



Kindergarten

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# **Skills 7**

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## **Activity Book**

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# **Skills 7**

## **Activity Book**

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 7. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The activity pages in this book do not include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these activity pages to the students orally, using the instructions in the Teacher Guide. The Activity Book is a student component, which means each student should have an Activity Book.



NAME: \_\_\_\_\_

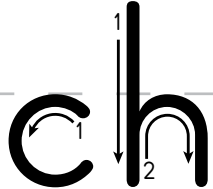
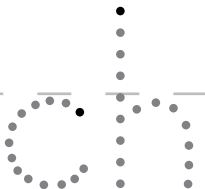
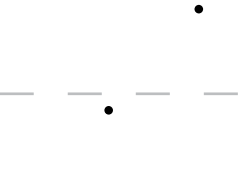
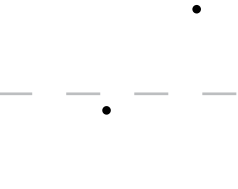
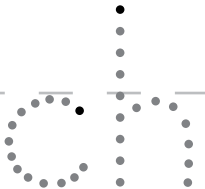
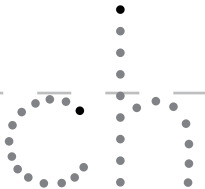
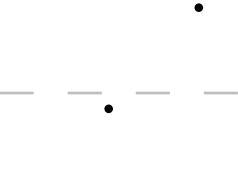
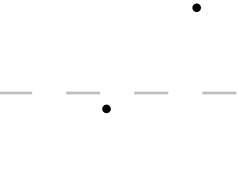
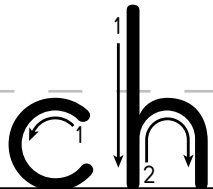
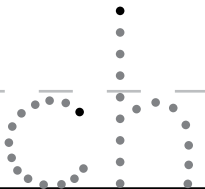
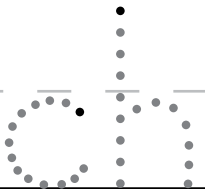
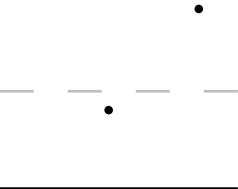
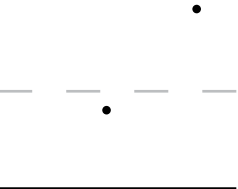
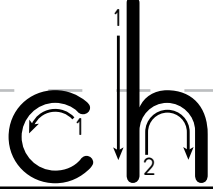
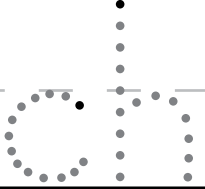
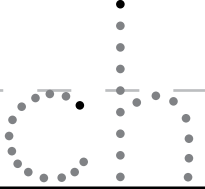
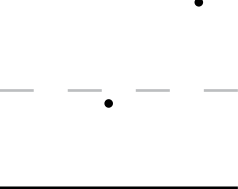
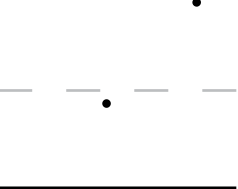
DATE: \_\_\_\_\_

1.1

Activity Page

Directions: Have students trace and copy the digraph and word and say the sounds while printing.

ch

|                                                                                     |                                                                                     |                                                                                      |                                                                                       |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
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|                                                                                     |                                                                                      |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  |  |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|

Directions: Have students write each word under its matching picture.

lunch

branch

bench

chips



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1.2

Activity Page

Directions: For each picture, have students circle the spelling of the depicted item and write the name of the item on the line.

|                                                                                   |    |   |   |   |
|-----------------------------------------------------------------------------------|----|---|---|---|
|  | ch | i | s | t |
|                                                                                   | j  | e | z | d |

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

|                                                                                    |    |   |   |   |
|------------------------------------------------------------------------------------|----|---|---|---|
|  | ch | i | m | b |
|                                                                                    | c  | o | n | p |

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

|                                                                                     |    |   |   |   |
|-------------------------------------------------------------------------------------|----|---|---|---|
|  | h  | i | p | t |
|                                                                                     | ch | a | d | s |

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

|                                                                                   |   |   |   |    |
|-----------------------------------------------------------------------------------|---|---|---|----|
|  | b | i | r | k  |
|                                                                                   | p | e | n | ch |

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|                                                                                     |   |   |   |    |
|-------------------------------------------------------------------------------------|---|---|---|----|
|  | p | a | n | ch |
|                                                                                     | d | u | t | j  |

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|                                                                                     |   |   |   |    |
|-------------------------------------------------------------------------------------|---|---|---|----|
|  | g | i | n | sh |
|                                                                                     | p | e | m | ch |

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2.1

Activity Page

Directions: Have students trace and copy the digraph and word and say the sounds while printing.

sh

sh sh

sh sh

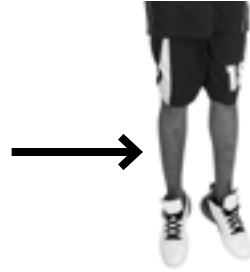
sh sh

sh sh

shed shed

Directions: Have students write each word under its matching picture.

1. shin



---

---

---

2. fish



---

---

---

3. brush



---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2.2

Take-Home

**Dear Caregiver,**

Your student has been taught to read the digraphs 'sh' and 'ch'. Digraphs are spellings consisting of two letters. Both letters together stand for only one sound as in "chill" and "rash." Words with digraphs are difficult to read at first because the reader has to recognize that two letters combined stand for a single sound. Ask your student to cut out the word cards below. Show the cards to your student and have your student read them. Notice the digraphs are printed in bold letters; if necessary, remind your student these two letters stand for just one sound. You may also read the words aloud and have your student write the sounds down, one at a time. Please keep these cards for future practice.



**bench**

**chest**

**fish**

**chin**

**shrubs**

**shed**

**chips**

**splash**

**crunch**

**trash**

**crush**

**chimps**



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3.1

Activity Page

Directions: Have students write the word from the box to complete each sentence and then read the sentence aloud.

up

1. The big



is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. The



is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. The



is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

up

4. I look \_\_\_\_\_ at the big



5. I look \_\_\_\_\_ at the little



6. I look \_\_\_\_\_ at the big



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3.1  
CONTINUED

Activity Page

up

7. I look \_\_\_\_\_ at the little



8. I look \_\_\_\_\_ at the little



in the big  .

# down

1. I can



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

the



.

2. I can



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

the



.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3.1  
CONTINUED

Activity Page

up, down

1. I can



\_\_\_\_\_ and  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. I can



\_\_\_\_\_ and  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_ the  
\_\_\_\_\_



3. I can look \_\_\_\_\_ at the



and look \_\_\_\_\_ the



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3.2

Activity Page

Directions: For each picture, have students read the phrases and put a check mark in the box next to the matching phrase.

1.

☐

big **ship**

☐

big **shop**

2.

☐

his **chin**

☐

his **shin**

3.

☐

trash in **chest**

☐

cash in **chest**

4.

☐

**chop** up logs

☐

**chop** up **ships**

5.

☐

fish and **shrimp**

☐

ham and **chips**

---

6.

☐

such big hands

☐

such big cats

---

7.

☐

crush can

☐

crush box

---

8.

☐

dog on bench

☐

cat on bench

---

9.

☐

crab can pinch

☐

kid can pinch

---

10.

☐

mom shops

☐

dad shops

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3.3

Take-Home

**Dear Caregiver,**

For each row on the front and back, have your student blend and read all three words and circle the word matching the picture. If necessary, identify the pictures for your student.

1.



champ chomp chimp

2.



punch hunch bunch

3.



shed mush sash

4.



chip ship shin

---

5.  branch ranch brand

---

6.  lunch hunch lump

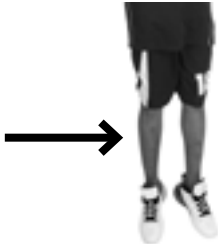
---

7.  shelf fish shrug

---

8.  crash trap trash

---

9.  ship shin chin

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3.4

Take-Home

Dear Caregiver,

Have your student cut along dotted lines. Then fold along solid lines to make a mini book to read.



|                                                                                                                                                                                                             |                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>the big</p>  <p>I can</p> <p>down</p> |  <p>the</p>  <p>I can</p> <p>down</p>                             |
| <p>up, <u>down</u></p> <p>I can  up and</p> <p><u>down</u>.</p>                                                          | <p>up</p> <p><u>The</u>  is up.</p> <p><u>The</u>  is up.</p> |



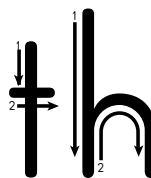
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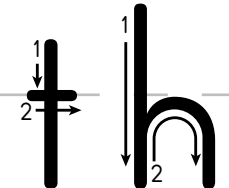
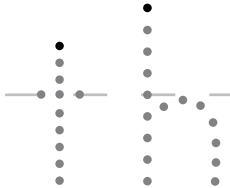
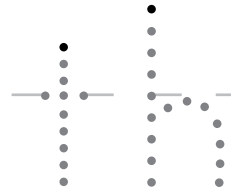
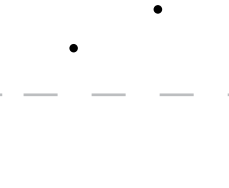
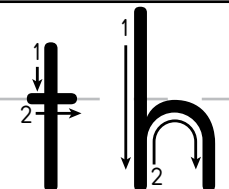
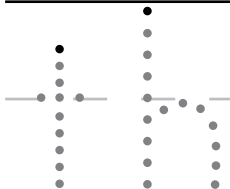
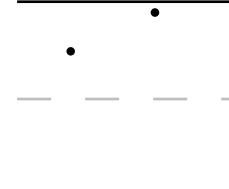
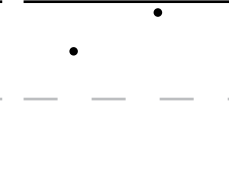
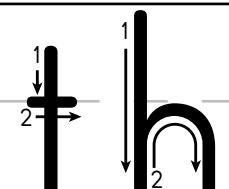
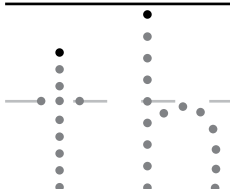
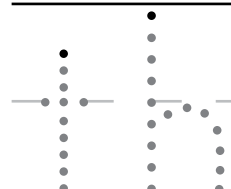
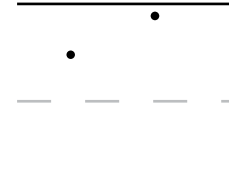
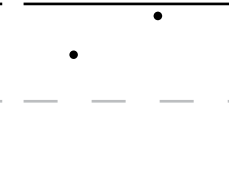
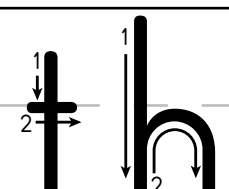
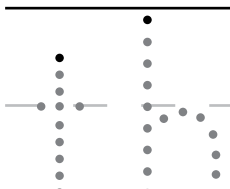
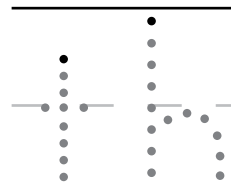
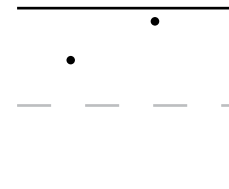
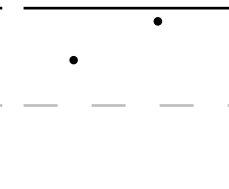
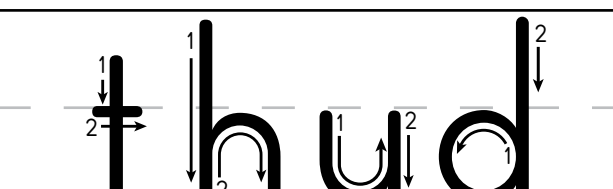
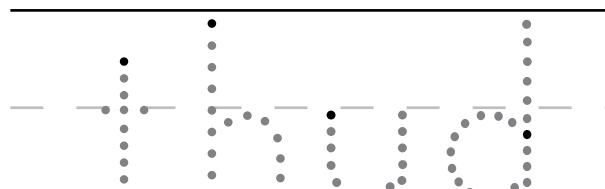
DATE: \_\_\_\_\_

4.1

Activity Page

Directions: Have students trace and copy the digraph and word and say the sounds while printing.



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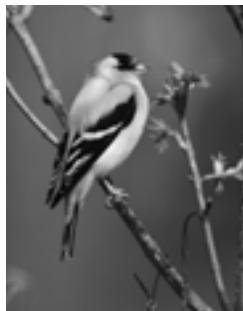
1. bath



2. moth



3. think



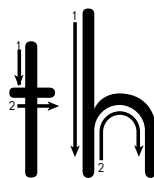
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.1

Activity Page

Directions: Have students trace and copy the digraph and word and say the sounds while printing.



|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Directions: Have students write the words with buzzy /th/ under the bee saying "bzzzzz" and the words with nonbuzzy /th/ under the crossed-out bee.

|      |      |      |       |
|------|------|------|-------|
| math | than | then | theft |
| that | this | bath | thin  |



\_\_\_\_\_

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

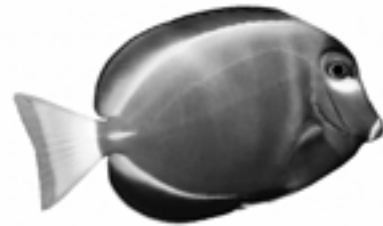
5.2

Take-Home

**Dear Caregiver,**

On the front and back of this sheet, have your student draw a line from each word on the left to the matching picture. If necessary, identify the pictures for your student.

1. bath



2. fish



3. think



4. branch



5. moth



6. brush



7. chop



8. pinch



9. chest



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

6.1

Activity Page

Directions: Have students write each word under its matching picture.

1. bench



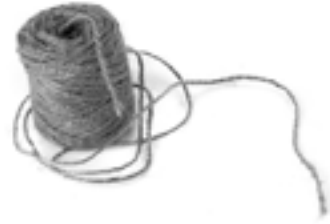
2. bath



3. lunch



4. moth



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5. cash



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---

---

6. punch



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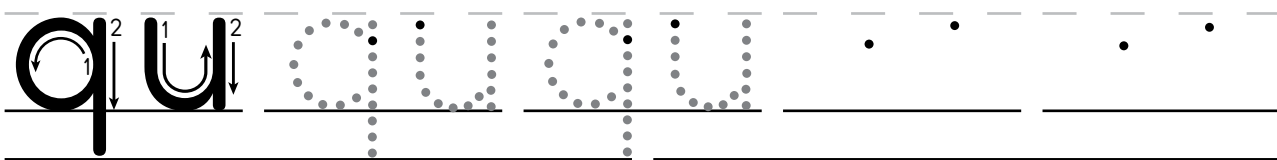
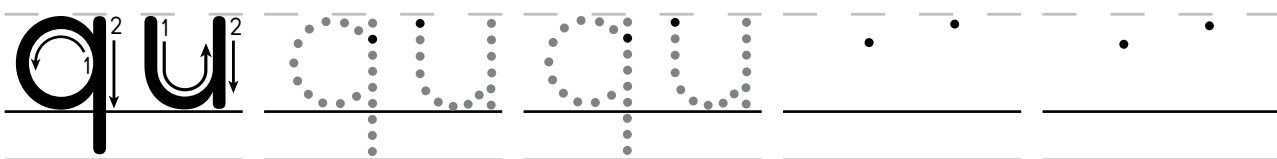
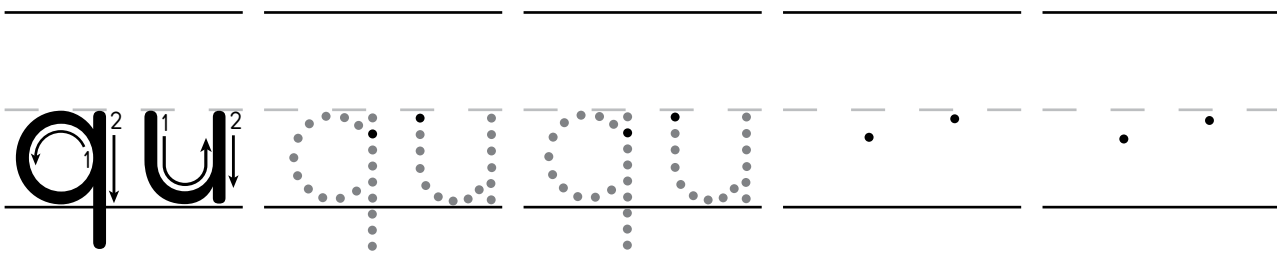
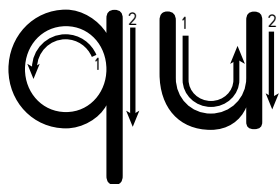
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

7.1

Activity Page

Directions: Have students trace and copy the digraph and word and say the sounds while printing.



Directions: Have students write 'qu' under the pictures of items that begin with /qu/.



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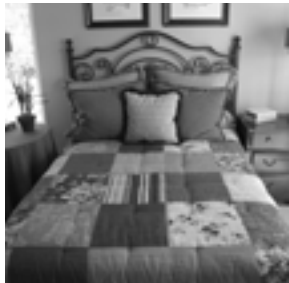
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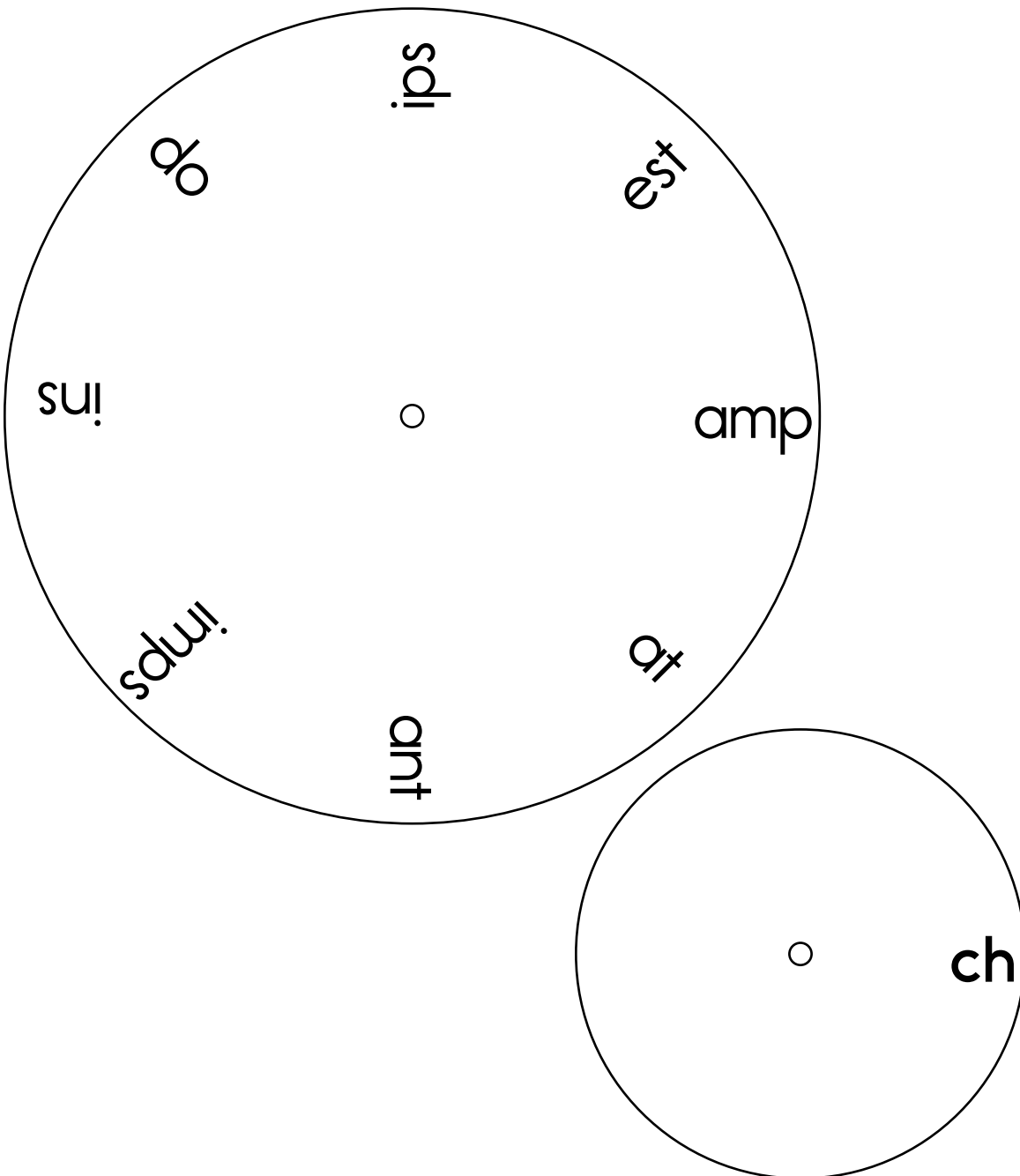
DATE: \_\_\_\_\_

7.2

Take-Home

**Dear Caregiver,**

Ask your student to cut out the two circles. Pin the smaller circle on top of the larger circle with a brass fastener. Ask your student to spin the smaller circle to make words. Have your student read the words they make. You may ask your student to copy the words on a sheet of paper. (If you do not have a brass fastener, write the letters 'ch' in front of each group of letters and ask your student to read the word.)





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8.1

Activity Page

Directions: Have students trace and copy the digraph and word and say the sounds while printing.

ng

ng

ng

ng

.

.

ng

ng

ng

.

.

ng

ng

ng

.

.

ng

ng

ng

.

.

bang

bang

Directions: Have students write each word under its matching picture.

punch

ring

king

swing



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8.2

Activity Page

Directions: Have students hold up this activity page when you say /n/.

n

n

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8.3

Activity Page

Directions: Have students hold up this activity page when you say /ng/.

ng

ng

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8.4

Activity Page

Directions: For each picture, have students circle the spelling of the depicted item and write the name of the item on the line.

|                                                                                   |   |   |   |    |
|-----------------------------------------------------------------------------------|---|---|---|----|
|  | z | v | e | ng |
|                                                                                   | s | w | i | n  |

\_\_\_\_\_

-----

\_\_\_\_\_

|                                                                                    |    |   |   |   |
|------------------------------------------------------------------------------------|----|---|---|---|
|  | k  | i | l | d |
|                                                                                    | qu | e | f | t |

\_\_\_\_\_

-----

\_\_\_\_\_

|                                                                                     |   |   |    |
|-------------------------------------------------------------------------------------|---|---|----|
|  | s | e | ng |
|                                                                                     | z | i | n  |

\_\_\_\_\_

-----

\_\_\_\_\_

|                                                                                   |    |   |   |   |
|-----------------------------------------------------------------------------------|----|---|---|---|
|  | sh | i | s | t |
|                                                                                   | ch | e | z | d |

---



---



---

|                                                                                     |    |   |   |
|-------------------------------------------------------------------------------------|----|---|---|
|  | s  | e | p |
|                                                                                     | sh | i | d |

---



---



---

|                                                                                     |   |   |   |    |
|-------------------------------------------------------------------------------------|---|---|---|----|
|  | t | l | o | sh |
|                                                                                     | c | r | a | ch |

---



---



---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9.1

Activity Page

Directions: Have students write the word from the box to complete each sentence and then read the sentence aloud.

in

1. The



is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

the



.

2. The



is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

the



.

in, out

1.



The



is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. The



is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.



The



is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. The



is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9.1  
CONTINUED

Activity Page

5.



The



is

\_\_\_\_\_  
- - - - -  
\_\_\_\_\_

6. The



is

\_\_\_\_\_  
- - - - -  
\_\_\_\_\_

7.



The



is

\_\_\_\_\_  
- - - - -  
\_\_\_\_\_

8. The



is

\_\_\_\_\_  
- - - - -  
\_\_\_\_\_

out

1. I got

the



.

2. I got

the



.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9.2

Activity Page

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

1. ranch

\_\_\_\_\_

-----

\_\_\_\_\_

2. ship

\_\_\_\_\_

-----

\_\_\_\_\_

3. plush

\_\_\_\_\_

-----

\_\_\_\_\_

4. bath

\_\_\_\_\_

-----

\_\_\_\_\_

5. chips

\_\_\_\_\_

-----

\_\_\_\_\_

6. this

\_\_\_\_\_

-----

\_\_\_\_\_

7. song

\_\_\_\_\_

-----

\_\_\_\_\_

8. **them**

---

---

---

9. **moth**

---

---

---

10. **sing**

---

---

---

11. **bench**

---

---

---

12. **brush**

---

---

---

13. **chest**

---

---

---

14. **thing**

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9.3

Take-Home

**Dear Caregiver,**

Your student is learning to read the digraphs 'sh', 'ch', 'qu', 'th', and 'ng'. Digraphs are spellings consisting of two letters. Both letters together stand for only one sound. Ask your student to cut out the word cards. Show the cards to your student and have your student read them. You may ask your student to copy the words onto a sheet of paper. You may also read the words aloud and have your student write the sounds down, one at a time. Please keep these cards and practice reading them each night.



|        |      |       |
|--------|------|-------|
| wish   | such | this  |
| quilt  | ship | bath  |
| string | that | quiz  |
| much   | inch | thing |
| them   | then | with  |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9.4

Take-Home

Dear Caregiver,

Have your student cut along dotted lines. Then fold along solid lines to make a mini book to read.

|                                                                                                              |                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <br>the<br>I got out<br>out | <br>in the<br>The<br>is        |
| I got out<br>the  .       | in<br>The  is<br>in the  . |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

10.1

Activity Page

Directions: Have students circle the dictated words and copy them on the lines.

1. then thin

2. song sang

3. gush lush

4. chat chant

5. thing thin

6. quit quilt



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

10.2

Take-Home

Directions: Have students write the word from the box to complete each sentence and then read the sentence aloud.

in, out, up, down

1. I look

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

at the



2. I look

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

at the



3. A blue



is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

the



.

4. A



is

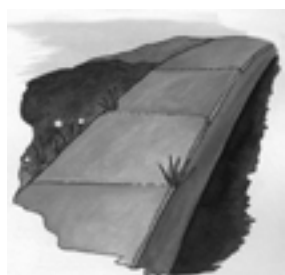
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

on the



.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

10.2  
CONTINUED

Take-Home

5.



The



are

\_\_\_\_\_  
- - - - -  
\_\_\_\_\_

6. I look

\_\_\_\_\_  
- - - - -  
\_\_\_\_\_

at a



\_\_\_\_\_  
- - - - -  
\_\_\_\_\_

the



.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

11.1

Assessment

1. **thin**      **then**      **than**      ten

2. **math**      pat      path      pats

3. **thin**      chin      shin      chip

4. **lush**      lunch      bunch      brunch

5. **thrash**      rash      trash      trap

6. quilts      quits      kilts      quip

7. sing      rang      ring      rung

8. hut      shut      shot      shrug

9. gong      soft      song      sing

10. quit      quiz      quip      quits

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

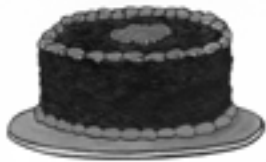
11.2

Activity Page

Directions: Have students write the word from the box to complete each sentence and then read the sentence aloud.

of

1. The



is out

the



.

2. The



is out

the



.

3. The



is out

\_\_\_\_\_

— — — — —

\_\_\_\_\_

the



.

4. The



is out

\_\_\_\_\_

— — — — —

\_\_\_\_\_

the



.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

11.2  
CONTINUED

Activity Page

5. The  is out \_\_\_\_\_ the



6. The  is out \_\_\_\_\_ the





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

11.3

Take-Home

Directions: For each picture, have your student read the phrases and put a check mark in the box next to the matching phrase.

1.

☐

cat in bath

☐

dog in bath

2.

☐

lunch bag

☐

lunch box

3.

☐

cab crash

☐

bus crash

4.

☐

sit on quilt

☐

sit on bench

5.

☐

big ship

☐

six ships



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

11.4

Take-Home

**Dear Caregiver,**

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together. There is an activity on the back.

## Seth

**This is Seth Smith.**

**Seth** is ten.



**Seth** must get in bed at ten.

**Seth** can jump on his bed,  
but not past ten.

**Seth** can stomp and romp and  
stand on his hands, but not past ten.



**Seth's** dad gets mad if  
**Seth** is not in bed at ten.



Sing “The Alphabet Song” with your student, as they point to each letter. When you finish, randomly call out a letter by name and ask your student to touch it.

a b c d e f g

h i j k l m n

o p q r s t u

v w x y z

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

12.1

Activity Page

shed

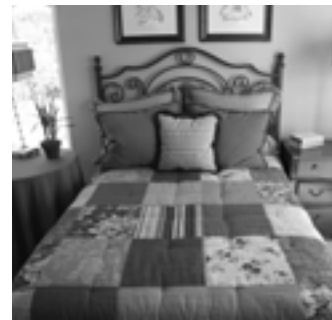
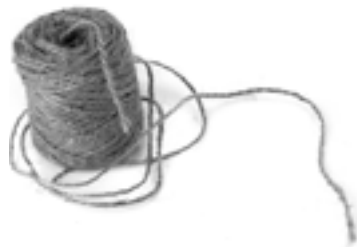
string

quilt

bench



Directions: Have students write each word under the matching picture.



chimp

bath

fish

moth



---

---

---

---

---

---



---

---

---

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

12.2

Assessment

## Student Record Sheet—Reading Assessment (Part 2)

**Note:** The number in parentheses represents the number of points/sounds in each word.

|     | Word   | Phonemes |     |      |      |     | Total Correct |
|-----|--------|----------|-----|------|------|-----|---------------|
| 1.  | then   | /th/     | /e/ | /n/  |      |     | _____ (3)     |
| 2.  | path   | /p/      | /a/ | /th/ |      |     | _____ (3)     |
| 3.  | chin   | /ch/     | /i/ | /n/  |      |     | _____ (3)     |
| 4.  | lunch  | /l/      | /u/ | /n/  | /ch/ |     | _____ (4)     |
| 5.  | thrash | /th/     | /r/ | /a/  | /sh/ |     | _____ (4)     |
| 6.  | quilts | /qu/     | /i/ | /l/  | /t/  | /s/ | _____ (5)     |
| 7.  | ring   | /r/      | /i/ | /ng/ |      |     | _____ (3)     |
| 8.  | shut   | /sh/     | /u/ | /t/  |      |     | _____ (3)     |
| 9.  | song   | /s/      | /o/ | /ng/ |      |     | _____ (3)     |
| 10. | quiz   | /qu/     | /i/ | /z/  |      |     | _____ (3)     |

Initial Digraphs

\_\_\_\_\_ /6

Final Digraphs

\_\_\_\_\_ /5

Total Correct

\_\_\_\_\_ /34



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

12.3

Take-Home

Dear Caregiver,

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together. Encourage your student to ask *you* questions about the story.

## Seth's Mom

This is Pat.

Pat is Seth's mom.



Pat can fix things.



Pat can scrub, plan, and think.



Pat is strong.

Pat can run fast.



Pat can sing songs.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

12.4

Take-Home

out, of

Directions: Have your student write the word from the box to complete each sentence and then read the sentence aloud to you.

1. The



are

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

the



2. The



is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

the



in

3. The



is

the



.

4. The



are

the



.

5. The



is

the



.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

13.1

Take-Home

Dear Caregiver,

Have your student cut along dotted lines. Then fold along solid lines to make a mini book to read.

|                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>•  <u>o</u><u>u</u><u>t</u> <u>o</u><u>f</u> <u>t</u><u>h</u><u>e</u></p> <p><u>i</u><u>s</u>  <u>t</u><u>h</u><u>e</u> .</p>   | <p>•  <u>o</u><u>u</u><u>t</u> <u>o</u><u>f</u> <u>t</u><u>h</u><u>e</u></p> <p><u>i</u><u>s</u>  <u>t</u><u>h</u><u>e</u> .</p>                           |
| <p><u>t</u><u>h</u><u>e</u>  <u>i</u><u>s</u> <u>o</u><u>u</u><u>t</u></p> <p><u>o</u><u>f</u> <u>t</u><u>h</u><u>e</u>  .</p> | <p><u>o</u><u>f</u></p> <p><u>t</u><u>h</u><u>e</u>  <u>i</u><u>s</u></p> <p><u>o</u><u>u</u><u>t</u> <u>o</u><u>f</u> <u>t</u><u>h</u><u>e</u>  .</p> |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

14.1

Activity Page

Directions: Have students write each word under the matching picture.

1. ship



2. king



3. cash



4. ring



---

---

---

5. chat



---

---

---

6. chop



---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

14.2

Take-Home

**Dear Caregiver,**

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together.

## Seth's Dad

This is Ted.

Ted is Seth's dad.

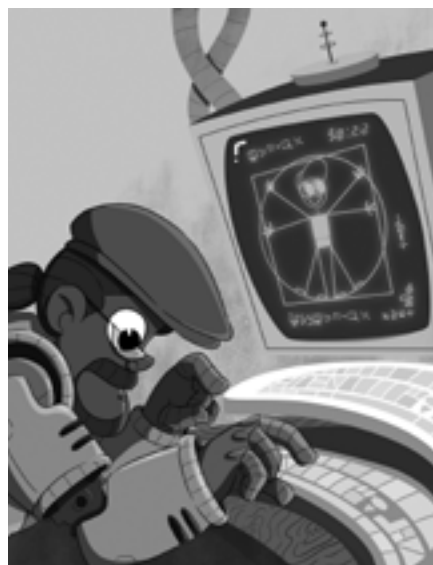


Ted brings his lunch with him.



Ted **thinks** and plans.

Ted is fast **with** math.



Ted is **strong**.

Ted can **crush** tin cans with his hands.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

15.1

Activity Page

Directions: For each picture, have students circle the spelling of the depicted item and write the name of the item on the line.



ch

i

p

z

sh

a

b

s



p

i

u

sh

b

r

n

ch



qu

e

l

t

ch

i

f

d

|                                                                                   |   |   |    |
|-----------------------------------------------------------------------------------|---|---|----|
|  | m | i | ch |
|                                                                                   | n | o | th |

---



---



---

|                                                                                     |   |   |    |
|-------------------------------------------------------------------------------------|---|---|----|
|  | d | e | sh |
|                                                                                     | f | i | ch |

---



---



---

|                                                                                     |   |   |    |
|-------------------------------------------------------------------------------------|---|---|----|
|  | c | e | sh |
|                                                                                     | g | a | s  |

---



---



---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

15.2

Take-Home

Dear Caregiver,

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together.

## Sal's Fish Shop

Pat and Seth went in Sal's Fish Shop.



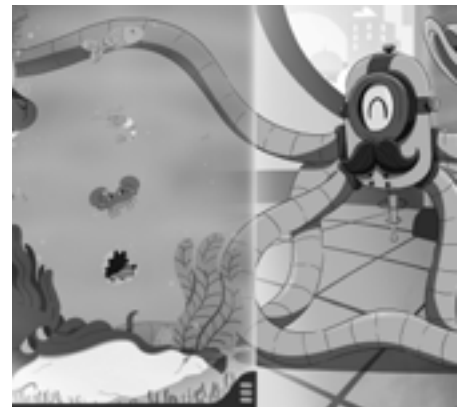
Sal had fresh fish.

Sal had fresh shrimp.

Sal had crabs.

Sal had clams.

Sal had squid.



Pat got fish and shrimp.



Sing “The Alphabet Song” with your student, as they point to each letter. When you finish, randomly call out letters by name and ask your student to touch the letter you named.

a b c d e f g

h i j k l m n

o p q r s t u

v w x y z

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

16.1

Activity Page

Directions: For each picture, have students circle the matching word.

1.



bath

bed

bib

2.



desk

disk

dusk

3.



fox

fog

ox

4.



caps

chips

clips

5.



ship

shin

shop

---

6.



clam

clap

cap

---

7.



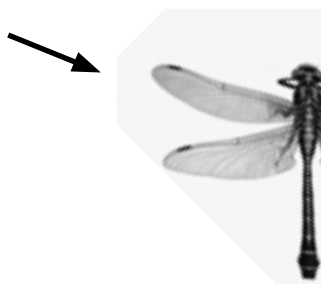
shelf

shrug

ship

---

8.



wig

wax

wing

---

9.



cat

chin

chest

---

10.



desk

dish

drop

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

16.2

Take-Home

Dear Caregiver,

On the front and back of this sheet have your student write each word under the matching picture. If necessary, identify the pictures for your student.

1. sing



---

---

---

---

---

---

2. punch



---

---

---

---

---

---

3. string



---

---

---

---

---

---

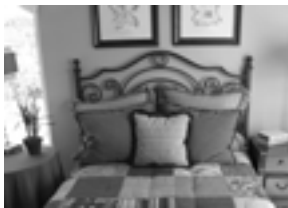
4. king



5. dish



6. quilt



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

17.1

Activity Page

Directions: Have students copy and write each Tricky Word from memory.

1.

2.

3.

4.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

17.2

Take-Home

Directions: For each picture, have your student read the phrases and put a check mark in the box next to the matching phrase.

1.

☐

long belt

☐

long string

2.

☐

trash bag

☐

trash can

3.

☐

man on bench

☐

kid on bench

4.

☐

pig with hen

☐

pig with bug

5.

☐

brush on shelf

☐

brush on bed

6.

☐

finch on branch

☐

chimp on branch

7.

☐

munch on chips

☐

jump on bed

8.

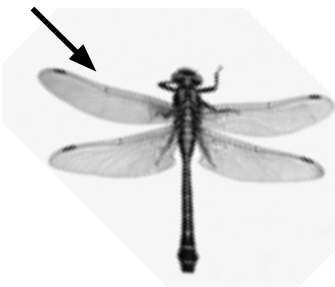
☐

van crash

☐

fish crash

9.

☐

wing on bug

☐

wing on hen

10.

☐

shrimp on dish

☐

fish on dish

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

17.3

Take-Home

Dear Caregiver,

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together.

## Lunch

Seth had lunch with his mom  
and dad.

Pat had shrimp and chips.

Ted had shrimp, fish, and chips.

Seth had ham and chips.



Munch, munch.

Crunch, crunch.

Yum, yum.



Ask your student to read each of the following words. After he has read each word, ask him to provide a rhyming word.

quit

that

chip

shop

sang

thing

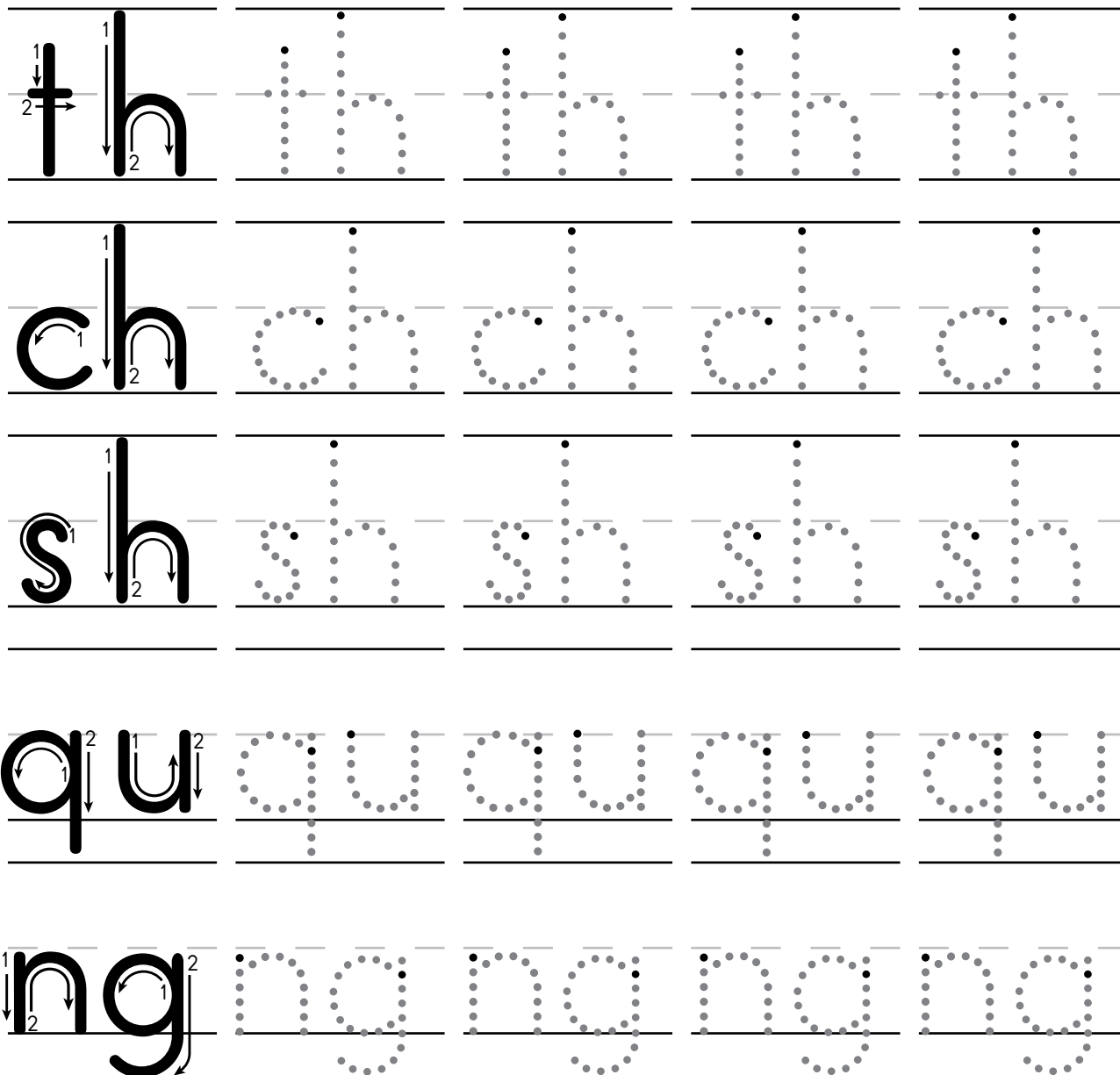
NAME: \_\_\_\_\_

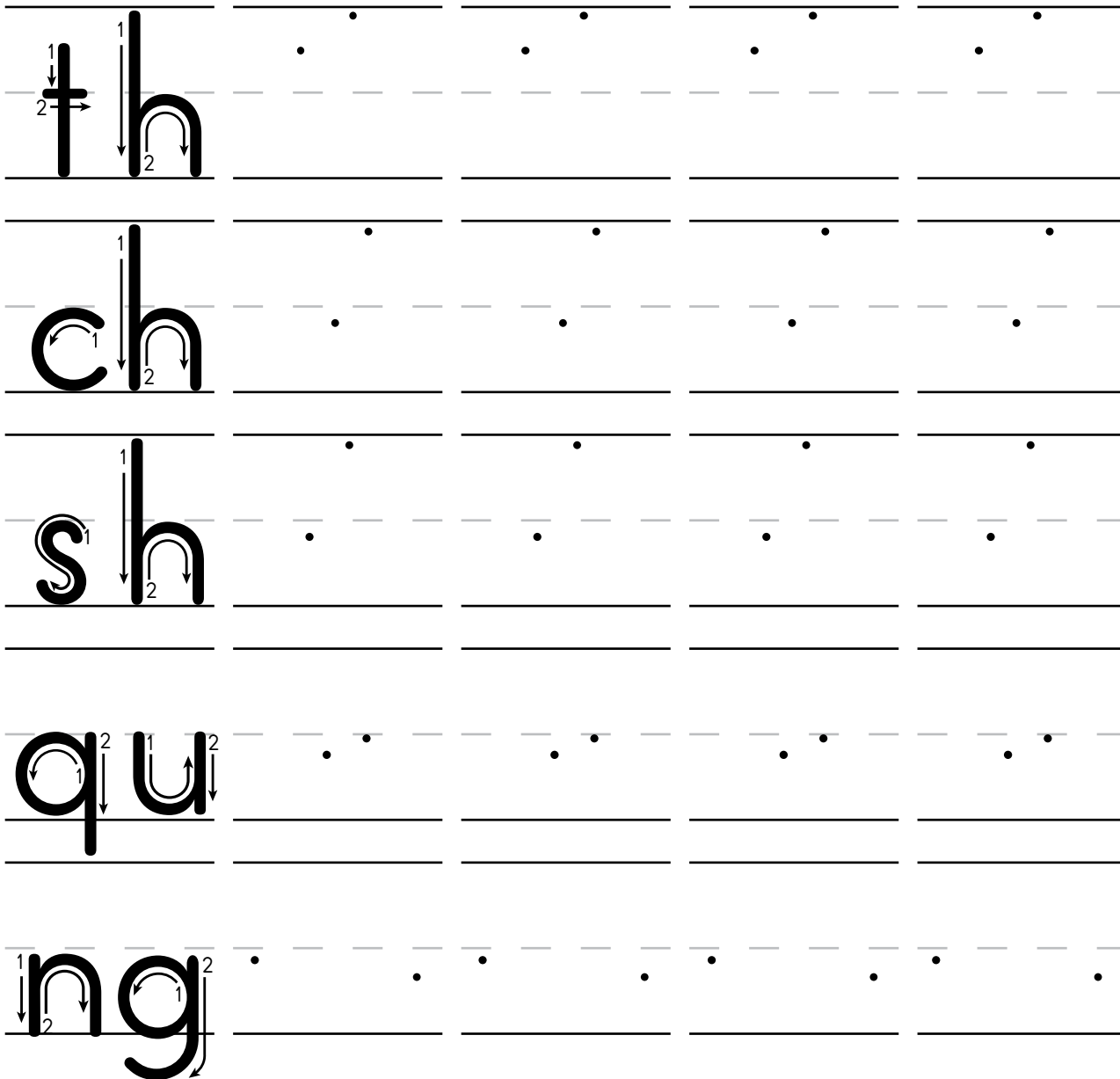
DATE: \_\_\_\_\_

PP.1

Activity Page

Directions: Have students trace and copy the digraphs as they say the sounds.





NAME: \_\_\_\_\_

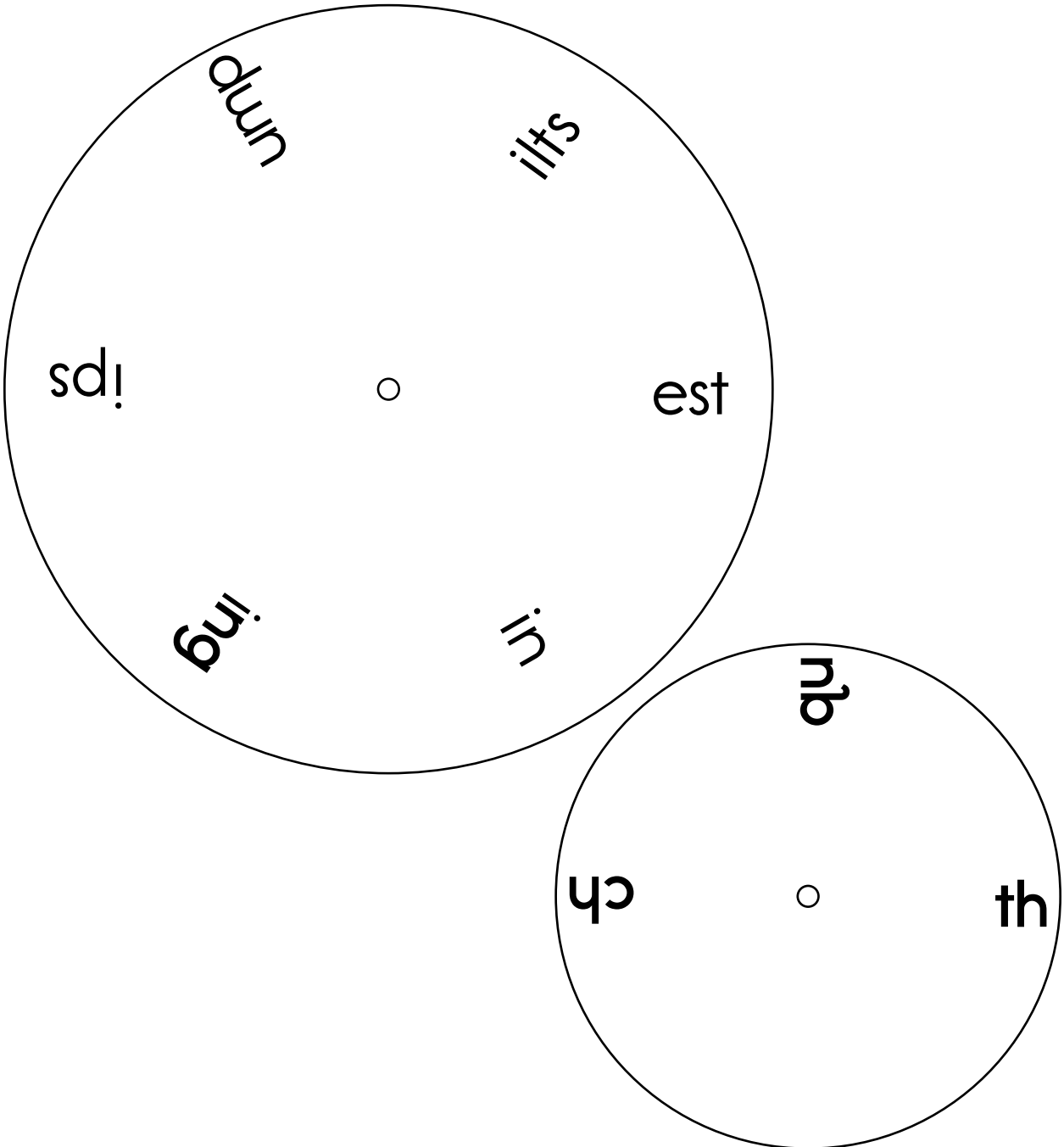
DATE: \_\_\_\_\_

PP.2

Take-Home

**Dear Caregiver,**

Ask your student to cut out the two circles. Pin the smaller circle on top of the larger circle with a brass fastener. Ask your student to spin the smaller circle to make words. Have your student read the words they make. Discuss whether each word is real or silly. Additionally you may ask your student to copy the words on a sheet of paper.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.3

Activity Page



Directions: Have students cut out the word cards and place them on the matching words on Activity Page PP.4.

champ

thump

sling

them

thrust

quiz

brush

shelf

bench

this

baths

sheds

quit

chins

wings



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.4

Activity Page



Directions: Have students read the word cards from Activity Page PP.3 and place them on top of the matching words on this activity page.

sling

bench

champ

quiz

them

thump

sheds

brush

thrust

chins

this

shelf

wings

quit

baths



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.5

Activity Page

Directions: For each picture, have students read the phrases and put a check mark in the box next to the matching phrase.

1.

☐

fish in pan

☐

fish in pond

2.

☐

strong man

☐

thin man

3.

☐

bring lunch

☐

bring gift

4.

☐

man sits at desk

☐

man sits on bench

5.

☐

ants in cup

☐

ants in bag

---

6.

☐

splash in pond

☐

splash in bath

---

7.

☐

chat with mom

☐

run with dad

---

8.

☐

lid on jug

☐

lid on pan

---

9.

☐

kid in bath

☐

pig in bath

---

10.

☐

long pants

☐

long belt

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.6

Take-Home

Dear Caregiver,

This is a story your student has read at school. Encourage your student to read the story to you, and then talk about it together.

## Seth's Finch

That's Seth's pet finch, Chip.

Chip can flap his wings.

Chip can munch on ants  
and bugs.

Chip can sing.



Chip can land on Seth's hand.

That finch is fun!



Ask your student to read each of the following words. After they have read each word, ask them to provide a rhyming word.

thin

chest

lunch

wing

dish

math

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.7

Take-Home

**Dear Caregiver,**

This is a story your student read at school. Encourage your student to read the story to you, and talk about it together.

## Lost Finch

Seth's pet finch, **Chip**,  
is lost.

Seth can't spot him.

Pat can't spot him.

Ted can't spot him.



**Chip** is not on Seth's bed.

**Chip** is not on Seth's desk.

Then, at last, Pat spots **Chip**.

**Chip** hid in Pat's hat and slept.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.8

Take-Home

**Dear Caregiver,**

This is a story your student read at school. Encourage your student to read the story to you, and talk about it together.

## Seth's Sled

Seth's sled went fast.

Seth held on.

Seth hit bumps but did not stop.

Seth hit slush but did not stop.



Then Seth's sled hit mud.

Splash!

Seth got mud on his sled.

Seth got mud on his pants.

Seth got mud on his hat.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.9

Take-Home

Dear Caregiver,

This is a story your student read at school. Encourage your student to read the story to you, and talk about it together.

## Meg's Tots

This is Meg.

Meg is Pat's best pal.



Pat has 1 lad—Seth.

Meg has 5 tots—Tom, Tim, Max, Sam, and Wes.

Meg has **quints**!



Pat and Ted help Meg.

Pat sets Tim and Tom on Seth's **rug**.

Ted sets Sam on Seth's **quilt**.

Pat sets Max on Seth's **bed**.

Ted helps Wes stand up on Seth's **desk**.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.10

Take-Home

**Dear Caregiver,**

This is a story your student read at school. Encourage your student to read the story to you, and talk about it together.

## Hash and Milk

Pat and Ted had lunch with  
Meg's tots.

Max got hash on his chin.

Wes got hash on his bib.

Tim's milk is on Tom.

**Then** Tom got milk on Tim.

Sam got milk on Pat and Ted.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.11

Take-Home

**Dear Caregiver,**

Ask your student to cut out the letter cards. Show the cards to your student and have them say the sounds. (You may also wish to review the letter names.) Additionally, you may arrange the cards to make the words “chin,” “chip,” “chop,” “pinch,” “quip,” “shin,” “ship,” “shop,” “thin,” “thing,” “ping,” and “pong,” and have your student read the words. You may have your student copy the words on a sheet of paper. Additional activity: Say one of the words listed above and ask your student to try to spell the word by selecting and arranging letter cards.



|    |    |   |
|----|----|---|
| ch | i  | n |
| qu | sh | p |
| ng | th | o |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.12

Activity Page

Directions: Have students trace and copy the words as they say the sounds.

chop

chop

thin

thin

that

that

quit

quit

shop

shop

sing

sing

chop

.

thin

.

that

.

quit

.

shop

.

sing

.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.13

Activity Page

# 1. branch



# 2. shed

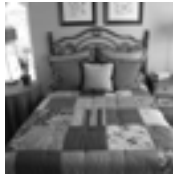


# 3. moth



Directions: Have students write each word under the matching picture.

## 4. quilt



## 5. string



## 6. pinch



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.14

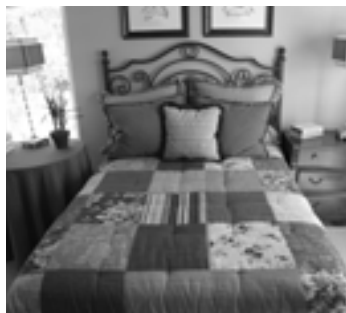
Activity Page

ring

brush

bath

quilt



Directions: Have students write each word under its matching picture.



think

chimp

sing

shed



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.15

Activity Page

Directions: For each picture, have students circle the spelling of the depicted item and write the name of the item on the line.

|                                                                                   |   |   |   |    |
|-----------------------------------------------------------------------------------|---|---|---|----|
|  | s | l | i | sh |
|                                                                                   | p | w | a | ng |

\_\_\_\_\_

-----

\_\_\_\_\_

|                                                                                     |   |   |   |    |
|-------------------------------------------------------------------------------------|---|---|---|----|
|  | v | a | n | sh |
|                                                                                     | b | e | d | ch |

\_\_\_\_\_

-----

\_\_\_\_\_

|                                                                                     |   |   |   |    |
|-------------------------------------------------------------------------------------|---|---|---|----|
|  | b | l | a | sh |
|                                                                                     | c | r | u | m  |

\_\_\_\_\_

-----

\_\_\_\_\_



qu

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.16

Activity Page

Running Record for “Lost Finch”—As each student reads aloud from the Reader, *Seth*, mark any misread words directly above the word; circle any omitted words.

## Lost Finch

Seth’s pet finch, Chip, is lost.

Seth can’t spot him.

Pat can’t spot him.

Ted can’t spot him.

Chip is not on Seth’s bed.

Chip is not on Seth’s desk.

Then, at last, Pat spots Chip.

Chip hid in Pat’s hat and slept.

Number of misread words: \_\_\_\_\_ / 45

Notes:



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.17

Activity Page

Running Record for “Seth’s Sled”—As each student reads aloud from the Reader, *Seth*, mark any misread words directly above the word; circle any omitted words.

## Seth’s Sled

Seth’s sled went fast.

Seth held on.

Seth hit bumps but did not stop.

Seth hit slush but did not stop.

Then Seth’s sled hit mud.

Splash!

Seth got mud on his sled.

Seth got mud on his pants.

Seth got mud on his hat.

Number of misread words: \_\_\_\_\_ / 47

Notes:



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.18

Activity Page

Running Record for “Meg’s Tots”—As each student reads aloud from the Reader, *Seth*, mark any misread words directly above the word; circle any omitted words.

## Meg’s Tots

This is Meg.

Meg is Pat’s best pal.

Pat has 1 lad—Seth.

Meg has 5 tots—Tom, Tim, Max, Sam, and Wes.

Meg has quintts!

Pat and Ted help Meg.

Pat sets Tim and Tom on Seth’s rug.

Ted sets Sam on Seth’s quilt.

Pat sets Max on Seth’s bed.

Ted helps Wes stand up on Seth’s desk.

Number of misread words: \_\_\_\_\_ / 61

Notes:



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PP.19

Activity Page

Running Record for “Hash and Milk”—As each student reads aloud from the Reader, *Seth*, mark any misread words directly above the word; circle any omitted words.

## Hash and Milk

Pat and Ted had lunch with Meg’s tots.

Max got hash on his chin.

Wes got hash on his bib.

Tim’s milk is on Tom.

Then Tom got milk on Tim.

Sam got milk on Pat and Ted.

Number of misread words: \_\_\_\_\_ / 41

Notes:



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