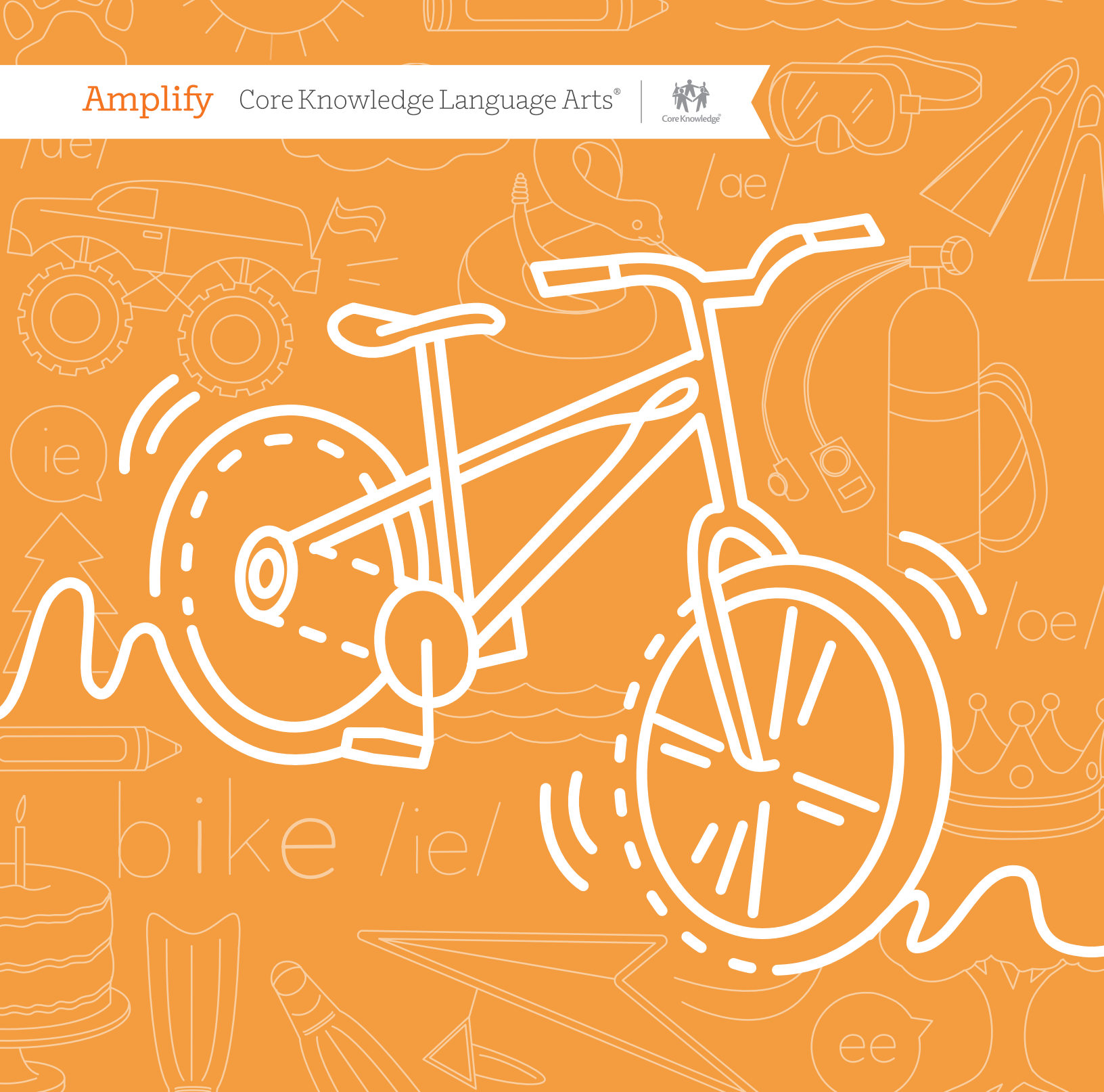




Grade 1

Skills 2

Activity Book

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Skills 2

Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 2. 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 always 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 letters and words. Students should say the sounds while writing the letters.

e e

e e

bee

seen

feet

queen

sheep

bee

teeth





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

NAME: _____

DATE: _____

1.2

Activity Page

Gran's Trips

1. Where did Gran **meet** a man with wings on his back?

2. What did Gran do at the gulf?

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

This image shows a full page of handwriting practice paper. It features five identical sets of horizontal guidelines arranged vertically. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a structured space for practicing letter formation and alignment. The paper is otherwise blank, with no text or other markings.

○ on a ship.

○ in a cab.

○ in a truck.

NAME: _____

DATE: _____

1.3

Take -Home

Dear Family Member,

Today our class started the second unit for the Core Knowledge Language Arts program. The Reader for this unit is called *Gran*. Your child will bring home stories you can read together about the adventurous Gran and her grandchildren, Josh and Jen. Remember that reading at home with your child is important for his or her success as a reader.

In addition, your child today has been taught to read words with the double-letter spelling 'ee', as in *feet*. To practice this new spelling, ask your child to cut out the word cards below. In addition to words with the 'ee' spelling, some of the words below are Tricky Words; Tricky Words have parts that are underlined because they do not play by the sound rules. Have your child read all of the words aloud, and arrange the cards to make phrases such as *the eel*, *three sheep*, *long speech*, etc. You may also ask your child to copy the phrases onto a sheet of paper. Please keep the cards for future practice.

the <u>ee</u>	<u>a</u> ll	long
teeth	week	<u>o</u> ne
deep	eel	sheep
speech	three	sleep

NAME: _____

DATE: _____

2.1

Activity Page

The Pet

1. Where did Gran get the pet?

2. Gran said that the pet ...

☐ has three green teeth.

☐ has long legs, but no feet.

☐ is long and has fangs.

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

Directions: Have students retell the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.



Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for student use.

NAME: _____

DATE: _____

2.2

Take -Home

Dear Family Member,

Your child read this story in class. Please ask your child to read the story aloud to you. Remind him or her that the underlined parts of words signal that this part is tricky and does not follow the sound rules he or she has learned. Also remind him or her that the bolded 'ee' signals that these letters are sounded as /ee/, as in the word *feet*.

Gran's Trips

"When will Gran get here?"

Josh asks.

Jen shrugs.

Just then, Josh and Jen
see a cab on the **street**.

"Gran is here!" Jen yells.

When Gran steps from the
cab, Josh and Jen run up
to get a hug.



“Was the trip fun?” Josh asks.

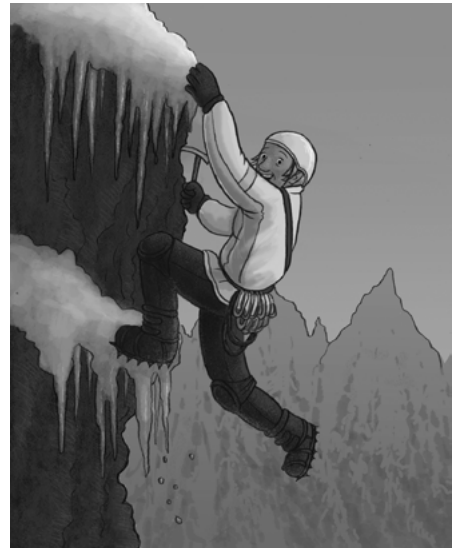
“Which one?” Gran asks. “I went on **three** trips!”

“Where to?” asks Josh.

“One was to the Swiss Alps,” says Gran. “In the Alps, there were **steep** cliffs. I went up to the top of one cliff, but it was slick. I fell and had to cling to the rocks!”

“No!” says Jen.

“Yes!” says Gran. “Here is a snap shot.”



NAME: _____

DATE: _____

2.2
CONTINUED

Take -Home

“What was the next trip?”
Josh asks.

“I went to Hong Kong,” says
Gran.

“What is in Hong Kong?”

“Lots of stuff,” says Gran.
“In Hong Kong I met a
man who sings and has
wings on his back.”



“No!” says Josh.

“Yes!” says Gran. “Here is a
snap shot.”

“What was the last trip?”
asks Jen.

“I went to the gulf to swim
with the **eels** and **feed** the
fish,” says Gran.

“No!” says Jen.

“Yes!” says Gran. “Here is a
snap shot.”

“Which trip was the best?”
Josh asks.

“This one!” Gran says. “The
one where I get to **see**
Josh and Jen!”



NAME: _____

DATE: _____

3.1

Activity Page

Print the words that are said on the lines.

m a d → m a d e

1.

→

2.

→

3.

→

4.

→

5.

→

NAME: _____

DATE: _____

3.2

Take -Home

Dear Family Member,

Your child read this story in class earlier this week. Please ask your child to read the story aloud to you. Remind your child that the underlined parts of words signal that this part is tricky and does not follow the sound rules your child has learned.

The Pet

Gran says, “When I was
in Hong Kong, I got a
pet.”

“What can it be?” asks
Jen. “Is it a fish?”

“No,” says Gran.

“Is it a dog?” asks Josh.

“No,” says Gran.



“Is this pet big?” asks Josh.

“Well,” says Gran, “he is not big, but he is long.”

“Has he got teeth?” asks Josh.

“He has fangs!” says Gran.

“What are fangs?” asks Jen.

Just then the bell rings.

Gran says, “That must be him!”



NAME: _____

DATE: _____

4.1

Activity Page

Wong

1. What is in the crate?

2. Wong is . . .

☐ long with green bands.

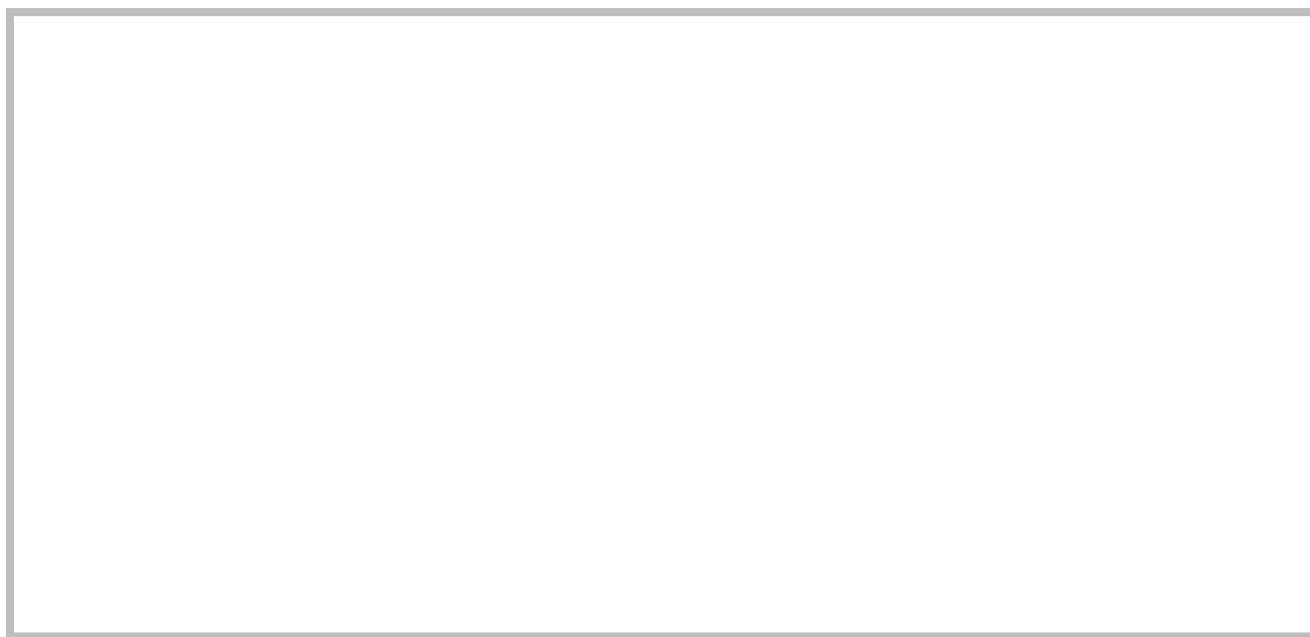
☐ long and black.

☐ thick and red.

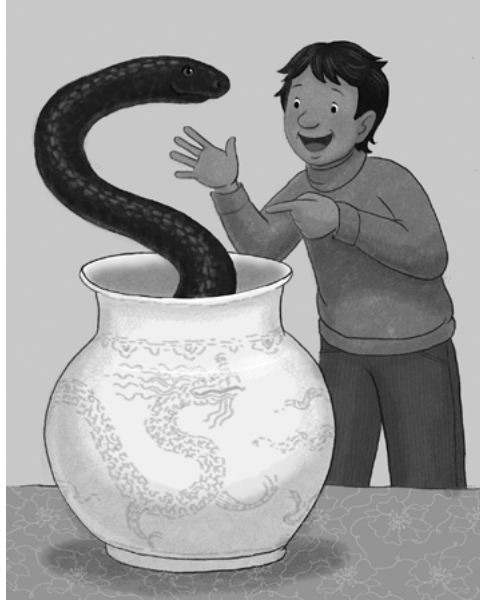
Directions: Have students reread the story and answer the questions.

Directions: In the box, have students illustrate a part of the story and then write a caption below.

3. Why is Wong a snake that Josh and Jen can pet?



Directions: Have students retell the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.



Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for student writing.

NAME: _____

DATE: _____

5.2

Take -Home

Dear Family Member,

Your child has been taught to read the Tricky Words *he*, *she*, *me*, *they*, and *their*. In addition, your child has learned to read words with the separated digraph 'a_e', as in *bake*. Tricky Words are hard to read because they contain parts that are not pronounced the way one would expect. Words with separated digraph 'a_e' can be challenging to read because the reader has to recognize that the letters 'a' and 'e' are separated by a consonant, but they still work together to make a vowel sound.

Have your child first read the Tricky Words in the box and then the sentences below. Your child will need to figure out which Tricky Word makes sense in each sentence. Note that the tricky parts are underlined. Then have your child write the correct Tricky Word for each sentence on the line.

be	me	They
their	She	

1. Will Jake bake _____
a cake?

2. Shane and Jane have lots of fun with

_____ dog.

be

me

They

their

She

3. Kate is ten. _____ is in
fifth grade.

4. Nate and Beth are pals.
_____ are in the same class.

NAME: _____

DATE: _____

6.1

Activity Page

Print the words that are said on the lines.

p i n



p i n e

1.



2.



3.



4.



5.



NAME: _____

DATE: _____

6.2

Activity Page

The Swim Meet

1. Who went to the swim meet?

2. In which lane did Jen swim?

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

3. Were Josh and Jen sad that they did not win?

4. Did Gran **take** Wong to the **meet**?

NAME: _____

DATE: _____

6.3

Take -Home

Dear Family Member,

The words below are Tricky Words. These are words that are not pronounced as students may expect. For this reason, we say that Tricky Words do not play by the rules. Please ask your child to cut out the word cards. Show the cards to your child and have him or her read them aloud. As an extension of this activity, ask your child to copy the words onto a sheet of paper. Please keep the word cards for future practice.

<u>a</u>	<u>I</u>	<u>no</u>
<u>so</u>	<u>of</u>	<u>all</u>
<u>some</u>	<u>are</u>	<u>from</u>
<u>word</u>	<u>were</u>	<u>have</u>
<u>one</u>	<u>once</u>	<u>to</u>

NAME: _____

DATE: _____

7.1

Activity Page

At the Reef

1. Where did Gran plan to **meet** Mike?

☐ at the reef

☐ on the swim deck

☐ in the Swiss Alps

2. What did Gran **ride** to get to the reef?

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

This image shows a blank sheet of handwriting practice paper. It features five identical sets of horizontal guidelines arranged vertically. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a structured space for practicing letter formation and alignment.

[illegible]

NAME: _____

DATE: _____

7.2

Take -Home

Dear Family Member,

Your child read this story in class earlier this week. Please ask your child to read the story aloud to you. Remind your child that the underlined parts of words signal that this part is tricky and does not follow the sound rules your child has learned.

The Swim Meet

Josh and Jen **like** to swim.
They take Gran to their swim meet.

Jen **lines** up in **lane five**.

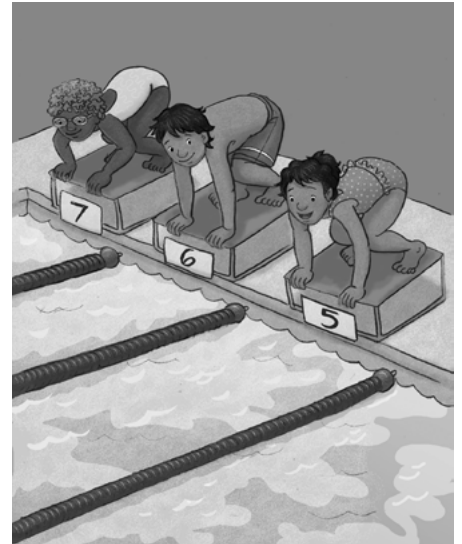
Josh **lines** up in **lane six**.

The kids are up on the blocks.

Then there is a **beep**.

All the kids **dive** in. Splash!

“Swim!” yells Gran. “Swim fast!”



Josh and Jen swim as fast as they can. They swim and swim. In no time, they **make** it to the end.

“Did Josh win?” asks Gran.
“Did Jen win?”

Josh and Jen **wave** and **smile**. They did not win, but they had a lot of fun!



NAME: _____

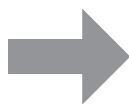
DATE: _____

8.1

Activity Page

Print the words that are said on the lines.

n o t



n o t e

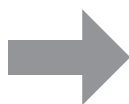


1.



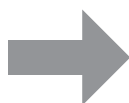


2.





3.



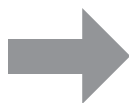


4.





5.





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

o _ e

as in

note

note

note

note

rope

rope

rope

bone

bone

bone

home

home

home

those

those

those

NAME: _____

DATE: _____

8.2

Take -Home

Dear Family Member,

Your child read this story in class earlier this week. Please ask your child to read the story aloud to you. Remind your child that the underlined parts of words signal that this part is tricky and does not follow the sound rules your child has learned.

At the Reef

Josh asks Gran what it was like when she went to the reef.

“Well,” Gran says, “it was a lot of fun! I **made** a plan to **meet** my pal Mike. I had to **ride** my **bike** **nine** miles to the reef to **meet** Mike.”

“That is a long **ride**!” says Jen.



“When I got there I went on a **dive** to **see** the fish and the **eels**.”

“With **Mike**?” Josh asks.

“No,” Gran says. “**Mike** did not **dive** with me. He went to hang **glide**.”

“Did he **like** it?” Jen asks.

“Not so much,” Gran says with a **smile**.

“Why not?” asks Josh.

“It must be lots of fun to hang **glide**.”



NAME: _____

DATE: _____

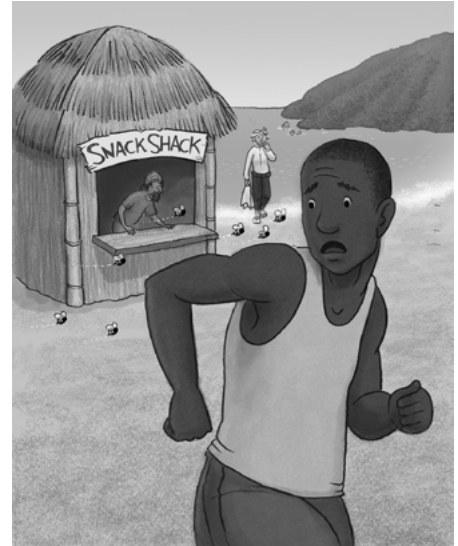
8.2
CONTINUED

Take -Home

“Did he crash?” asks Jen.

“No, no,” says Gran, “but he did have a bad time. When it was time to land, he hit a hive of bees! He got stung ten times.”

“Yikes!” says Jen.



NAME: _____

DATE: _____

10.1

Activity Page

The Bug Glass

1. What was it that Jen broke?

2. What can Josh do with his bug glass?

☐ He can fill it with bugs.

☐ He can see bugs up close.

☐ He can let bugs sip milk from it.

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

3. Gran asks Jen to toss some grapes and chips on the **stone** so that . . .

4. What can Josh see on the **stone** with his bug glass?

NAME: _____

DATE: _____

10.2

Take -Home

Dear Family Member,

So far in Unit 2, your child has been taught to read words with the separated digraphs 'a_e' as in *cake*, 'i_e' as in *time*, and 'o_e' as in *bone*. Ask your child to read the words in the word bank below, then circle the separated digraph in each word. Your child should then sort the words into the appropriate column, saying each word while writing it. The first one is done for you as an example.

wave	rose	wife
smoke	cones	life
size	close	game
shape	drive	take

'i_e' as in time

'a_e' as in cake

'o_e' as in bone

	wave	

NAME: _____

DATE: _____

11.1

Activity Page

Directions: Have students write the words with the /o/ sound under the 'hop' header and the words with the /oe/ sound under the 'hope' header.

rob

note

rode

cod

mop

robe

not

rod

code

mope

/o/ as in hop

/o_e/ as in hoe

Directions: Have students retell the part of the story that is shown in the picture or have them copy the sentences from the story that go with the picture.



Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for student use.

NAME: _____

DATE: _____

11.3

Take -Home

Dear Family Member,

Below are words that contain digraph spellings, or letter teams. These are two letters that work together to make one sound. Please ask your child to read these words aloud to you. Your child can then cut the words out to make flash cards. Show the card and ask your child to use the word in a phrase or sentence. For handwriting practice, have your child copy the words onto a piece of paper, paying attention to the separated digraphs. Please keep the cards for future practice with your child at home.

poke	gate	cheek
sweep	flake	pipe
twine	bride	peel
hole	shave	vote

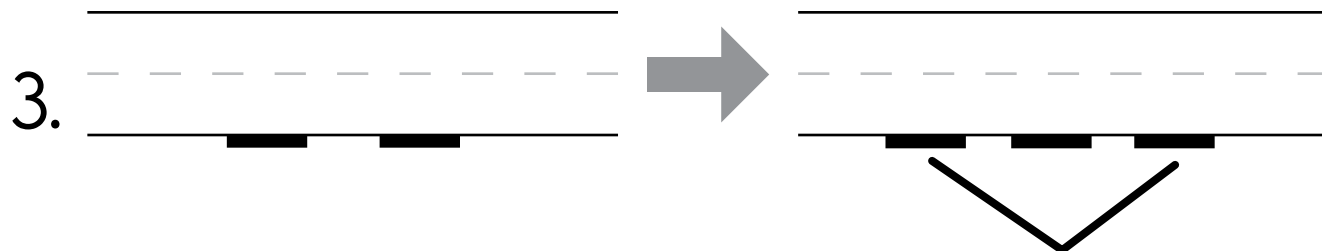
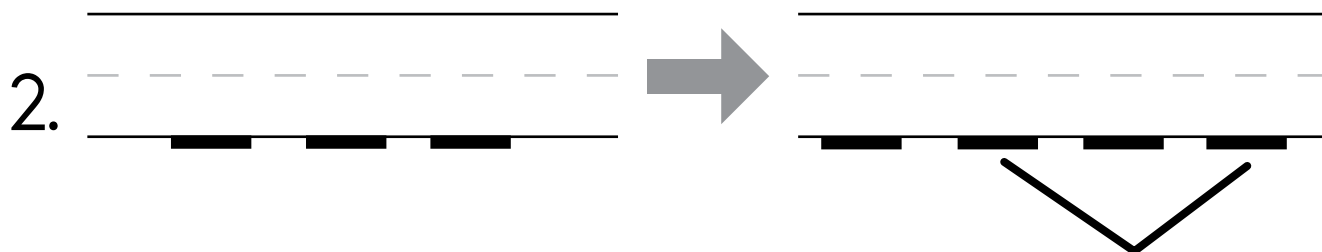
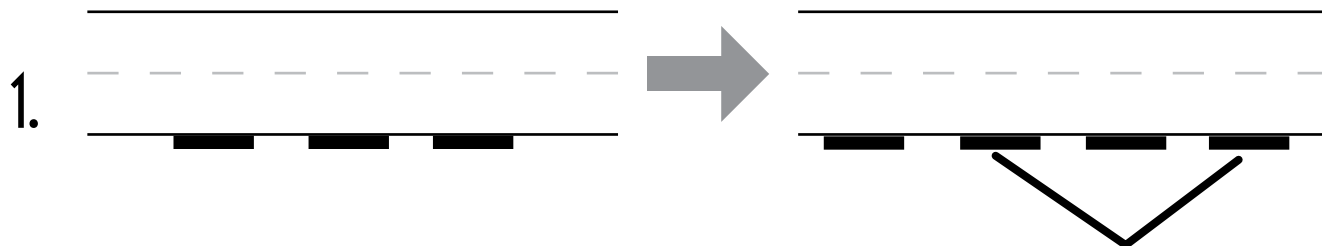
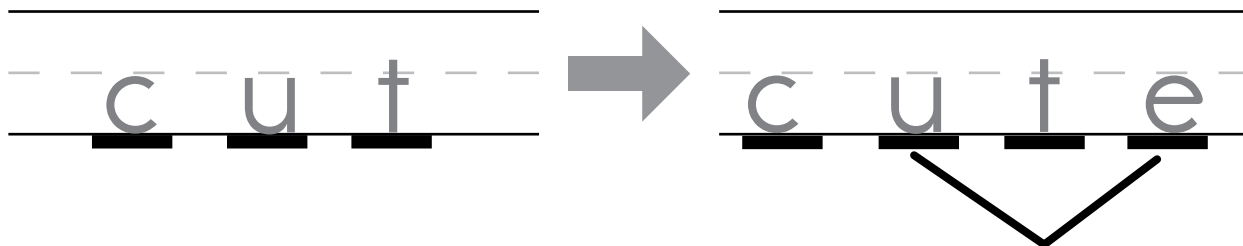
NAME: _____

DATE: _____

12.1

Activity Page

Print the words that are said on the lines.



NAME: _____

DATE: _____

12.2

Activity Page

Fuzz and Mel

1. Which cat is a **brave** cat?

2. Did Fuzz **like** it when Mel made the **plane** zip and **dive**?

Directions Have students reread the story and answer the questions.

Directions: Have students retell the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines for student use.

NAME: _____

DATE: _____

12.3

Take -Home

Dear Family Member,

Your child read this story in class earlier this week. Please ask your child to read the story aloud to you. Remind your child that the underlined parts of words signal that this part is tricky and does not follow the sound rules your child has learned.

The Tape

“Gran,” Jen asks, “what is that?”

“This is a **tape** deck,” Gran says. “And in it is a **tape** with some songs sung by my gran.”

On the **tape** Gran’s gran sings a jazz song. At the end she sings, “Pip! Pip! Ting a ling a ling!”

“I like those **notes** she sings at the end!” says Jen.

“So do I!” says Gran.



“Gran,” says Jen, “we can act **like** we are in the band and sing the song!”

“OK,” says Gran. “Run and get a dress. I will grab those **shades** I **like**.”

Gran and Jen dress up. Then they sing the song. At the end they sing, “Pip, pip! Ting a ling a ling!”



NAME: _____

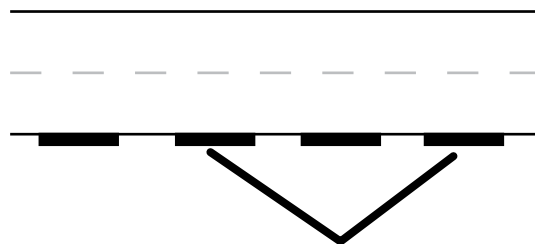
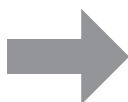
DATE: _____

13.1

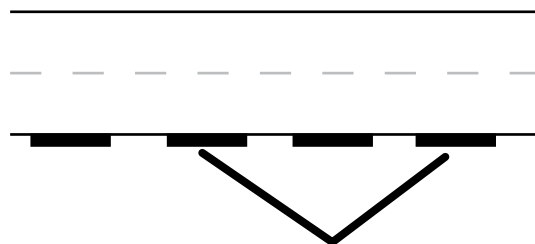
Activity Page

Print the words that are said on the lines.

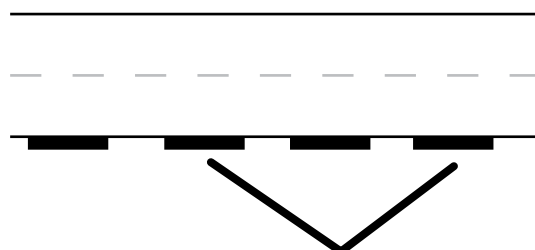
1.



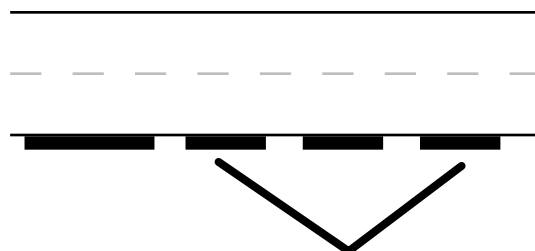
2.



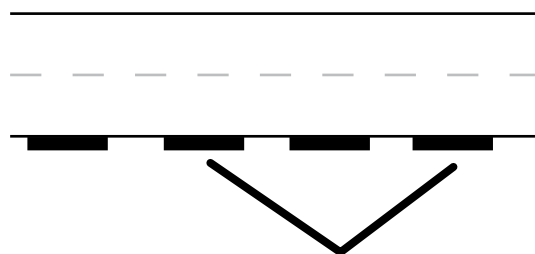
3.



4.



5.



3. What jobs did Gran havee at the
sweet shop?

4. Why was the sweet shop not all fun
and games?

NAME: _____

DATE: _____

13.3

Activity Page

Print the names of the things on the lines.

cub cube



pin pine



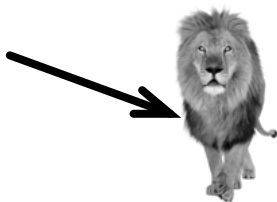
cap cape



can cane



man mane



dim dime

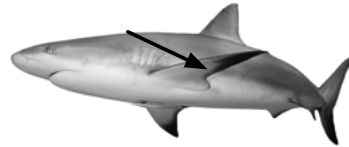


Print the names of the things on the lines.

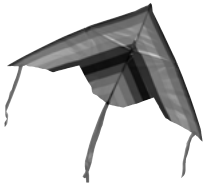
wed weed



fin fine



kit kite



tap tape



not note



hop hope



NAME: _____

DATE: _____

13.4

Activity Page

Print the names of the things on the lines.

tree bee



Kate gate



bike pike



dimes limes



tone bone



cute cube



Print the names of the things on the lines.

hope rope



seeds weeds



pine pin



feet fate



cake rake



rate rat



NAME: _____

DATE: _____

13.5

Activity Page

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

1. red

3

red

2. green

3. make

4. splash

5. spend

6. gate

7. hide

8. chin

9. ring

☐

10. shine

☐

11. snake

☐

12. ape

☐

13. rash

☐

14. ask

☐

15. reed

☐

16. ride

☐

NAME: _____

DATE: _____

13.6

Take -Home

Dear Family Member,

The words below are Tricky Words. These are words that are not pronounced as students may expect. For this reason, we say that Tricky Words do not play by the rules. Please ask your child read the Tricky Words in the box below, and then use the Tricky Words to complete the sentences (not all of the words will be used).

why

here

what

said

are

have

where

two

there

1. _____ is the shop?

2. "Run fast!" _____ Jack.

3. We _____ all here.

why

here

what

said

are

have

where

two

there

4. _____ is Tom sad?

5. _____ is his **name**?

6. I _____ two snacks.

NAME: _____

DATE: _____

15.1

Take -Home

Dear Family Member,

Your child read this story in class earlier this week. Please ask your child to read the story aloud to you. Remind your child that the underlined parts of words signal that this part is tricky and does not follow the sound rules your child has learned.

The Sweet Shop

“Gran,” Josh asks, “did you have a job when you were a kid?”

“I did,” says Gran. “My dad had a **sweet** shop and I had a job in the shop.”

“Did you get to **make** **sweets**?”

“Yes,” says Gran. “I got to **make** milk **shakes**, **cakes**, and gum drops.”



“Was it fun?” Josh asks.

“Some of it was fun,” says Gran. “But it was not all fun and **games**. I had to **sweep** and pick up. And I had to **wipe** off the **cake case**.”

“Can you still **make** **cakes**?” asks Jen.

“You bet I can!” says Gran.
“Do you want to **make** one?”



The Trip West

1. The kids and Gran get to the ranch in the West. . .
 - ☐ on **skates**.
 - ☐ by **bike** and sled.
 - ☐ by cab, **plane**, and van.
2. On his back Sam has . . .
 - ☐ a pack with camp stuff.
 - ☐ a bag with **mule** snacks.
 - ☐ **rope** and twine.

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

Directions: In the box, have students illustrate a part of the story and then write a caption below.

3. Who do the kids **meet** at the ranch?



NAME: _____

DATE: _____

17.2

Take -Home

Dear Family Member,

Your child has been continuing to learn about digraphs, or spelling teams: letters that work together to make one vowel sound. Please have your child read the words in the word box below and circle the letter teams. Next, ask your child to write the words in the appropriate column in the chart. You may have your child use each word in a sentence. The first one is done for you as an example.

home	tape	fume
joke	fuse	shape
bare	rope	choke
cane	mule	cube

'o_e' as in home

'a_e' as in tape

'u_e' as in use

home		

NAME: _____

DATE: _____

18.1

Assessment

1. bike bit bite bake

2. rose rise robe rope

3. cheek ship chin seek

4. rat rake rate ran

5. bit beet bet best

6. cut cube cub cute

7. sheet chip sheep ship

8. luck lake lick lush

9. cube cute cub can

10. lit lint line lend

11. rut robe rash rob

12. sheet shine shin slip

13. close clot loss gloss

14. pit pan pane pale

15. mute mutt nut mule

NAME: _____

DATE: _____

18.2

Assessment

Saved by the Bells

1. Josh, Jen, and Gran hike with:
 - ☐ Sam the mule
 - ☐ Fuzz and Mel
 - ☐ Tex
 - ☐ Mike

2. The camp site:
 - ☐ has lots of trees
 - ☐ is damp and wet
 - ☐ is close to a cave
 - ☐ has ropes

3. Gran, Josh, and Jen:
 - ☐ take Sam the mule with them in the cave
 - ☐ rest in the tent
 - ☐ hike deep in the cave
 - ☐ set up the tent

4. In the **cave**, they get:

- ☐ hot
- ☐ lost
- ☐ snacks
- ☐ bells

5. What helps Josh, Jen, and Gran get back to the camp **site**?

- ☐ Tex's **smile**
- ☐ Mike's **mule**
- ☐ Sam's bells
- ☐ Mel's **plane**

_____ /5

NAME: _____

DATE: _____

19.1

Assessment

Jack snake kite queen snack

1.	Josh	bike	stone	cube	sweets
2.	tree	Gran	plane	Jane	bee
3.	cave	mule	home	state	rope
4.	Jake	wife	kid	stove	Rome
5.	grape	tape	Pete	shack	kid

_____ /10

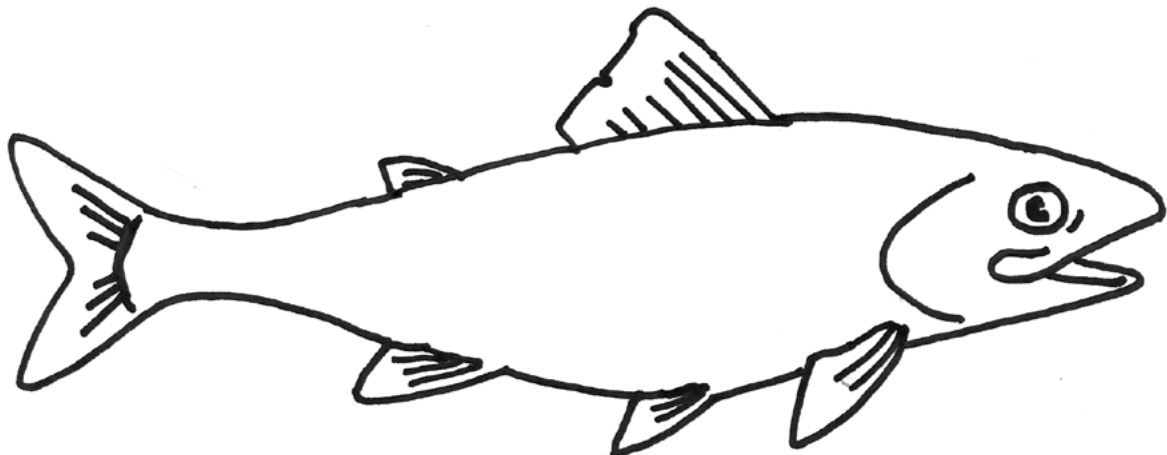
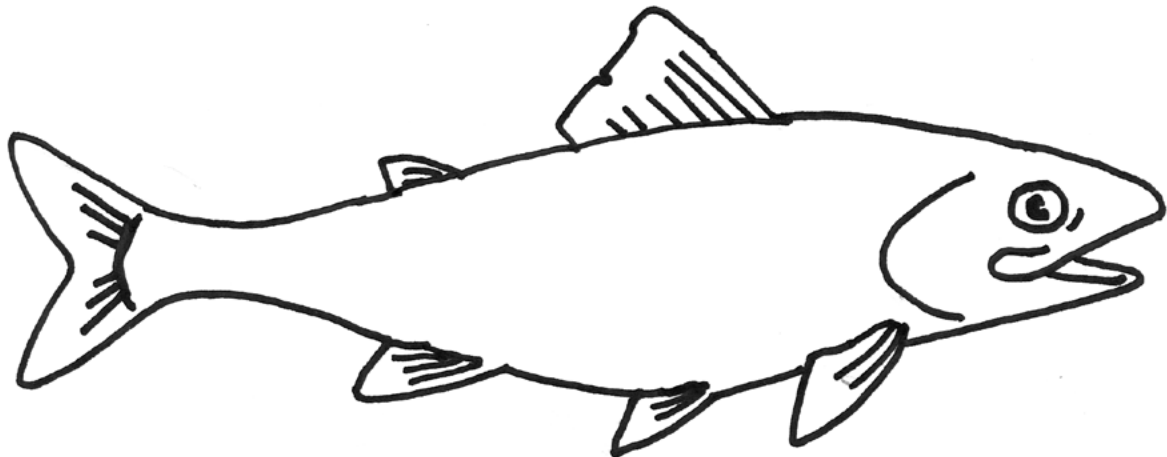
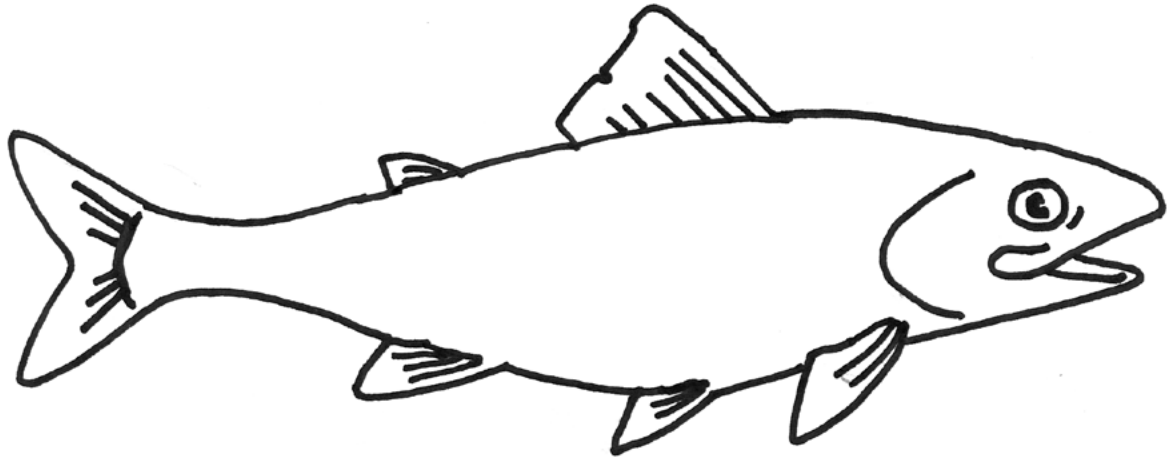
NAME: _____

DATE: _____

PP.1

Activity Page

Template for Fishing Pond Exercise



NAME: _____

DATE: _____

PP.2

Take -Home

Dear Family Member,

Ask your child to cut out the word cards. Show the cards to your child and have your child read them. Ask your child to say a phrase or sentence with each word. Extension: Ask your child to copy the words onto a sheet of paper. Further extension: Read the words aloud and have your child write the words down, paying attention to the separated digraphs. Please keep the cards for future practice.

my	your	tell
bikes	cakes	sweet
rose	jokes	cubes
red	nine	bake

NAME: _____

DATE: _____

PP.3

Activity Page

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

cheek

cheek

cheek

deer

deer

deer

queen

queen

queen

see

see

see

street

street

street

smile

smile

smile

wipe

wipe

wipe

ripe

ripe

ripe

hive

hive

hive

five

five

five

NAME: _____

DATE: _____

PP.4

Activity Page

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

flame

flame

bake

bake

game

game

snake

snake

wave

wave

flame

bake

game

snake

wave

hole

hole

hole

smoke

smoke

smoke

nose

nose

nose

bone

bone

bone

stone

stone

stone

NAME: _____

DATE: _____

PP.5

Activity Page

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

use

use

use

fuse

fuse

fuse

cute

cute

cute

mule

mule

mule

cube

cube

cube

close

close

close

creek

creek

creek

spine

spine

spine

take

take

take

rope

rope

rope

NAME: _____

DATE: _____

PP.6

Activity Page

Print the names of the things on the lines.

tree three

3

feet beet



five six

5

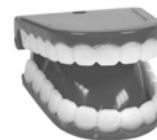
rake make



note nose



teeth tent



Print the names of the things on the lines.

rope plate



wave weed



pine nine



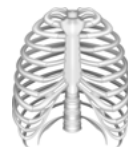
sheep pig



cane cake



bones stones



NAME: _____

DATE: _____

PP.7

Activity Page

Print the names of the things on the lines.

tree bee



Kate gate



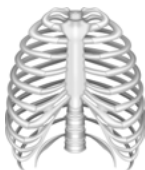
bike pike



dimes limes



tones bones



cute cube



Print the names of the things on the lines.

hope rope



seeds weeds



pine pin



feet fate



cake rake



rate rat



NAME: _____

DATE: _____

PP.8

Activity Page

Print the names of the things on the lines.

hat hate



glob globe



ten teen

10

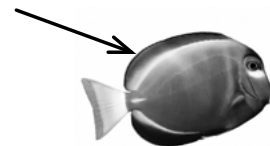
cop cope



plan plane



fin fine



Print the names of the things on the lines.

mop mope



bet beet



rat rate



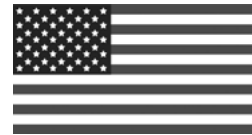
twin twine



rob robe



strips stripes



NAME: _____

DATE: _____

PP.9

Activity Page

Directions: Have students circle the words that are said and then copy them on the lines.

1. bike bake

2. cute cube

3. fit feet

4. rode ride

5. like lake

6. rope robe

7. queen quite

8. mute mule

9. pile pale

10. mane mine

NAME: _____

DATE: _____

PP.10

Activity Page

1. m _ _ k _ _

2. t _ _ k _ _

3. t _ _ m _ _

4. t _ _ m _ _

5. d _ _ m _ _

6. d _ _ m _ _

7. d _ _ z _ _

8. d _ _ z _ _

Fill in the gaps.

1. c _ _ _ b _ _ _

2. c _ _ _ t _ _ _

3. m _ _ _ t _ _ _

4. m _ _ _ l _ _ _

5. m _ _ _ l _ _ _

6. p _ _ _ l _ _ _

7. p _ _ _ l _ _ _

8. p _ _ _ l _ _ _

NAME: _____

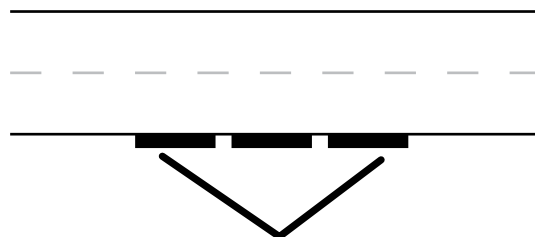
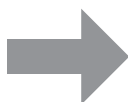
DATE: _____

PP.11

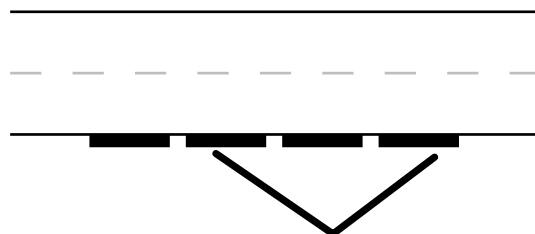
Activity Page

Print the words that are said on the lines.

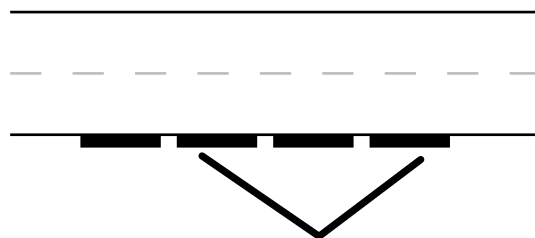
1.



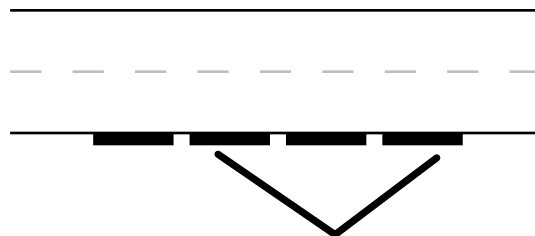
2.



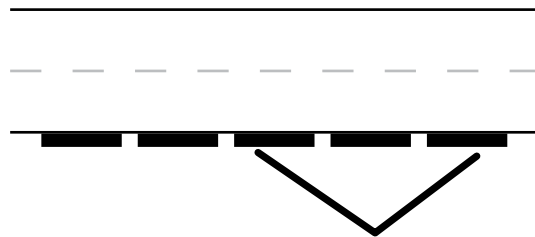
3.



4.



5.



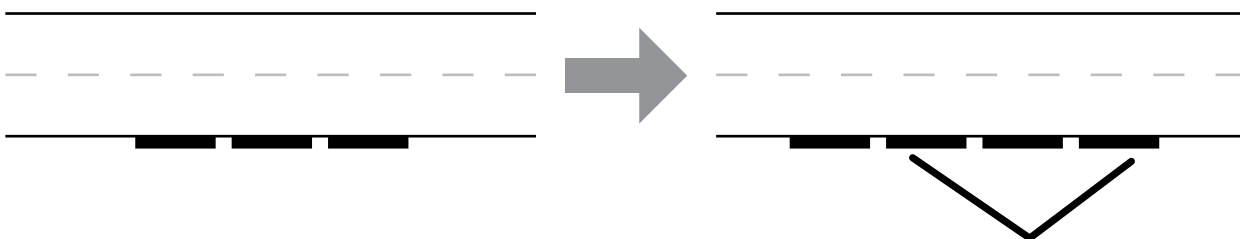
NAME: _____

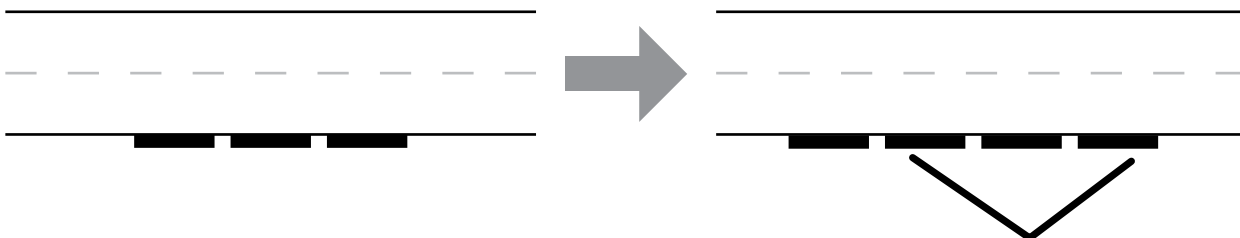
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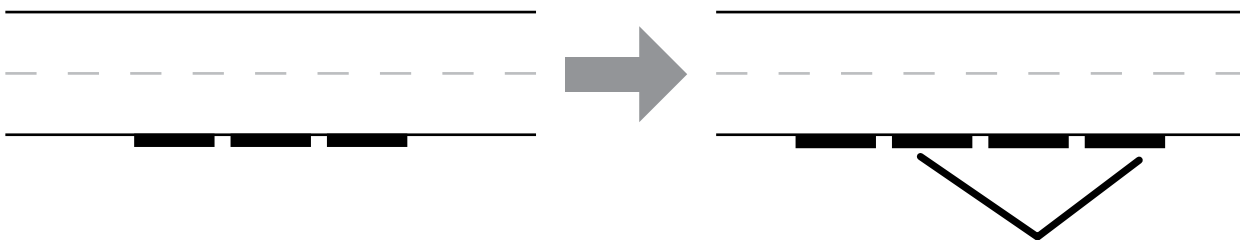
PP.12

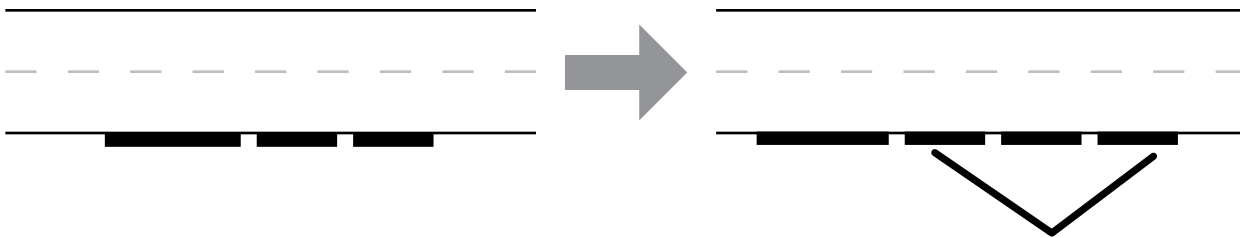
Activity Page

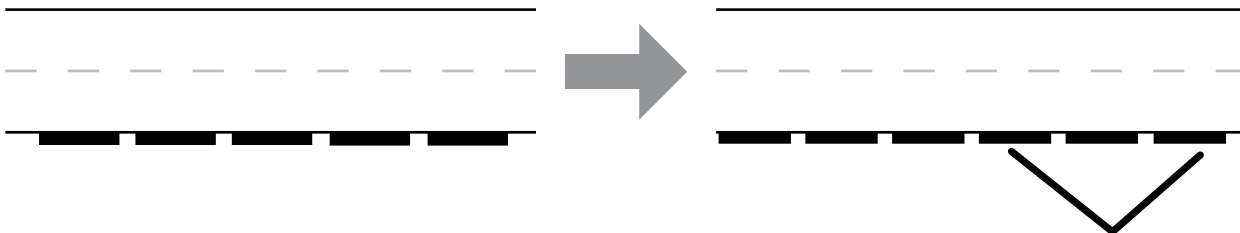
Print the words that are said on the lines.

1. 

2. 

3. 

4. 

5. 

NAME: _____

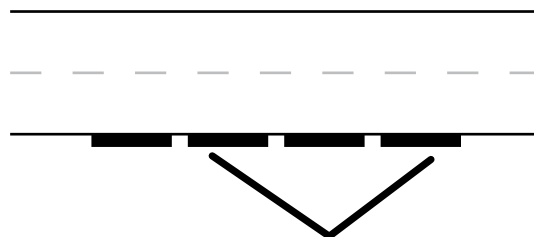
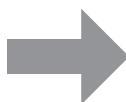
DATE: _____

PP.13

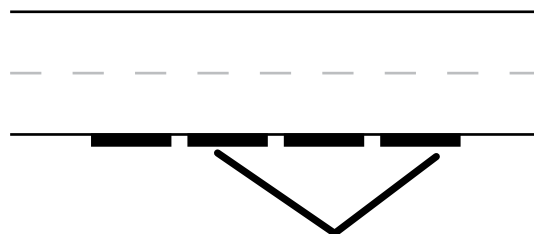
Activity Page

Print the words that are said on the line.

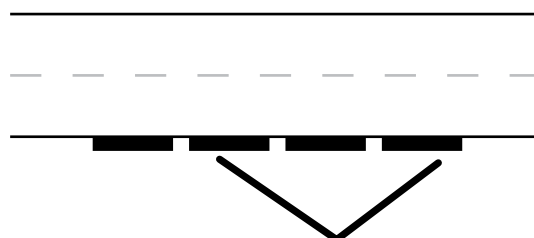
1.



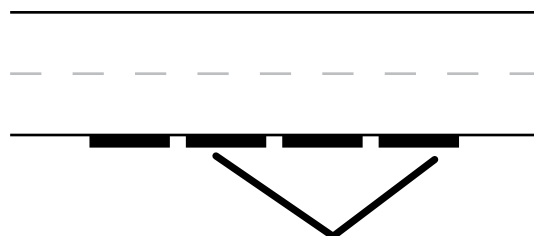
2.



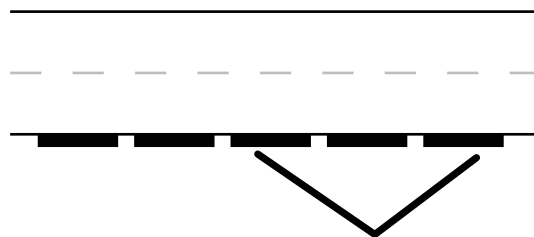
3.



4.



5.



NAME: _____

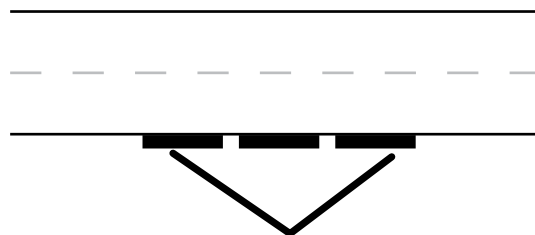
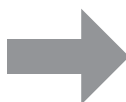
DATE: _____

PP.14

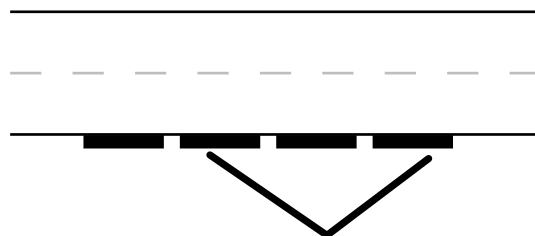
Activity Page

Print the words that are said on the line.

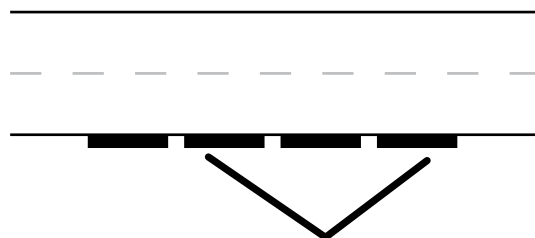
1.



2.



3.



NAME: _____

DATE: _____

PP.15

Activity Page

In the box are the names of the things. Print the names on the lines.

stone

plane

feet

tape

cone

sheep



stone



In the box are the names of the things. Print the names on the lines.

bee

bones

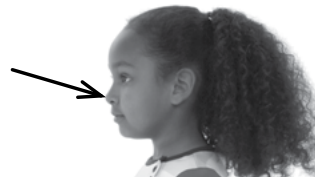
nose

~~nine~~

five

queen

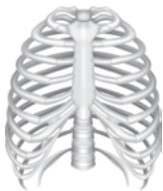
9



nine



5



NAME: _____

DATE: _____

PP.16

Activity Page

Print the words on the lines.



1. cake



2. bike



3. bee



4. cube



5. pine

Print the words on the lines.



6. seeds



7. cane



8. mule



9. globe



10. feet



NAME: _____

DATE: _____

PP.17

Activity Page

Directions: Have students answer the question by writing yes or no on the line.

1. Is a pup **cute**?

yes

2. Can **bees** sting?

3. Do you **like** grapes?

4. Can you **bake** a **cake**?

5. Do you have a bike?

6. Do dogs **like** bones?

7. Can a chimp sing?

8. Is **fire** wet?

NAME: _____

DATE: _____

PP.18

Activity Page

Directions: Have students answer the question by writing yes or no on the line.

1. Do kings have robes?

yes

2. Are limes sweet?

3. Is Wong a black snake?

4. Do you like milk?

5. Do moles sleep in trees?

6. Do you have a nose?

7. Can a dog quack like
a duck?

8. Do snakes have scales?

NAME: _____

DATE: _____

PP.19

Activity Page

Directions: Have students write the words with the /i/ sound under the bit header and the words with the /ie/ sound under the bite header.

kit
quit
dime

dim
stripe
fine

fin
strip

kite
quite

/i/ as in bit

/ie/ as in bite

NAME: _____

DATE: _____

PP.20

Activity Page

Directions: Have students write the words with the /a/ sound under the mad header and the words with the /ae/ sound under the made header.

can

glade

fate

tape

cane

pan

glad

fat

pane

tap

/a/ as in mad

/ae/ as in made

NAME: _____

DATE: _____

PP.21

Activity Page

Directions: Have students write the words with the /o/ sound under the mop header and the words with the /oe/ sound under the mope header.

rob
globe
slop

robe
glob
cop

hope
slope

cope
hop

/o/ as in mop

/oe/ as in mope

NAME: _____

DATE: _____

PP.22

Activity Page

Directions: Have students write the words with the /u/ sound under the cut header and the words with the /ue/ sound under the cute header.

cub

use

cut

cute

us

fuse

mute

mutt

fuss

cube

/u/ as in cut

/ue/ as in cute

NAME: _____

DATE: _____

PP.23

Activity Page

Directions: Have students draw a line from each picture to its matching phrase.



deer gaze



a cute pup



drive a truck



a pile of stones

Directions: Have students draw a line from each picture to its matching phrase.



a bee hive



a mule with packs



a closed gate



two dimes

NAME: _____

DATE: _____

PP.24

Activity Page

Directions: Have students draw a line from each picture to its matching phrase.



three cubes



a pine tree



smile at me



a bunch of grapes

Directions: Have students draw a line from each picture to its matching phrase.



plate and cup



three cubes



mole in hole



a long stride

NAME: _____

DATE: _____

PP.25

Activity Page

Fill in the lines with the words from the box.

feed

name

tire

robe

use

greet

1. a bike

2.

the pigs

3.

a pal

4. print your

5. a plush red

6.

it up

NAME: _____

DATE: _____

PP.26

Activity Page

Fill in the lines with the words from the box.

gate

eels

maze

stones

prize

cute

1. shut the

2. win a

in math

3.

in a reef

4. lost in a

5. skip

on a lake

6. pet a

cat

NAME: _____

DATE: _____

PP.27

Activity Page

Print the words that are said on the lines.

1. She has **g**reen _____.

2. Who **l**ikes _____?

3. I **r**ode my _____.

4. Grab the _____!

5. **J**ane skips _____.

6. He **r**ides a _____.

7. **M**ike was stung by a _____.

8. **N**ate can bring some _____.

NAME: _____

DATE: _____

PP.28

Activity Page

Fill in the lines with the words from the box.

meet

skates

be

feels

vote

bride

1. She _____ fine.

2. Let's _____ on it!

3. When did you _____ him?

4. Where are your _____ ?

5. _____ quick!

6. Kate will be a _____ next week.

NAME: _____

DATE: _____

PP.29

Activity Page

Fill in the lines with the words from the box.

use

home

seen

life

spade

froze

1. We wish you a long _____!

2. To dig a hole they will need a _____.

3. There is no one at _____.

4. Have you _____ my bike?

5. He _____ in his tracks.

6. _____ your words!

NAME: _____

DATE: _____

PP.30

Activity Page



Directions: Have students cut out the word cards. Have students create sentences with the words and write them on a piece of paper. Remind students that sentences start with an uppercase letter and end with a period, question mark, or exclamation point.

?

.

!

Did

WhenWho

in

youthey

rode

see

ride

did

the

use

Get

plane

mule

NAME: _____

DATE: _____

PP.31

Activity Page

Directions: Have students trace and copy the words.

he

he

he

he

she

she

she

she

we

we

we

we

be

be

be

be

me

me

me

me

Directions: Have students trace and copy the words.

he

he

he

he

she

she

she

she

we

we

we

we

be

be

be

be

me

me

me

me

NAME: _____

DATE: _____

PP.32

Activity Page

Directions: Have students trace and copy the words.

they

they

their

their

you

you

your

your

my

my

by

by

they

their

you

your

my

by

Directions: Have students trace and copy the words.

they

they

their

their

you

you

your

your

my

my

by

by

they

their

you

your

my

by

NAME: _____

DATE: _____

PP.33

Activity Page

Directions: Have students copy the word onto the left side of the paper, fold it in half, and then write the word from memory on the right side of the paper.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

NAME: _____

DATE: _____

PP.34

Activity Page

Fill in the lines with the words from the box.

we

you

he

your

no

some

1. Is this _____ home?

2. _____ tells jokes all the time.

3. There were _____ stripes on the flag.

4. Did _____ make the fire?

5. Can we plant _____ of the seeds?

6. _____ will share my lunch.

NAME: _____

DATE: _____

PP.35

Take -Home

Dear Family Member,

This is a story your child has probably read at least once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. Note that tricky parts in Tricky Words are underlined.

Wong

Jen yells, “Gran, there is a man here with a big crate.”

Gran says, “It must be Wong!”

“Who?” asks Jen.

“The pet I got in Hong Kong,” says Gran.

“Is Wong from Hong Kong?” asks Jen.

“Yep!” says Gran.

“But what is this Wong?” asks Josh.



Gran **takes** the lid off the **crate** and lifts up a long, black **snake**.

“**Sweet!**” says Josh. “Wong is a **snake!**”

“**Eek!**” Jen yells. “I am **scared** of **snakes!**”

Gran says, “Wong is a **safe** **snake**. There are **snakes** that can kill us, but Wong is not one of them. This is a **snake** we can pet.”



NAME: _____

DATE: _____

PP.36

Take -Home

Dear Family Member,

This is a story your child has probably read at least once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. Note that tricky parts in Tricky Words are underlined.

Saved by the Bells

Josh, Jen, and Gran **hike** off to the camp **site** with Sam the mule.

“I will **meet** you there!” Tex yells.

When they get to the camp **site**, Josh hangs Sam’s **rope** on a **tree**.

The camp **site** is **close** to a **cave**. Gran and the kids **peek** in the **cave**.

Drip. Drip. The **cave** is damp and dim. No sun **shines** in the **cave**.



Josh, Jen, and Gran hike deep in the cave. They get lost. They are a bit scared, but just then Sam's bells ring.

Sam's bells help them get back to the camp site.

When they get back, Jen hugs the mule and says, "Sam, you and your bells saved us!"



NAME: _____

DATE: _____

PP.37

Activity Page

Splash Dogs

1. Why did they **take** Buck and Pup to
the **lake**?

2. What trick can Buck do?

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

Directions: In the box, have students illustrate a part of the story and write a caption below.

3. What did Pup bring back?

☐ the stick and a fish

☐ a fish

☐ the stick



NAME: _____

DATE: _____

PP.38

Activity Page

Tex and Rex

Directions: In line 5, have students mark the noun(s) that name a place. In line 6, have students mark the noun(s) that name a thing. In line 7, have students mark the proper noun(s) that name a person.

1. Tex is mad at Josh and Jen. ☐ yes ☐ no
2. Josh and Jen are twins. ☐ yes ☐ no
3. Rex and Tex are twins. ☐ yes ☐ no
4. Rex is the man with the black hat. ☐ yes ☐ no

- | | | | | |
|----|-------|-------|------|------|
| 5. | Rex | creek | trip | wave |
| 6. | pup | rope | shed | Jill |
| 7. | snake | Gran | Rex | cap |

Directions: Have students retell the part of the story that is shown in the picture or have them copy sentences from the story that go with the picture.



Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for student writing.

NAME: _____

DATE: _____

PP.39

Activity Page

Gran's Mud Run

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

1. What did Gran drive in the Mud Run?
 - ☐ a green truck
 - ☐ a black truck
 - ☐ a red truck
2. There were **five** trucks in the Mud Run.
 - ☐ yes
 - ☐ no
3. Rex, Tex, Josh, and Jen were at the track.
 - ☐ yes
 - ☐ no
4. Gran did not win the Mud Run.
 - ☐ yes
 - ☐ no

5. Who got stuck in **deep** mud?

Handwriting practice lines for question 5, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

6. What **prize** did Gran get?

Handwriting practice lines for question 6, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

NAME: _____

DATE: _____

PP.40

Activity Page

Gran's Trip Home

1. Who will **take** Josh and Jen back?

2. What will Gran **use** to get to **Three** Mile Gulch?

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

3. What will Gran **use** to cross **Three** Mile Gulch?

4. Will Gran **ride** a **bike** to **Pine** Hill?

5. When will Gran **see** Josh and Jen?

NAME: _____

DATE: _____

PP.41

Activity Page

Directions: Have students write the proper nouns that name specific people under the picture of George Washington and the common nouns that name a person under the picture of the girl.

Tex

twin

Gran

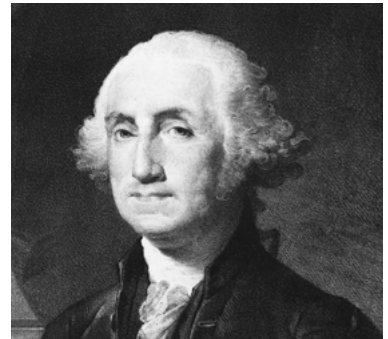
cop

kid

Rex

man

Josh



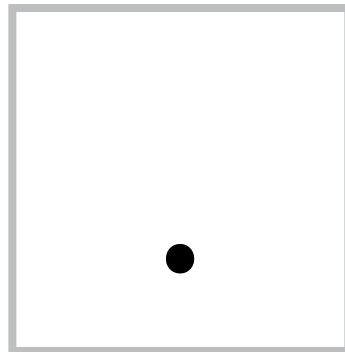
NAME: _____

DATE: _____

PP.42

Activity Page

Directions: Have students read the sentences and add a period, question mark, or exclamation point at the end of each sentence.



1. Can you lend me me your bike _____

2. **Take** all five pens _____

3. I like to stroke **my** cat's back _____

4. Do you **feel** well _____

5. Do not jump in the **creek** _____

6. My **name** is Kate _____

Core Knowledge Language Arts Amplify.

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