circle for each topic.

_____

_____



Knowledge 10

Colonial Towns and Townspeople

NAME: _____

DATE: _____

1.1 **Take-Home**

Dear Caregiver,

Your student has just begun a study of what towns were like in colonial times. We will discuss how in colonial times, most of the things needed for survival were made at home. We will also talk about how farmers could visit towns to get some of the things they needed more easily. Your student is going to be learning about a variety of tradespeople who worked in larger colonial towns, including millers, bakers, spinners, weavers, dressmakers, tailors, hatters, and cobblers. Your student will also be comparing the work of colonial tradespeople to the work of tradespeople today.

Below are some suggestions for activities that you may do at home to reinforce what your student is learning about colonial times.

1. **Trip to Town**

The next time you have to run errands in your town, take your student along. Talk about why you go to the bank, grocery store, post office, and/or the department store. Encourage your student to ask questions of the professionals you meet on your day out. Ask your student to explain why farmers went to town in colonial times.

2. **Career Conversation**

Discuss your occupation and/or those of the other adults in your student's life. Use simple terms to describe the goods or services provided by these occupations. If possible, highlight tradespeople who work with their hands, and compare their work to the work of the colonial tradespeople your student is learning about.

3. **Children's Chores**

Your student has been learning that colonial children were expected to work hard to help their families' lives run smoothly, helping to care for the animals, fetching firewood and water, helping to take care of the crops, or helping with the cooking and sewing. If your student does not currently do chores, or could do them more frequently, discuss which functions would be important to help your household run more smoothly. Could your student feed a pet or set the table for dinner? Could they help you do the laundry, take out the trash, or cook dinner? Decide upon two or three chores that your student can do regularly, and hold them responsible for these chores.

4. Baked Bread

Bake bread at home or take your student to a bakery to watch bakers knead, proof (set the dough to rise), and bake the dough. Review the basic ingredients of bread. Then enjoy the fresh-baked goodies together!

5. Fabric Fun

At home or in a fabric store, explore the variety of fabrics and colors that are used to make clothing today. Highlight fabrics that have a noticeable weave; your student will learn that cloth was woven on looms in colonial times. Also highlight items made with cotton, flax, or wool. (Linen is made from the flax plant.)

6. Wonderful Words

Your student will be exposed to a variety of new words in this unit on colonial towns. Use them in your everyday conversations to increase your student's vocabulary. Here are a few examples:

- *trade*—Joshua studied as an apprentice to learn the trade of carpentry.
- *everyday*—Baking bread was an everyday event for a colonial baker.
- *rare*—Going to town was a rare event for most colonial people who lived in the country.
- *customers*—The dressmaker made many different types of clothing for her customers.
- *measure*—A tailor must measure the cloth before cutting it to make clothing.

7. Read Aloud Each Day

It is very important that you read to your student each day. The local library has many books about colonial times and a list of books and other resources relevant to this topic is included at the end of this letter.

Be sure to praise your student whenever they share what has been learned at school.

Recommended Resources for Colonial Towns and Townspeople

Trade Book List

Colonial Families, by Verna Fisher (Nomad Press, 2011) ISBN 978-1936313563
Colonial Farms, by Verna Fisher (Nomad Press, 2011) ISBN 978-1936313587
If You Lived in Colonial Times, by Ann McGovern and illustrated by June Otani (Scholastic, 1992) ISBN 978-0590451604
Ox-Cart Man, by Daniel Hall (Puffin 1983) ISBN 978-0140504415
Work in Colonial America, by Mark Thomas (Children's Press, 2002) ISBN 978-0516234953

NAME: _____

DATE: _____

3.1 **Activity Page**

Directions: Cut out these four pictures about making bread. Put them in the correct order. When you are sure they are in the correct order, glue them onto a separate sheet of paper.

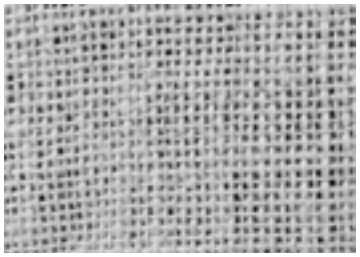
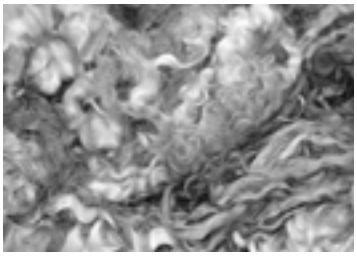
Knowledge 10

NAME: _____

DATE: _____

PP.1 **Assessment**

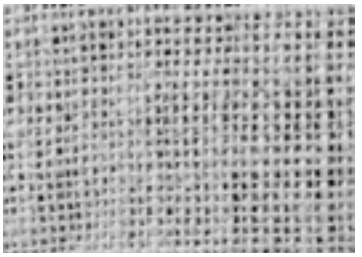
Directions: Listen carefully to your teacher's instructions.

1.			
2.			
3.			
4.			
5.			

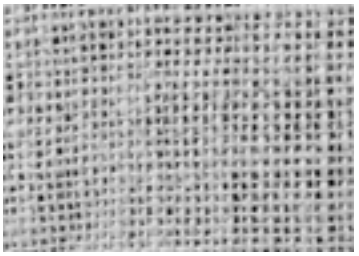
Knowledge 10

6.

7.



8.



9.

NAME: _____

DATE: _____

Dear Caregiver,

Your student has been learning about large towns in colonial times. Now we are discussing the roles of a variety of tradespeople, including bricklayers, masons, carpenters, and blacksmiths.

Below are some suggestions for activities that you may do at home to reinforce what your student is learning about colonial times.

1. Sayings and Phrases: Better Safe Than Sorry

Your student learned the proverb, "better safe than sorry," in the context of how carpenters measure carefully before they cut their wood. Your student would benefit from hearing this proverb being used in a variety of situations. For example, when you bring an umbrella in case of rain, remeasure something, or recount something to double-check your figures, use the phrase "better safe than sorry" with your student.

2. Old-fashioned Family Fun

One night, spend time together as a colonial family might have done. Turn off the television, computer, telephone, and lights. Light candles and/or build a fire and spend a quiet evening playing games or engaged in quiet activities together.

3. House Hunting

Take a walk in your neighborhood, and see if you can identify the three materials your student learned were used in colonial days to build houses: bricks, stones, and wood. Review the tradespeople your student learned about who use these materials: bricklayers, stonemasons, and carpenters.

4. School Stories

Talk about how your elementary school experience differed from your student's elementary school experience. Expand the conversation to include older relatives, neighbors, and friends to help your student compare schools in the past to their own school.

5. Map Making

Find or make a simple map showing your town. Be sure to include your home, as well as the school, grocery store, and other shops or businesses with which your student is familiar.

6. Wonderful Words

Your student will be exposed to a variety of new words while learning about colonial towns. Use them in your everyday conversations to increase your student's vocabulary. Here are a few examples:

- *patiently*—A stonemason uses a chisel to patiently reshape the stones before he can fit them together.
- *essential*—It is essential for a blacksmith to heat iron before being able to shape it into different objects.
- *merry* and *downcast*—The gray little pony was merry, but his owner was downcast when he realized his pony had lost a shoe.
- *horrified*—The boy was horrified when he realized his pet snake was missing from its cage.
- *sympathy*—In the story "Stone Soup," the carpenter didn't show any sympathy at first for the hungry soldiers.

7. Read Aloud Each Day

It is very important that you read to your student each day. The local library has many nonfiction books about colonial times, as well as fictional stories too. Please refer to the list sent home with the last caregiver letter.

Be sure to praise your student whenever they share what has been learned at school.

NAME: _____

DATE: _____

10.1 **Activity Page**

Directions: Choose six tradespeople that you have learned about so far. Draw six signs, one in each box, that each tradesperson could hang outside their shop. Make sure that the signs are simple enough to be seen from far away.

NAME: _____

DATE: _____

DA.1 Assessment

Directions: Listen carefully to your teacher's instructions.

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

11.		
12.		
13.		
14.		

NAME: _____

DATE: _____

DA.2 Assessment

Directions: Draw a line matching a tradesperson from long ago to a community helper from today who does a similar job.

NAME: _____

DATE: _____

DA.3 Assessment

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

Directions: Listen carefully to your teacher's instructions.

Knowledge 11

Taking Care of the Earth

NAME: _____

DATE: _____

Dear Caregiver,

Over the next couple of weeks, your student will be learning about how to take care of the earth. Each day they will be listening to a Read-Aloud that shows the beauty of Earth and explains why we all have a responsibility to keep Earth beautiful and clean. They will also learn about the three words *reduce, reuse, recycle,* and different ways that they can help keep Earth a safe place to live.

Below are some suggestions for activities that you may do at home to reinforce what your student is learning about taking care of the earth.

1. Use the Word *Responsibility*

Your student has learned and will be using the word *responsibility* to talk about actions we should all take to keep Earth clean. Ask your student, "What responsibility do you have in keeping the earth a beautiful place to live?" Encourage your student to use this word in situations other than ones in which you talk about taking care of the earth. Ask, "What are some responsibilities you have at home? What are some responsibilities you have at school? How are they different from your teacher's responsibilities?"

2. How to Clean Up Earth

Give your student prompts, such as "What should I do if I have an empty soda can? Should I throw it away in the trash can? What about old newspapers? What should I do with them? How can I reduce, reuse, and recycle these items?" Using these prompts, have your student give instructions on how to reduce, reuse, and recycle.

3. Draw Nature and Its Resources

Have your student draw a nature scene, such as a forest, an ocean, or the sky filled with birds. Ask your student, "What natural resource is in your nature drawing?" Then ask your student what would happen if that natural resource was used up or polluted. Ask, "What would happen to the scene you drew?" Discuss with your student why it is important to conserve natural resources, such as trees, clean water, and clear skies.

4. Read Aloud Each Day

It is very important that you read to your student each day. The local library has many books about taking care of the earth, including books about conserving natural resources and recycling. A list of books relevant to this topic is attached to this letter.

Recommended Resources for Taking Care of the Earth

Compost Stew: An A to Z Recipe for the Earth, by Mary McKenna Siddals and illustrated by Ashley Wolff (Dragonfly Books, 2014) ISBN 978-0385755382

The Seven Continents, by Wil Mara (Children's Press, 2005) ISBN 978-0516225340

Garbage and Recycling (Young Discoverers: Environmental Facts and Experiments), by Rosie Harlow and Sally Morgan (Kingfisher, 2002) ISBN 978-0753455036

The Three Rs: Reduce, Reuse, Recycle (What Do You Know About?), by Núria Roca and illustrated by Rosa M. Curto (Barron's Educational Series, 2007) ISBN 978-0764135811

Stories for a Fragile Planet: Traditional Tales About Caring for the Earth, by Kenneth Steven and Jane Ray (Lion Hudson, 2012) ISBN 978-0745963860

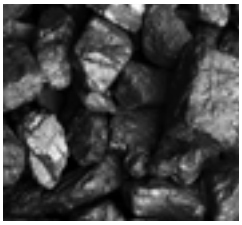
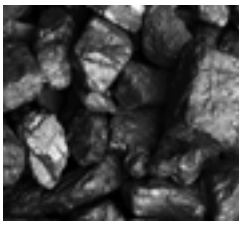
Why Should I Save Water? (Why Should I?), by Jen Green and illustrated by Mike Gordon (Barron's Educational Series, 2005) ISBN 978-0764131578

NAME: _____

DATE: _____

3.1 **Activity Page**

Directions: There are three pictures of natural resources next to each item. Your teacher will read the names of the natural resources to you. Circle the natural resource that is being used for each item.

1.				
2.				
3.				
4.				
5.				
6.				

Knowledge 11

NAME: _____

DATE: _____

6.1 Activity Page

Directions: These pictures show the steps in the process of composting. Look at each picture and think about what is happening. Cut out the pictures and put them in the correct order to show the steps in the process. Recount the process using the pictures. When you are sure that you have them in the correct order, glue or tape them on a separate sheet of paper in the correct order.

NAME: _____

DATE: _____

6.2 **Take Home**

Dear Caregiver,

Your student is continuing to learn about taking care of the earth this week. They have learned more about recycling and about different types of pollution in the environment. Today, they learned about a way to recycle food called *composting.*

Below are some suggestions for activities that you may do at home to reinforce what your student is learning about taking care of the earth.

1. **Use the Word *Solution***

Your student has learned and has been using the word *solution* to talk about addressing the problems of pollution and waste. Ask your student, "Can you name a few solutions you learned about that help keep Earth clean?" Encourage your student to use this word in situations other than ones in which you talk about taking care of the earth. Ask, "What is the solution to the math problem two plus one? What is the solution to a dirty room?"

2. **Recycle! Recycle! Recycle!**

At home, have your student help sort the recyclable items into plastics, paper, glass, and metals. Keep these items in separate bins. If possible, take your student to a recycling center, and point to the appropriate bins as you place the recyclable items into them. As you do this, say, "Recycling helps to reduce trash in landfills. It helps to create a cleaner world."

3. **Sayings and Phrases: A Place for Everything, and Everything in Its Place**

Your student has learned the saying "a place for everything, and everything in its place." Talk with your student about its meaning. Use this saying at home or out in public to demonstrate how garbage has its proper place in a trash can, recycle bin, or compost pile.

4. **Read Aloud Each Day**

It is very important that you read to your student each day. Please refer to the list of books and other resources sent home with the previous caregiver letter, recommending resources related to taking care of the earth.

5. Saving Water

When your student brushes their teeth or takes a bath or shower, remind them that they need to remember to conserve water. Say, "We need to conserve water, so that there is enough fresh water for everyone to use."

6. Saving Electricity

When your student is the last one to leave a room, remind them to turn off the lights to help conserve electricity. Say, "We need to conserve electricity, so that we can help take care of the earth."

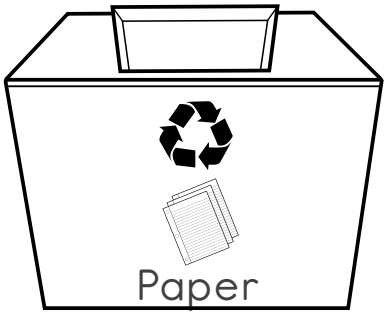
Be sure to let your student know how much you enjoy hearing about what they have learned at school.

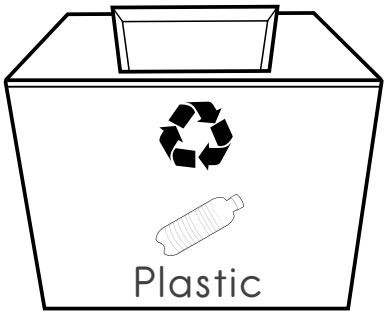
NAME: _____

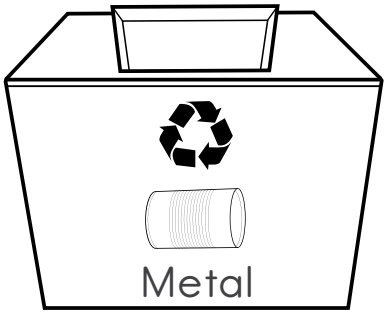
DATE: _____

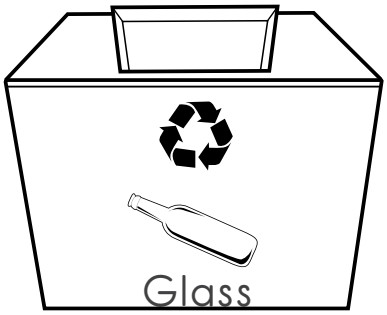
PP.1 **Assessment**

Directions: Your teacher will read the label for each of the recycling bins on the right-hand side of the page. Draw a line from each recyclable item to the bin in which it belongs.









Knowledge 11

NAME: _____

DATE: _____

DA.1 Assessment

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

Directions: Listen to your teacher's instructions.

11.		
12.		
13.		
14.		
15.		

NAME: _____

DATE: _____

DA.2 Assessment

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

Directions: Listen to your teacher's instructions.

Knowledge 12

Presidents and American Symbols

NAME: _____

DATE: _____

Dear Caregiver,

Your student will be learning about U.S. presidents at school. They will learn about the president's job, the significance of the city of Washington, D.C., and the importance of George Washington, the first president of the United States. Your student will also learn about another Founding Father of our country, Thomas Jefferson, as well as other important presidents, including Abraham Lincoln, Theodore Roosevelt, and Barack Obama.

Below are some suggestions for activities you may do at home to reinforce what your student is learning about the presidents.

1. Use the Word *Respect*

Your student will use the word *respect* to talk about the feelings that many people have for the country's Founding Fathers. Ask your student, "Who was George Washington? Why do so many people respect him?" Encourage your student to use this word in situations other than when talking about the Founding Fathers and presidents of the United States. Ask, "What are some qualities you respect in other people? What are some qualities you respect in yourself?"

2. Imagine the Feeling

Have your student close their eyes and imagine what it might feel like to lead an army, as George Washington did. Ask your student what feelings they might have before a great battle. Ask them what feelings they might have after learning that America was free from the control of the king of Great Britain.

3. Draw a Story

Ask your student to describe their favorite story about George Washington. Fold a piece of paper in thirds and give it to your student. Have your student draw their favorite Washington story. Guide your student to draw the beginning of the story in the first section, the middle of the story in the second section, and the end of the story in the last section. Use the terms *beginning, middle,* and *end* to reinforce the understanding of the terms used when talking about a story.

4. Read Aloud Each Day

Set aside time to read to your student each day. Reading to your student is the single most important thing you can do to encourage their literacy development. The local library has a variety of books about presidents and American symbols, and a list of books relevant to this topic is included at the end of this letter.

Be sure to let your student know how much you enjoy hearing about what they are learning at school.

Recommended Resources for *Presidents and American Symbols*

Abe Lincoln's Dream, by Lane Smith (Roaring Book Press, 2012) ISBN 978-1596436084

Barack Obama, Son of Promise, Child of Hope, by Nikki Grimes (Simon and Schuster Books for Young Readers, 2008) ISBN 978-1442440920

I Am George Washington, by Grace Norwich (Scholastic, 2012) ISBN 978-0545484350

If I Were President, by Catherine Stier (Alber Whitman and Company, 1999) ISBN 978-0807535424

A Picture Book of Thomas Jefferson, by David Adler (Holiday House, 1991) ISBN 978-0823408818

Who was Theodore Roosevelt?, by Michael Burgan and illustrated by Jerry Hoare and Nancy Harrison (Penguin Young Readers Group, 2014) ISBN 978-0448479453

NAME: _____

DATE: _____

2.1 **Activity Page**

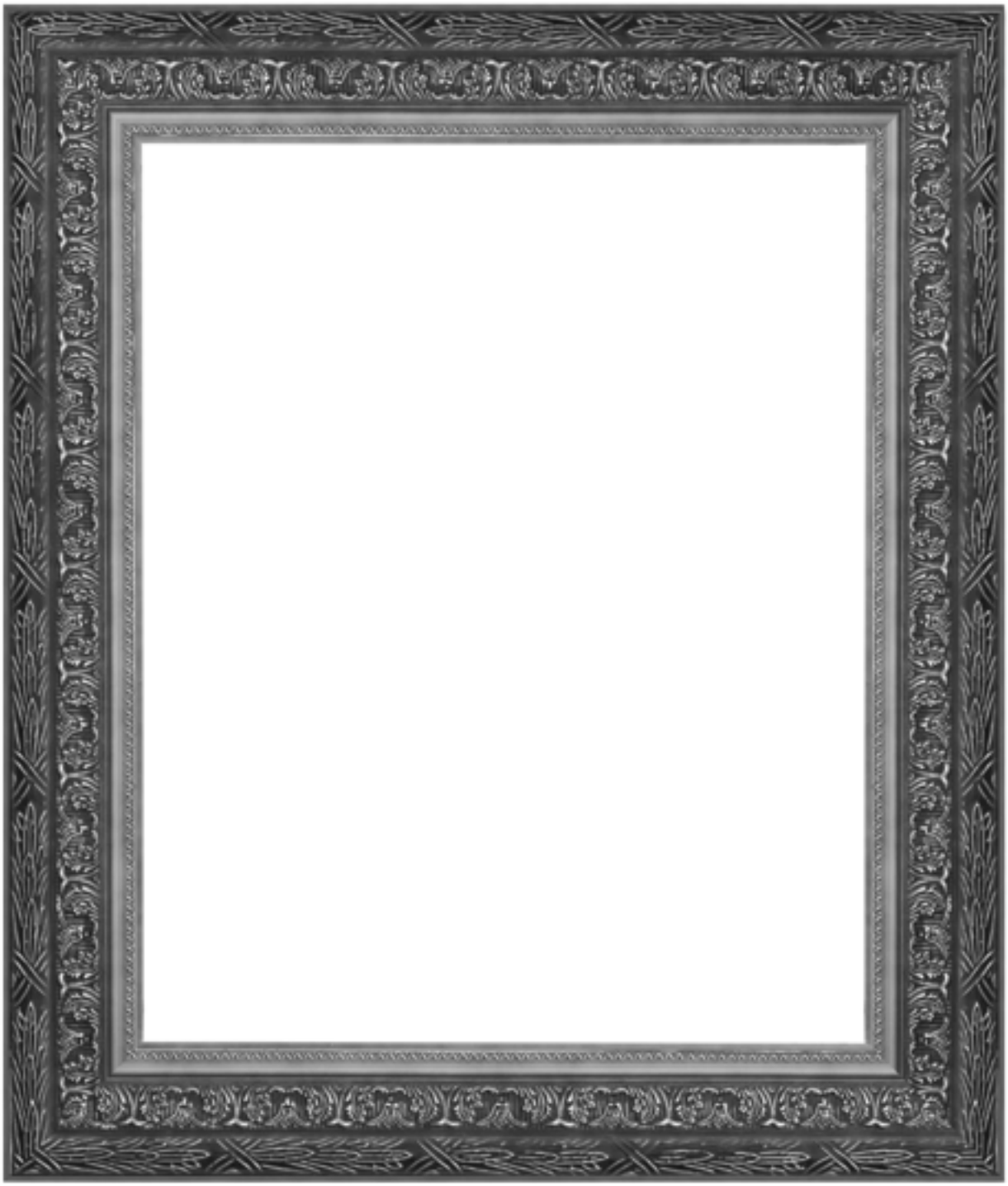
Directions: Listen to your teacher's instructions.

3	
2	
1	

NAME: _____

DATE: _____

6.1 **Activity Page**



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

Dear Caregiver,

Your student is continuing to learn about U.S. presidents at school. They are learning, and will continue to learn, about George Washington, Thomas Jefferson, Abraham Lincoln, Theodore Roosevelt, and Barack Obama. Your student will also learn that four of the five presidents studied have been memorialized on Mount Rushmore.

Below are some suggestions for activities you may do at home to reinforce what your student is learning about these U.S. presidents.

1. Use the Word *Admired*

Your student has learned and has been using the word *admired* to talk about some of the most memorable presidents. Ask your student, "Which U.S. president do you admire most? Why?" Encourage your student to use this word in situations other than ones in which you talk about important presidents. Ask, "Whom do you admire most in your class? What are some qualities of this person that you admire?"

2. Imagine the Founding Fathers' Hard Times

Have your student describe the struggles of either George Washington or Thomas Jefferson, who helped found our country. Have them imagine they are one of the Founding Fathers, and have them describe what they are feeling during this difficult time. Then ask them, "Can you imagine what it might have been like to be one of the Founding Fathers? Are you glad that they fought for our freedom? Why?"

3. Discuss Freedom

Your student has learned about slavery, the U.S. Civil War, President Lincoln's role during the War, and the Emancipation Proclamation. Discuss with your student what slavery means, and talk about why we no longer have slavery in the United States of America. Discuss the importance of freedom for all and not just for some.

4. Favorite President

Ask your student which president that they learned about is their favorite. Ask, "Why do you admire him?" Have your student talk about why the president they chose is a hero to many people, and why your student respects this person.

5. Read Aloud Each Day

Set aside time to read to your student every day. Please refer to the list of books and other resources sent home with the previous caregiver letter, recommending resources related to presidents and American symbols.

Be sure to let your student know how much you enjoy hearing about what they are learning at school.

NAME: _____

DATE: _____

7.1 **Activity Page**

Directions: Cut out these five pictures about Theodore Roosevelt's life. Put them in the correct order. When you are sure they are in the correct order, glue them onto a separate sheet of paper.

NAME: _____

DATE: _____

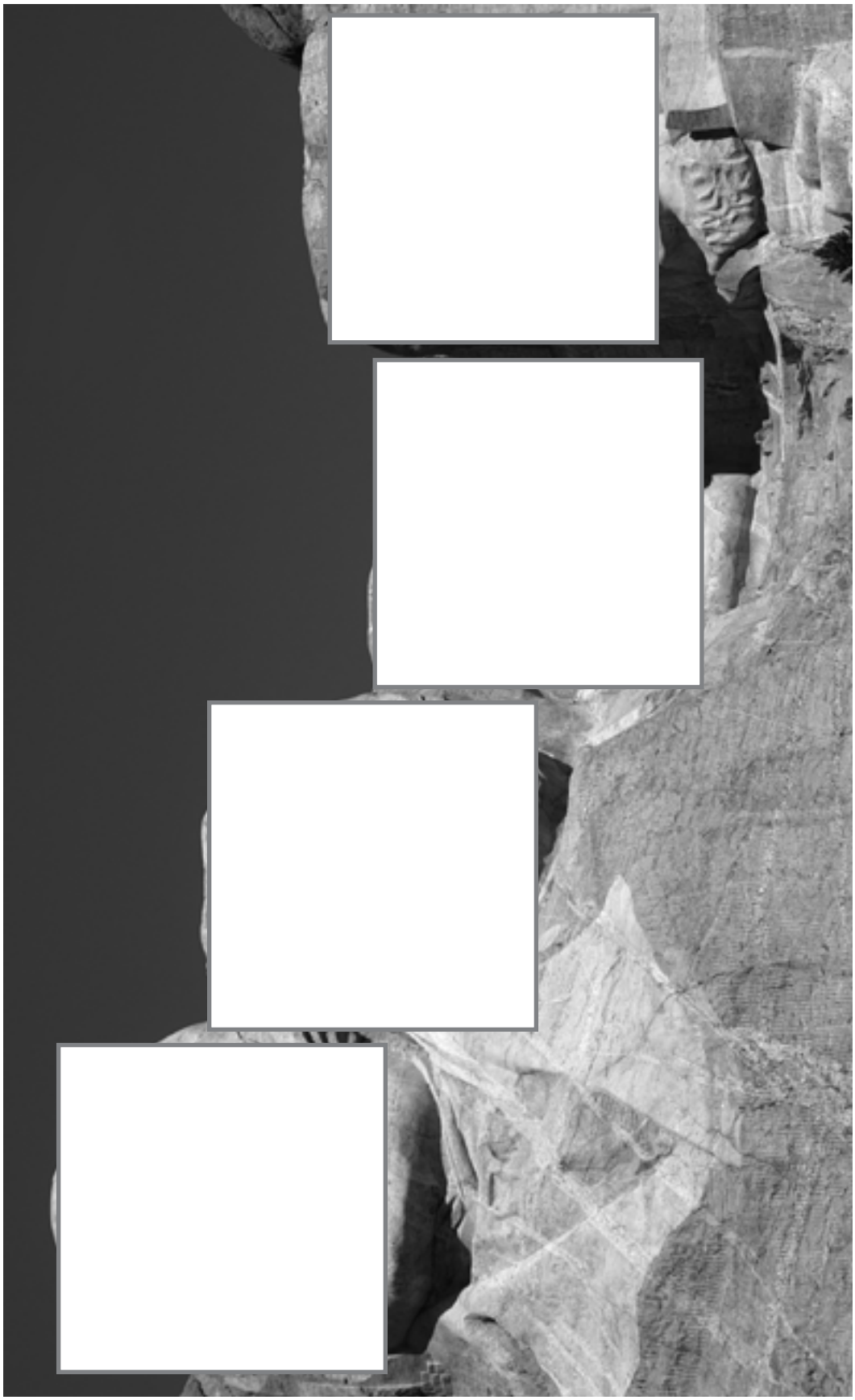
9.1 **Activity Page**

Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

9.2 **Activity Page**



NAME: _____

DATE: _____

DA.1 Assessment

Directions: Listen to your teacher's instructions.

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

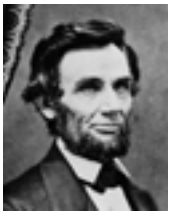
11.		
12.		
13.		
14.		
15.		

NAME: _____

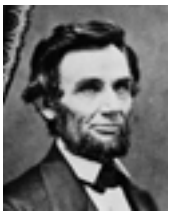
DATE: _____

DA.2 Assessment

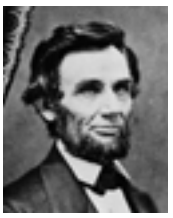
Directions: Listen to your teacher's instructions.

1.					
2.					
3.					
4.					
5.					

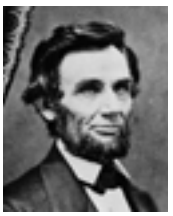
6.



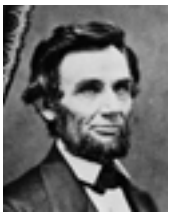
7.



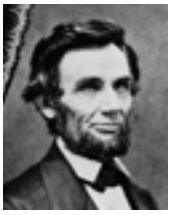
8.



9.



10.



NAME: _____

DATE: _____

DA.3 Assessment

1.		
2.		
3.		
4.		

Directions: Listen to your teacher's instructions.

Core Knowledge Language Arts
Amplify

Senior Vice President and General Manager, K-8 Humanities

LaShon Ormond

Chief Product Officer

Alexandra Walsh

Chief Academic Officer

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Vice President, Editorial

Genya Devoe, Executive Director

Patricia Erno, Associate Director

Maria Oralia Martinez, Associate Director

Baria Jennings, EdD, Senior Content Developer

Sean McBride, Content and Instructional Specialist

Arysteja Szymanski, Content and Instructional Specialist

Mabel Zardus, Content and Instructional Specialist

Christina Cox, Managing Editor

Design and Production

Tory Novikova, Senior Director, Product Design

Erin O'Donnell, Director, Product Design

Julie Kim, Senior Product Design Manager

Ian Horst, Product Design Manager

Max Reinhardsen, Product Design Manager

Tara Pajouhesh, Senior Visual Designer

Product and Project Management

Nishi Ludwig, Vice President, Humanities

Amber Ely, Director, Product

Katherine Bazley, Associate Product Manager

Leslie Johnson, Director, Commercial Operations

Millie Triana, Operations Specialist

Melissa Cherian, Executive Director, Strategic Projects

Catherine Alexander, Associate Director, Project Management

Stephanie Melinger, Senior Project Manager

Zara Chaudhury, Project Manager

Patricia Beam Portney, Project Coordinator

Tamara Morris, Project Coordinator

Contributors

Cletis Allen, Nanyamka Anderson, Raghav Arumugan, Rosalie Asia, Dani Aviles, Olioli Buika, Bill Cheng, Sherry Choi, Stuart Dalgo, Claire Dorfman, Angelica Escalante, Edel Ferri, Rebecca Figueroa, Nicole Galuszka, Rodrigo Garcia, Parker-Nia Gordon, Danae Grandison, Ken Harney, Elisabeth Hartman, Molly Hensley, David Herubin, Isabel Hetrick, Sara Hunt, Sarah Kanu, Ashna Kapadia, Jagriti Khirwar, Kristen Kirchner, James Mendez-Hodes, Emily Mendoza, Francine Mensah, Christopher Miller, Lisa McGarry, Marguerite Oerlemans, Lucas De Oliveira, Melisa Osorio Bonifaz, Emmely Pierre-Louis, Jackie Pierson, Sheri Pineault, Diana Projansky, Dominique Ramsey, Todd Rawson, Darby Raymond-Overstreet, Max Reinhardsen, Jessica Roodvoets, Mia Saine, Zahra Sajwani, Natalie Santos, Meena Sharma, Jennifer Skelley, Nicole Stahl, Julia Sverchuk, Flore Thevoux, Elizabeth Thiers, Jeanne Thornton, Amanda Tolentino, Julie Vantrease, Paige Womack, Amy Xu, Jules Zuckerberg

Amplify CKLA

Core Knowledge Language Arts

Core Knowledge Foundation

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

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, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in 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, 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 were critical.

Core Knowledge®

Knowledge 7

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.

Expert Reviewer

John J. Butt

Writers

Michael L. Ford

Illustrators and Image Sources

Cover: Amplify Learning, Inc.; 3.1: Michael Parker; PP.1 (1A): Library of Congress, Prints and Photographs, LC-USZ62-118783; PP.1 (1B): Katy Cummings; PP.1 (2A): Katy Cummings; PP.1 (2B): Library of Congress, Prints & Photographs Division, LC-DIG-ggbain-32479; PP.1 (3A): Michael Parker; PP.1 (3B): Katy Cummings; PP.1 (4A): Steve Morrison; PP.1 (4B): Katy Cummings; PP.1 (5A): Michael Parker; PP.1 (5B): Katy Cummings; 7.1: Shari Griffiths; 8.1: Kristin Kwan; DA.1: Shutterstock; DA.2 (1A): Shutterstock; DA.2 (1B): Kristin Kwan; DA.2 (2A): Katy Cummings; DA.2 (2B): Shari Griffiths; DA.2 (3A): Michael Parker; DA.2 (3B): Jake Wyatt; DA.2 (4A): Kristin Kwan; DA.2 (4B): Katy Cummings; DA.3: Shutterstock

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."

Knowledge 8

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.

Expert Reviewer

Scott Curtis

Writers

Michael L. Ford

Illustrators and Image Sources

Cover: Amplify Learning, Inc.; 1.1: Steve Morrison; PP.1: Core Knowledge Staff; 6.1: Core Knowledge Staff; DA.1: Shutterstock; DA.2: Core Knowledge Staff; DA.3: Shutterstock

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."

Knowledge 9

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.

Expert Reviewer

Jeffrey Hantman

Writers

James Weiss

Illustrators and Image Sources

Cover: Amplify Learning, Inc.; 1.1: Shutterstock; PP.1: Shutterstock; 7.1: Core Knowledge Staff; DA.1: Shutterstock; DA.2 (Columbus): Steve Morrison; DA.2 (Pilgrims): Michael Parker; CA.1: Steve Morrison

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."

Knowledge 10

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.

Expert Reviewers

J. Chris Arndt, Jeffrey Hantman

Writers

B. Kanninen, Judith Lawrence

Illustrators and Image Sources

Cover: Amplify Learning, Inc.; 3.1: Shutterstock; PP.1 : Shutterstock; PP.1 (farmer): Ellen Beier; PP.1 (baker): Ellen Beier; PP.1 (shoemaker): Steve Morrison; DA.1: Shutterstock; DA.2: Shutterstock; DA.2 (farmer): Ellen Beier; DA.2 (baker): Ellen Beier; DA.2 (shopkeeper): Scott Hammond; DA.3: Shutterstock

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."

Knowledge 11

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.

Expert Reviewer

Christine L. May

Writers

Michael L. Ford

Illustrators and Image Sources

Cover: Amplify Learning, Inc.; 3.1: Shutterstock; 6.1: Shutterstock; PP.1: Shutterstock; PP.1 (recycling bin): Core Knowledge Staff; DA.1: Shutterstock; DA.2: Shutterstock

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."

Knowledge 12

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.

Expert Reviewer

J. Chris Arndt

Writers

Matthew Davis; Diane Leipzig; Rosie McCormick; James Weiss

Illustrators and Image Sources

Cover: Amplify Learning, Inc.; 6.1: Shutterstock; 7.1 (top left): Scott Hammond; 7.1 (top right): Shutterstock; 7.1 (middle left): Scott Hammond; 7.1 (middle right): Library of Congress, Prints and Photographs, LC-USZ62-127283 ; 7.1 (bottom left): Library of Congress, Prints & Photographs Division, LC-USZ62-90235; 9.1: Shutterstock; 9.2: Shutterstock; DA.1: Shutterstock; DA.2 (George Washington): Library of Congress, Prints & Photographs Division, LC-USZ62-7265; DA.2 (Thomas Jefferson): Original by Rembrandt Peale; DA.2 (Abraham Lincoln): Library of Congress, Prints and Photographs, LC-USZ62-7334; DA.2 (Teddy Roosevelt): Library of Congress, Prints and Photographs, LC-DIG-ppmsca-36423; DA.2 (Barack Obama): Shutterstock

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."

Knowledge 7–12

Activity Book | Kindergarten

ISBN 9781681610290

Amplify CKLA

learning.amplify.com