



Skills 10

Activity Book

Kindergarten

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Skills 10

Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 10. 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 words. Students should say the sounds while writing the spellings.

ee

ee

ee

ee

ee

.

.

.

.

see

see

see

feet

feet

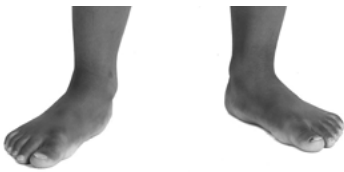
feet

sheep

feet

weeds

queen



NAME: _____

DATE: _____

1.2

Activity Page

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

pen

NAME: _____

DATE: _____

2.1

Activity Page

feet

seems

needs

1. That kid _____ mad.

2. Dad has socks on his

_____.

3. Ann _____ ten in cash.

Directions: Have students write each word on the line where it fits best.

keep

feed

bee

4. Mom was stung by a

_____.

5. What did Zack _____ his dog?

6. I will _____ my sheep in a pen.

NAME: _____

DATE: _____

2.2

Activity Page

Scott and Lee

1. Scott's dad **keeps** . . .

☐ a pig.

☐ **three** hens.

☐ a **sheep**.

2. The pig is kept in a . . .

☐ shed.

☐ pen.

☐ box.

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

3. Scott's mom **keeps** . . .

☐ a pig.

☐ **three** hens.

☐ a **sheep**.

4. What is Scott's pet?

NAME: _____

DATE: _____

2.2
CONTINUED

Activity Page

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



NAME: _____

DATE: _____

3.1

Take-Home

Dear Family Member,

Have your child read each word, circle the correct picture, and then write the word under the matching picture. If necessary, identify the pictures for your child.

1. bee



2. tree



3. feet



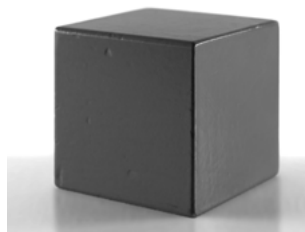
4. deer



5. teeth



6. sleep



NAME: _____

DATE: _____

4.1

Activity Page

Red Ants

1. Why was **Lee's** week bad?
☐ A dog bit **Lee**.
☐ A rat bit **Lee**.
☐ Red ants bit **Lee**.
2. Scott swept the ants from **Lee** with . . .
☐ a brush.
☐ his hand.
☐ a **tree** branch.

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

3. Scott said . . .

☐ “Munch on **Lee**.”

☐ “Munch on **sweets**.”

☐ “Munch on plants and **weeds**.”

4. What is one thing the ant said?

NAME: _____

DATE: _____

4.1
CONTINUED

Activity Page

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



NAME: _____

DATE: _____

5.1

Activity Page

chat

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

sweet



NAME: _____

DATE: _____

5.2

Activity Page

The Bees

1. What stung **Lee** on his cheek and feet?

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

2. When did Scott get mad?

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

NAME: _____

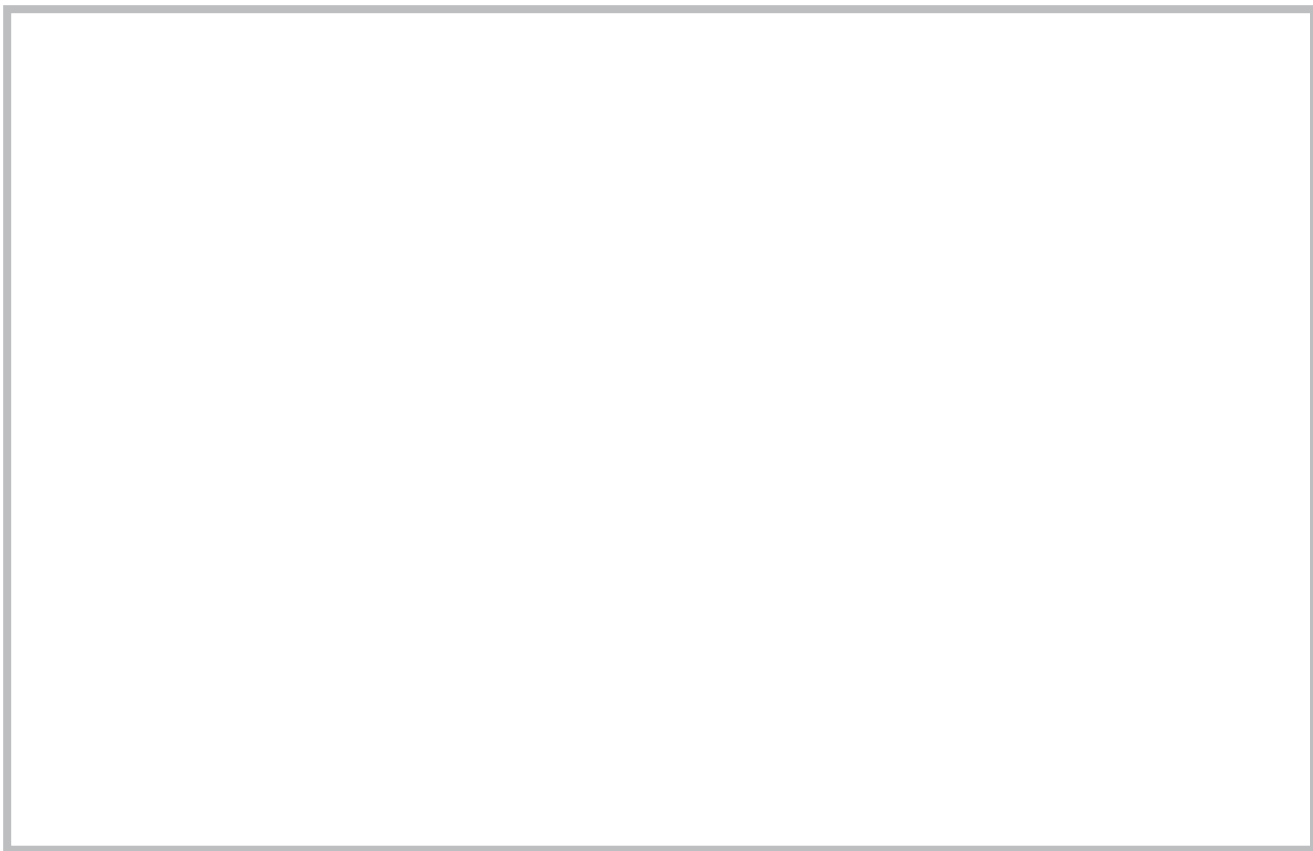
DATE: _____

5.2
CONTINUED

Activity Page

3. What did Scott tell the bees to sting?

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



NAME: _____

DATE: _____

5.3

Take-Home

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, using his or her finger to point to each word, and then talk about it together. The bolded letters 'ee' are a new spelling your child is learning.

Scott and Lee

This is Scott **Green**. Scott is ten.

Scott's dad **keeps** a pig in a pen. Scott's mom **keeps** three hens. Scott **keeps** a sheep.

Lee the Sheep is Scott's pet. Scott **feeds** **Lee** and rubs him on the back. **Lee** is a sweet sheep.



NAME: _____

DATE: _____

6.1

Activity Page

Directions: Have students answer the questions by writing yes or no.

1. Can a **tree** sing a song?

2. Is there a kid in this class with six **feet**?

3. Are plants from **seeds**?

4. Are the things in a shop **free**?

5. Is there a kid in this class with three hands?

6. Can a **bee** buzz?

7. Is a **sheep** a bug?

8. Are plums **sweet**?

9. Is grass **green**?

10. Can w**e** munch on
rocks?

11. Can plants **see**?

12. Can a cat **sleep**?

NAME: _____

DATE: _____

6.2

Activity Page

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

1.

2.

3.

4.

5.

6.

NAME: _____

DATE: _____

6.3

Activity Page

me

he

We

Directions: Have students write each word on the line where it fits best. Remind students that the first word in a sentence is always capitalized.

1. Seth has a hat that _____ got
from his dad.

2. _____ are best pals.

3. Dad helps _____ sweep
the deck?

she

Which

be

4. If I get in the pond, I will

_____ wet.

5. _____ cup is his?

6. Mom has a dress that

_____ got from a shop.

NAME: _____

DATE: _____

7.1

Activity Page

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

a_e as in make

make

make

make

make

same

same

same

same

same

same

same

same

Print the word where it fits best.

1. tape



2. plane



3. skate



NAME: _____

DATE: _____

7.2

Take-Home

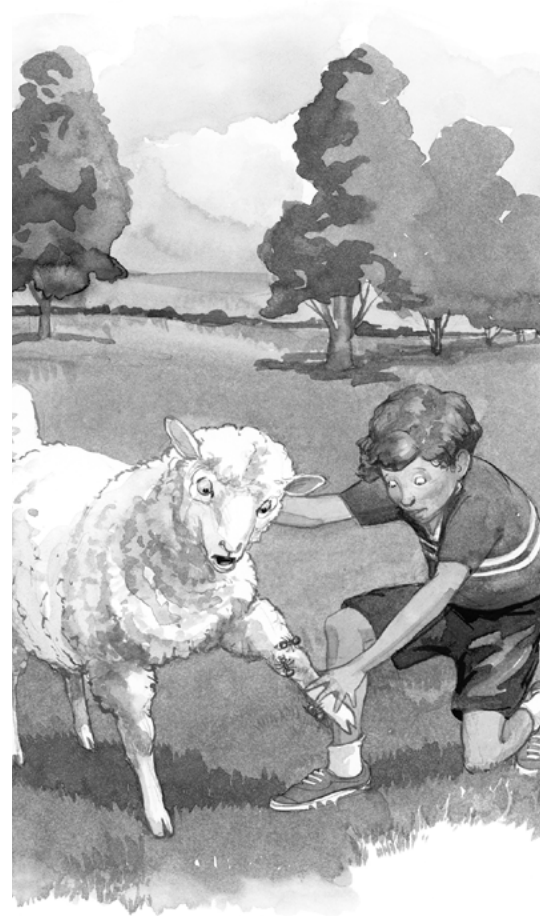
Dear Family Member,

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

Red Ants

Lee the Sheep had a bad **w**eek last **w**eek. Red ants bit him on his legs and **f**eet.

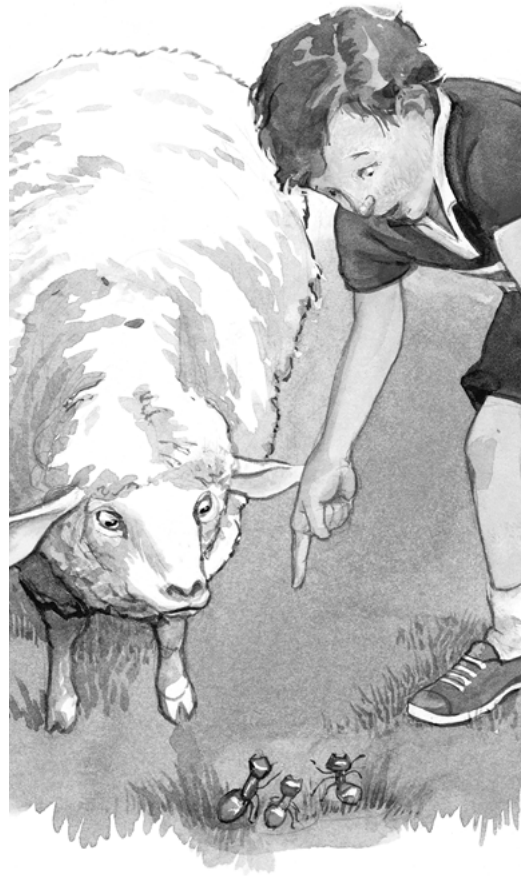
Scott had to **s**weep the ants with his hand to get rid of them.



Scott was mad at the ants.

“Ants,” he said, “**L**ee is a sweet sheep. **F**eel free to munch on plants and **w**eeds, but not on **L**ee!”

One of the ants said, “We **f**eel bad. We will not munch on **L**ee. We will munch on plants and **w**eeds.”



NAME: _____

DATE: _____

8.1

Activity Page

Cake and Grapes

1. What did Scott share with Jade?

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

2. What did **Jade** share with Scott?

3. Which kid **ate** the grapes?

NAME: _____

DATE: _____

8.1
CONTINUED

Activity Page

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



NAME: _____

DATE: _____

8.2

Take-Home

Dear Family Member,

Have your child read and copy each word under the matching picture. If necessary, identify the pictures for your child.

cake
grapes

lake
cane



snake
plate

cape
rake



NAME: _____

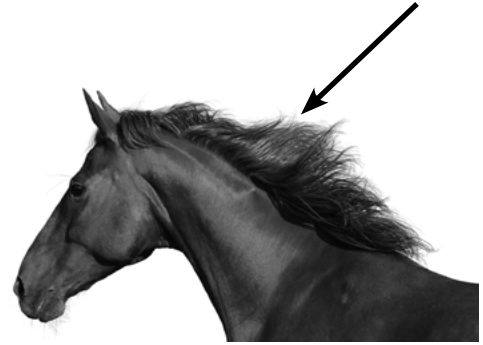
DATE: _____

9.1

Activity Page



cap cape



man mane



tap tape



plan plane



rat rate



fat fate

Directions: Ask students to circle the word matching the picture.



pan **pane**



mad **made**



scrap **scrape**



at **ate**



cap **cape**



man **mane**

NAME: _____

DATE: _____

9.2

Activity Page

Fun in the Sand

1. What did the kids **make** with the sand?

2. What hit the sand man?

☐ a truck

☐ a ship

☐ a **wave**

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

3. Did the kids feel sad?

Handwriting practice lines consisting of three sets of solid top and bottom lines with a dashed middle line for letter height guidance.

NAME: _____

DATE: _____

9.2
CONTINUED

Activity Page

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



NAME: _____

DATE: _____

9.3

Activity Page

slump

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

sag



NAME: _____

DATE: _____

9.4

Take-Home

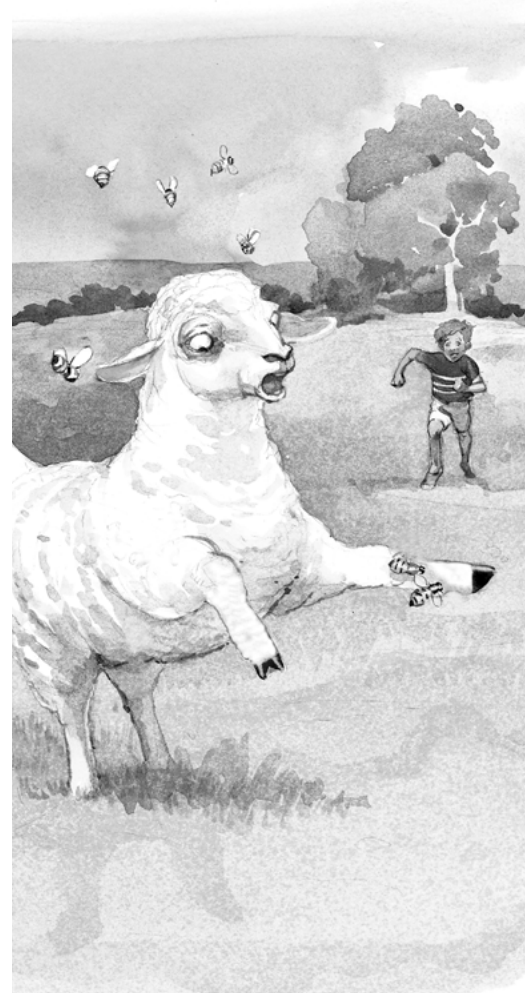
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, using his or her finger to point word by word, and then talk about it together.

The Bees

The red ants left. But
then the **bees** got **Lee**!
The **bees** stung **Lee** on
his **cheek** and on his
feet.

Scott ran up to help
Lee. Then he went and
had a chat with the
bees.



“Bees,” said Scott, “why sting Lee the Sheep? He is a sweet sheep.”

One bee said, “Bees will be bees.”

One bee said, “I must be me.”

Then Scott got mad. He said, “Sting the pig. Sting the hens! Sting the cat. Sting the dog. But let Lee be!” And the bees let Lee be.



NAME: _____

DATE: _____

10.1

Activity Page

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

1. cake cane

2. we weep

3. date dot

4. they their

5. man mane

6. lake lack

7. rate rake

8. be bees

9. sale stale

10. he heel

11. trade track

12. plate pale

NAME: _____

DATE: _____

10.2

Activity Page

Skates

1. When did Jade get skates?

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

2. What is one thing Scott asks Jade?

NAME: _____

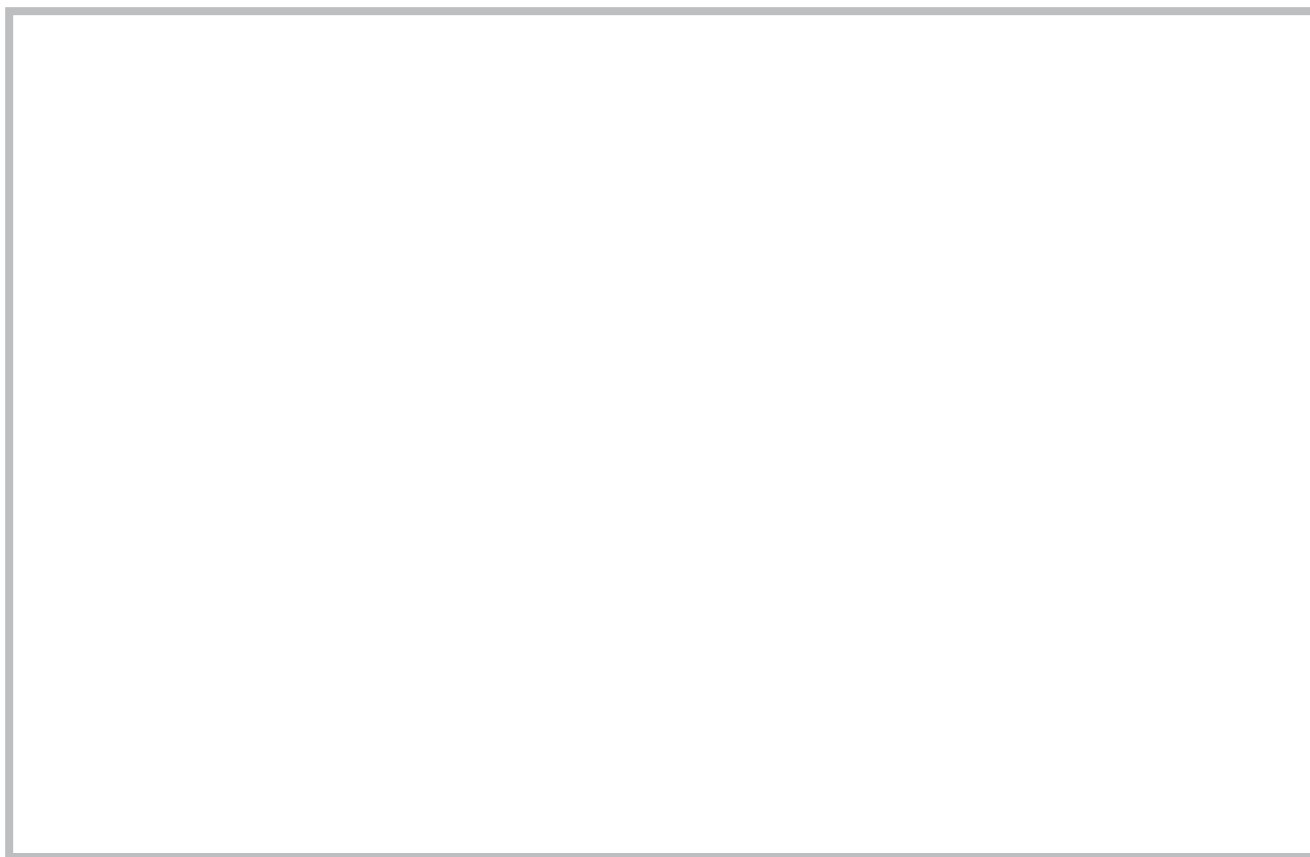
DATE: _____

10.2
CONTINUED

Take-Home

3. Which kid slips once?

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



NAME: _____

DATE: _____

10.3

Take-Home

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together. The bolded letters 'a_e' are a new spelling your child is learning.

Cake and Grapes

Scott got a **cake** to
share with his pal
Jade. Jade got a
bunch of red **grapes**
to share with Scott.

Scott went to **Jade's**
and gave **Jade** the
cake. Jade gave
Scott the **grapes**.
Then the kids sat and
ate. Jade ate all of
Scott's **cake**. Scott ate
all of **Jade's** **grapes**.



NAME: _____

DATE: _____

11.1

Activity Page

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

i_e

as in

time

time

time

time

time

shine

shine

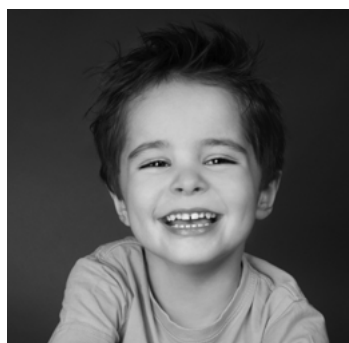
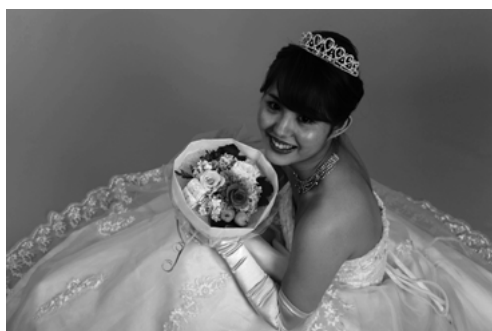
shine

shine

In the box are the **names** of the 4 things. Print the **names** on the **lines**.

bike
bride

slide
smile



NAME: _____

DATE: _____

11.2

Activity Page

hike

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

mile



NAME: _____

DATE: _____

11.3

Take-Home

Dear Family Member,

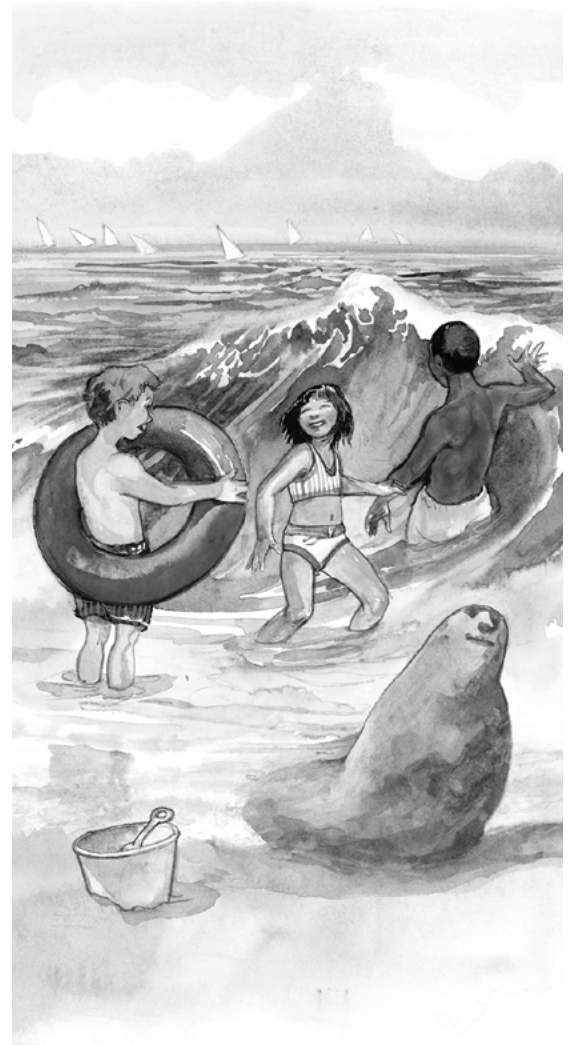
This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together.

Fun in the Sand

Scott is with **Jade** and **Dave**. The kids dig in the sand. They shape the sand. They make a sand man.

A big **wave** hits. The kids can't **save** their sand man from the **wave**. The sand man gets wet. He slumps. He sags. He drips.

The sand man is a mess. But the kids are not sad. They run and splash in the **waves**.



NAME: _____

DATE: _____

12.1

Activity Page

bike

likes

cake

1. She _____ hide and seek and
the slide.

2. Dan rides his _____ to Sam's.

3. Yum! That is a sweet _____ !

Directions: Have students write each word on the line where it fits best.

time

tree

trades

4. He likes grapes, and shee

_____ .

5. A swing hangs from the

_____ .

6. Can shee tell me what

_____ it is?

NAME: _____

DATE: _____

12.2

Activity Page

A Fine Hike

1. Where did Clive's dad set up the tent?

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

2. When did Scott and Clive hike to the lake to fish?

☐ at five

☐ at nine

☐ at six

3. What did Clive's dad make?

NAME: _____

DATE: _____

12.2
CONTINUED

Activity Page

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



NAME: _____

DATE: _____

13.1

Activity Page

pride

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

NAME: _____

DATE: _____

13.2

Take-Home

Dear Family Member,

Have your child read each word, circle the matching picture and write the word under the matching picture. If necessary, identify the pictures for your child.

1. bike



_____	_____
-----	-----
_____	_____

2. nine

9

8

_____	_____
-----	-----
_____	_____

3. dime



_____	_____
-----	-----
_____	_____

4. kite



5. fire



6. slide



NAME: _____

DATE: _____

14.1

Activity Page

Directions: Ask students to circle the word matching the picture.



rid ride



kit kite



win wine



slid slide



rip ripe



twin twine



fin fine



sit site



dim dime



rip ripe



spin spine



shin shine

NAME: _____

DATE: _____

14.2

Activity Page

The Bike Ride

1. Meg's tire hit . . .

☐ a branch.

☐ a bump.

☐ a rock.

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

2. Which kid fell? Tell what that kid did
when they fell.

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

NAME: _____

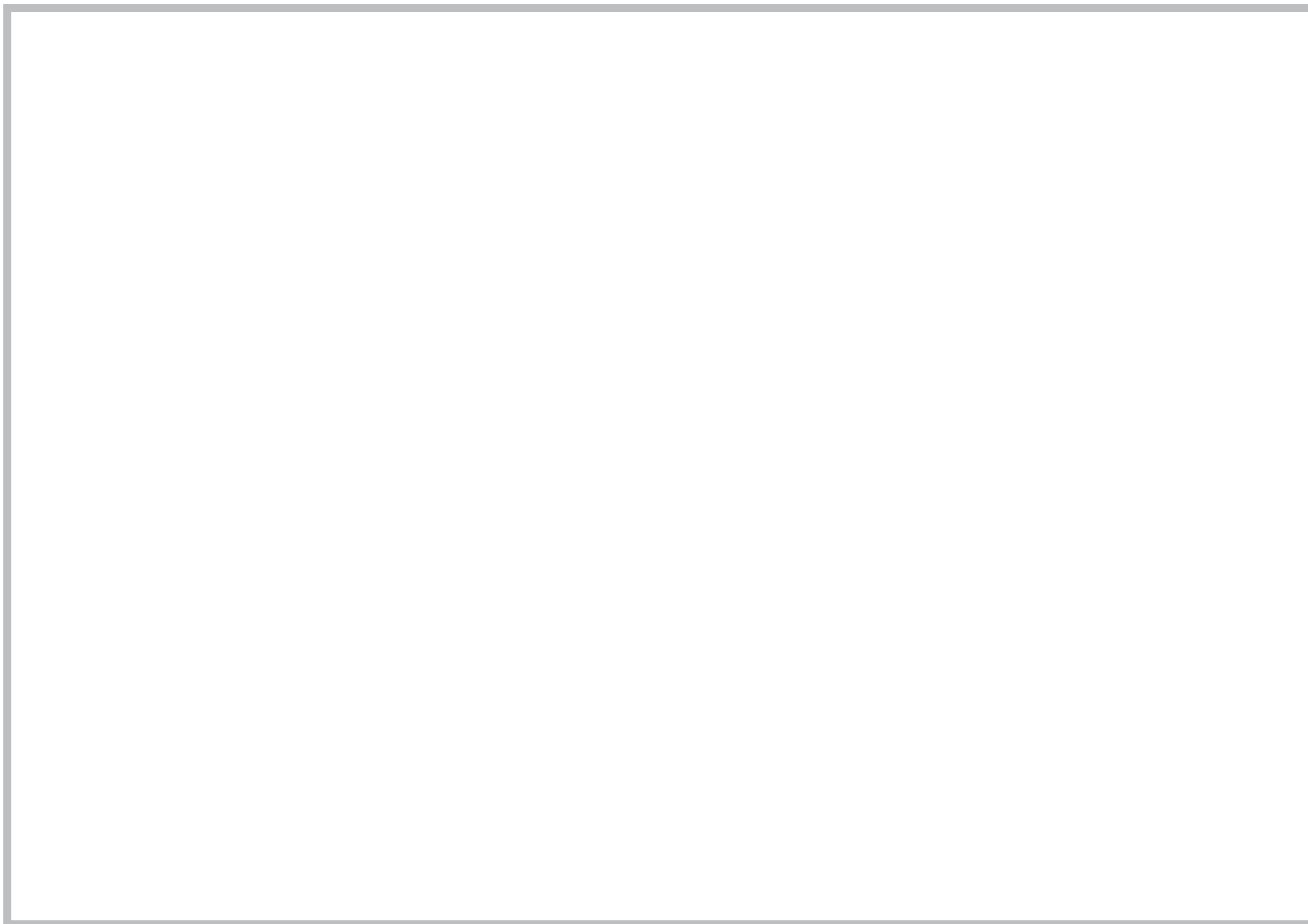
DATE: _____

14.2
CONTINUED

Activity Page

3. What made Meg smile with pride?

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



NAME: _____

DATE: _____

14.3

Take-Home

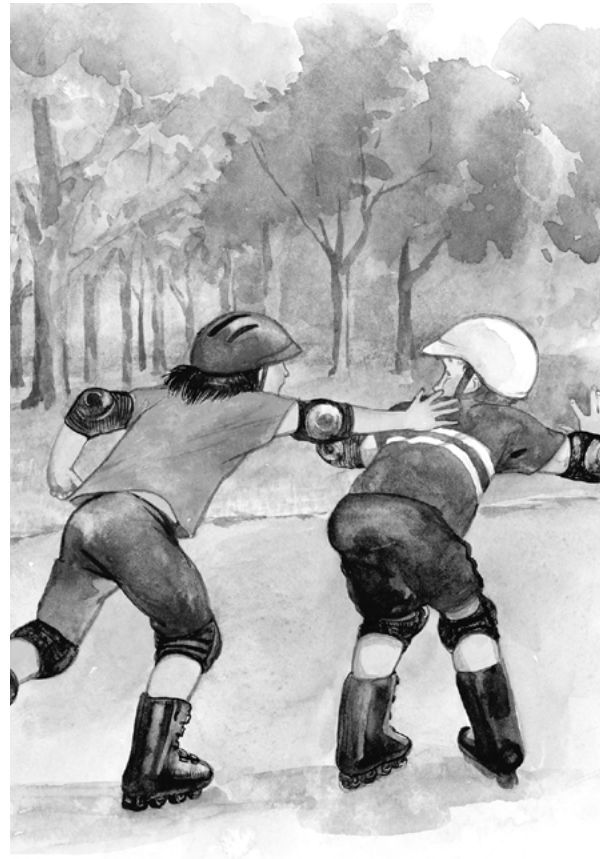
Dear Family Member,

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

Skates

Jade got skates when she was six. Scott just got his last week. He is scared to get up on his skates.

“Is this safe?” Scott asks. “What if I trip and get a scrape? What if I hit a tree? What if I see a snake?”



“It is **safe!**” says **Jade**.

“Just **skate.**”

Jade helps Scott **skate**.

Scott slips once. Then
he gets the hang of it.

“**Jade,**” he yells, “it’s fun
to **skate!**”

NAME: _____

DATE: _____

15.1

Activity Page

The Plane Ride

1. What did Scott and Meg ride in?

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

2. Which kid said that Big **Lake** did not **seem** so big?

3. Meg said the truck was the size of a . . .

☐ **plane.**

☐ van.

☐ dot.

NAME: _____

DATE: _____

15.1

CONTINUED

Activity Page

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



NAME: _____

DATE: _____

15.2

Activity Page

rents

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

strip



NAME: _____

DATE: _____

15.3

Take-Home

Dear Family Member,

Your child has been taught to read words with the separated digraphs 'a_e' as in *cake*, 'i_e' as in *time*, and the double-letter spelling 'ee' as in *keep*. Words with separated digraphs are hard to read at first because the reader has to recognize that even though the spelling for the vowel sound is separated by a consonant, the separated letters represent a single sound. Ask your child to cut out the word cards. Show the cards to your child and have your child read them. Extension: You read a word aloud and have your child write down the sounds, one at a time, paying attention to the separated digraphs. Please keep and use the cards for future practice.



tribe

speech

drive

shape

sweet

chime

free

crate

bake

flame

prize

flee

NAME: _____

DATE: _____

16.1

Activity Page

Directions: Have students answer the questions by writing yes or no.

1. Can a **rake** run?

2. Is it **time** to get in
bed?

3. Is a **smile** the **same**
as a grin?

4. Is a **square** a
shape?

5. Can a **grape** sing?

6. Is theft a **crime**?

7. Is a **lime** green?

8. Is **cake** sweet?

9. Can a **vase** jump?

10. Can a **snake** ride a
bike?

11. Can a dog **skate**?

12. Can an ox ride a
hen?

NAME: _____

DATE: _____

16.2

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

1.

2.

3.

4.

5.

6.

7.

NAME: _____

DATE: _____

16.3

Activity Page

they

my

by

1. I like _____ name a lot.

2. The bike is _____ the shed.

3. The kids are sad _____
can't skate.

Directions: Have students write each word on the line where it fits best.

their

hee

mee

4. If I **chase** the cat, it will be **scared** of

_____.

5. The men got _____ hats at
that shop.

6. **James** is glad that _____
can swim.

NAME: _____

DATE: _____

16.4

Take-Home

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you, and then talk about it together. The bolded letters 'i-e' are a new spelling your child is learning.

A Fine Hike

Scott is on a **hike** with Clive and Clive's dad. They hike **three** miles up a big hill.

At the top of the hill, Clive's dad says, "This is where we will camp." He drops his pack on the grass. Scott and Clive help him set up the tent.



At **five**, Scott and Clive
hike to the **lake** to fish.
They get **five** fish!

At dusk, the kids **hike**
back to camp. Clive's
dad **makes** a **fire**. The
kids munch on hot dogs.

At **nine**, they get in their
tent. They are all **tired**.
They **smile** as they **sleep**.



NAME: _____

DATE: _____

17.1

Activity Page

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

o _ e as in home

home

home

home

home

stone

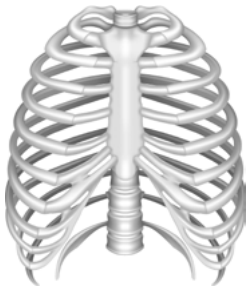
stone

stone

stone

Print the word where it fits best.

1. home



2. nose



3. rose



NAME: _____

DATE: _____

17.2

Activity Page

cash

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

NAME: _____

DATE: _____

17.3

Take-Home

Dear Family Member,

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

The Bike Ride

Scott's sis, Meg, **likes** to **ride** a **bike**. Once Meg went on a **bike ride** with Scott. Meg's **tire** hit a rock and she fell off the **bike**.

Meg was **brave**. She did not yell. She did not sob. She got back on the **bike**. Then she said, "Let's **ride**!"

"Meg," Scott said, "I am glad my sis is so **brave**!"

That **made** Meg smile with **pride**!



NAME: _____

DATE: _____

18.1

Activity Page

hope

made

time

1. It is _____ to get in bed.

2. We _____ a sweet cake.

3. I _____ Dad will let me
get a dog.

Directions: Have students write each word on the line where it fits best.

bone

see

broke

4. The glass fell and _____.

5. Stan **gave** the dog a

6. When will we _____ him
next?

NAME: _____

DATE: _____

18.2

Activity Page

The Gift

1. What is the **name** of the shop that Liz went to?

☐ Hope's Doll Shop

☐ Hope's Hat Shop

☐ Hope's Dress Shop

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

2. What did Liz get Meg?

Handwriting practice lines for the question. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are five such rows provided for writing the answer.

NAME: _____

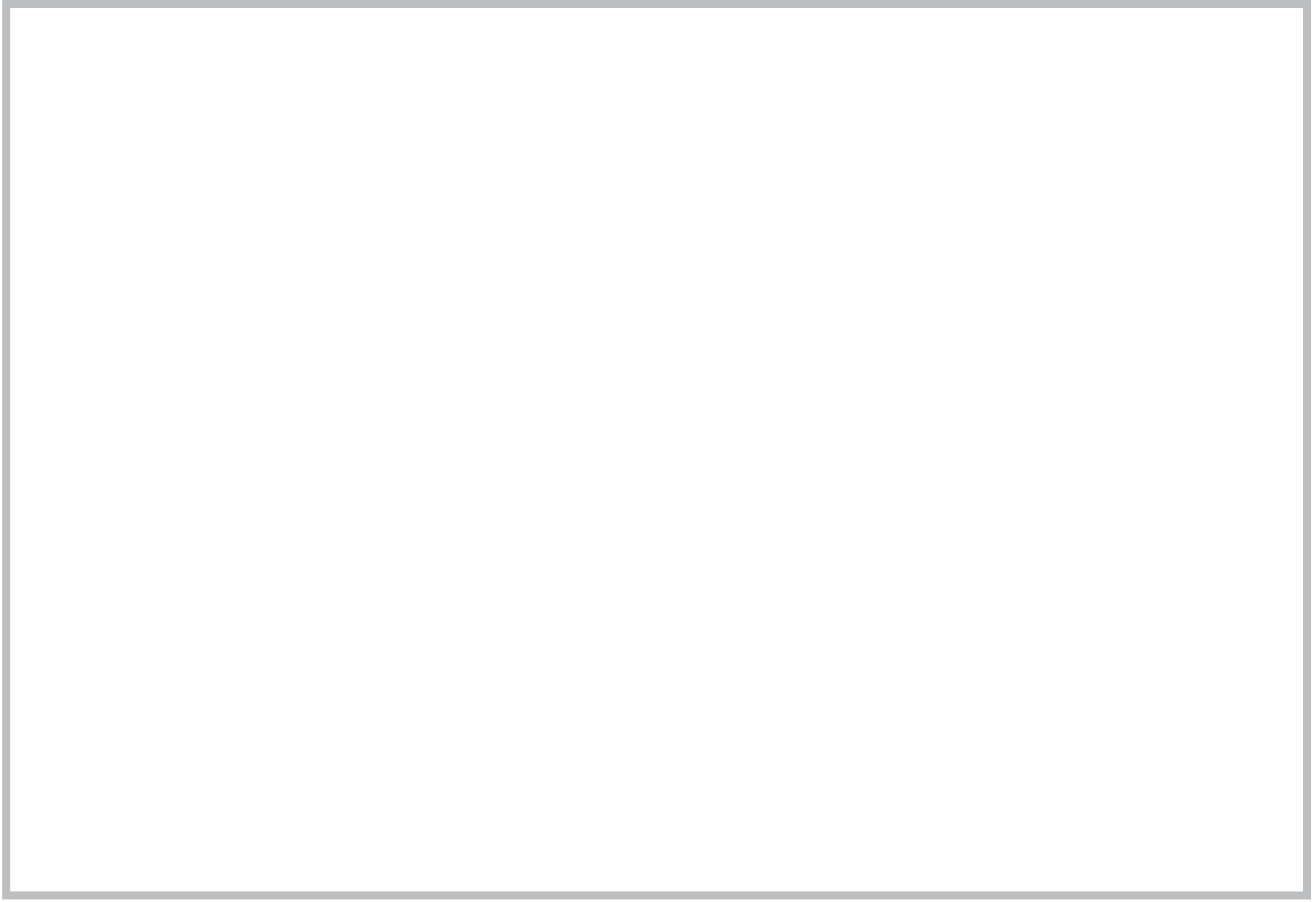
DATE: _____

18.2
CONTINUED

Activity Page

3. Why was Hope glad?

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



NAME: _____

DATE: _____

19.1

Activity Page

The Sled Ride

1. Which kid got on the sled last?
Where did that kid sit?

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

2. What did the sled hit?

Handwriting practice lines for the question "2. What did the sled hit?". The page contains five sets of three horizontal lines each (top solid, middle dashed, bottom solid) for writing practice.

NAME: _____

DATE: _____

19.1
CONTINUED

Activity Page

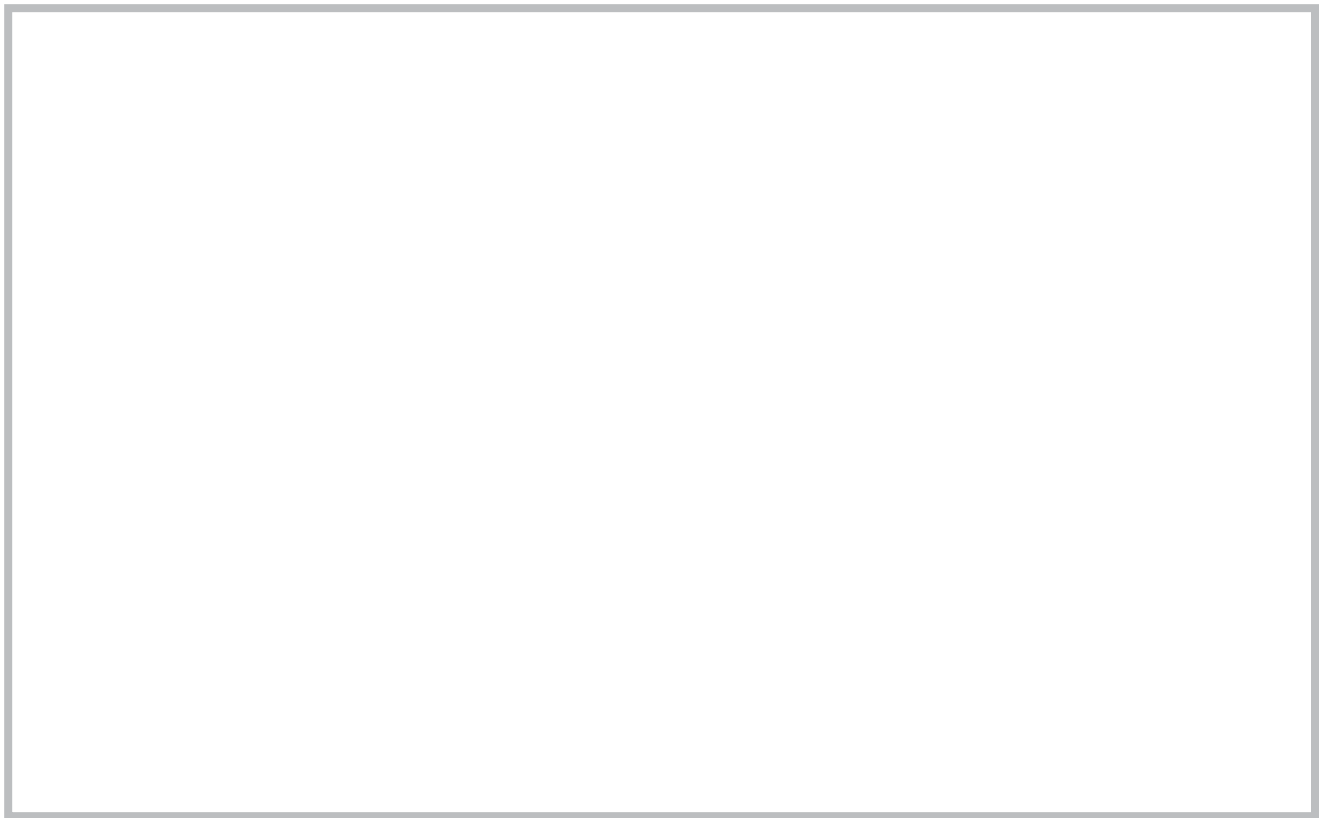
3. Which bones did Jade feel like she broke?

☐ leg bones

☐ hand bones

☐ back bones

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



NAME: _____

DATE: _____

19.2

Activity Page

steer

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

drag



NAME: _____

DATE: _____

19.3

Take-Home

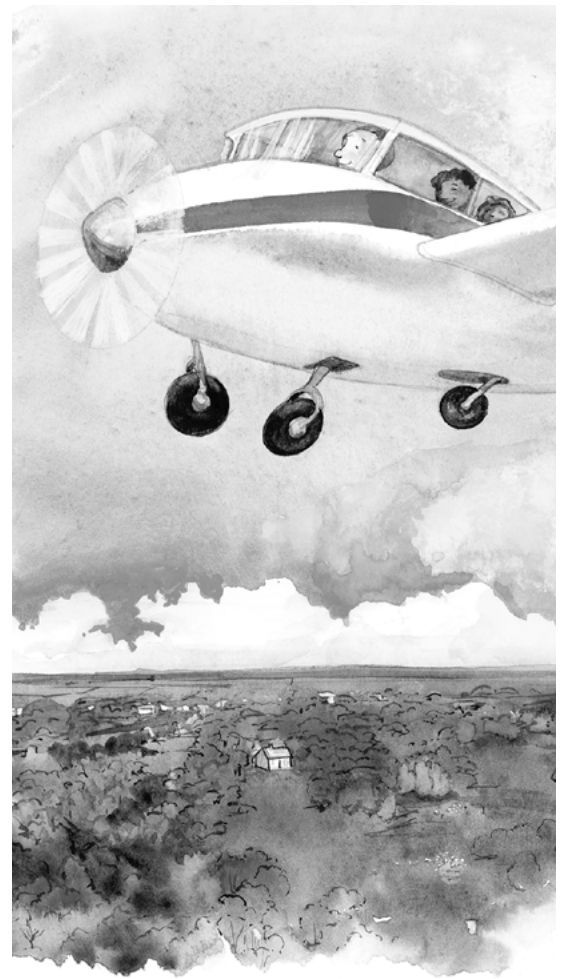
Dear Family Member,

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

The Plane Ride

Scott's dad rents a **plane**. He asks Scott and Meg to **ride** with him in the **plane**. The kids **smile** and **nod**.

The kids get in the **plane**. They click on their belts. Then their dad **takes** off. The **plane** picks up **speed**. By the **time** it gets to the end of the strip, it lifts up.



The kids can **see** lots of things from the plane.

“That’s Big **Lake!**” says Scott. “But it’s not so big from up here, is it? It **seems like** it’s just a frog pond!”

“What’s that?” Meg asks.

“That’s a truck,” says Scott.

“A truck?” says Meg. “But it’s the **size** of a dot!”

Scott and Meg **smile**. It’s fun to **ride** in a **plane**.



NAME: _____

DATE: _____

20.1

Activity Page



hop hope



rob robe



mop mope



cod code



tot tote



rat rate

Directions: Ask students to circle the word matching the picture.



not **note**



tap **tape**



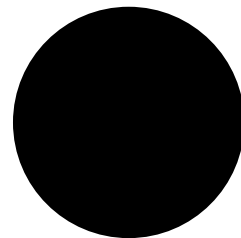
can **cane**



con **cone**



glob **globe**



dot **dote**

NAME: _____

DATE: _____

20.2

Activity Page

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

1. **bake** bike

2. **cheek** chick

3. **nose** note

4. **fine** fin

5. **hole** pole

6. **bee** beet

7. **dime** **dome**

8. **gate** **game**

9. **grove** **grave**

10. **keep** **kept**

11. **male** **mile**

12. **rate** **rat**

NAME: _____

DATE: _____

20.3

Activity Page

tote bag

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

NAME: _____

DATE: _____

20.4

Take-Home

Dear Family Member,

Your child has been taught to read several new Tricky Words and has been practicing reading words with the separated digraphs 'a_e' as in *same*, 'i_e' as in *life*, and 'o_e' as in *vote*. Ask your child to cut out the word cards and arrange them to make phrases. The phrases can make sense or be silly. Have your child read the phrases.

on	they	three
ride	are	bikes
cakes	here	we
those	my	bake

NAME: _____

DATE: _____

21.1

Activity Page

Scott's Snack Stand

1. What did Scott get from the shop?

☐ a bike

☐ nuts

☐ plums

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

2. What did the nuts cost Scott?

NAME: _____

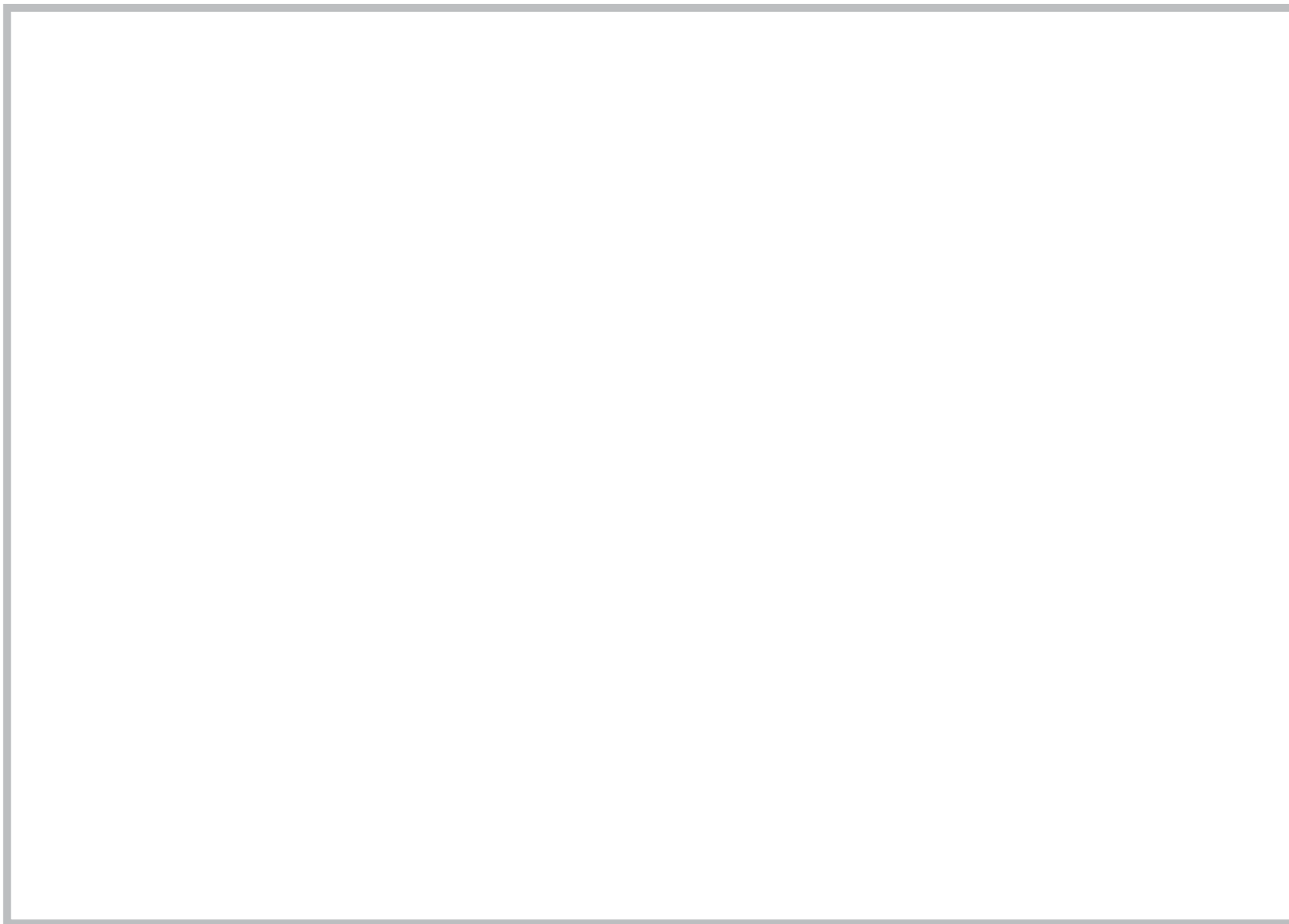
DATE: _____

21.1
CONTINUED

Activity Page

3. Tell what Scott did with the nuts.

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



NAME: _____

DATE: _____

21.2

Take-Home

Dear Family Member,

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

The Gift

Scott and Meg's mom is named Liz. She stops off at Hope's Dress Shop.

"Hope," Liz says, "I need a doll's dress. The dress on Meg's doll has a bunch of holes in it."

"Well," says Hope, "here's a dress. It's a doll's size, and it's on sale."



“This is just what I **need!**” says Liz. “It will fit Meg’s doll, and Meg likes **green!**”

Hope drops the dress in a bag. Liz hands **Hope** cash. **Hope** hands the bag to Liz.

Hope is glad. She has **made** a **sale**. Liz is glad, as well. She has a gift to **take** home to Meg.



NAME: _____

DATE: _____

22.1

Activity Page

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

u _ e as in cute

cute

cute

cute

cute

use

use

use

use

use

use

Print the word where it fits best.

1. mule



2. fuse



3. cube



NAME: _____

DATE: _____

22.2

Activity Page

chimp

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

zone



NAME: _____

DATE: _____

22.3

Take-Home

Dear Family Member,

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

The Sled Ride

“I’ll **drive!**” said Scott,
as he sat on the sled.
Jade and Meg got on
next. **Dave** was the last
one on the sled. He sat
in back.

The sled slid off. It
went fast.

“Scott,” **Jade** said,
“**steer** to the left! There’s
a big **stone** there by
the—”

Smack! The sled hit
the **stone**. The kids fell
off.



Scott went to check on **Jade**.

“Ug!” **Jade** said. “I **feel** like I **broke** all the **bones** in my leg!”

“Hop on the sled,” Scott said. “I will drag it **home**.”

Meg went to check on **Dave**.

Dave said, “I **froze** my **nose**!”

“Hop on the sled with **Jade**,” said Meg. “Scott and I will drag it **home**.”



NAME: _____

DATE: _____

23.1

Activity Page

In the Pet Shop

1. What is in the pen with the chimp?

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

2. Why can't Scott **take** the chimp home?

NAME: _____

DATE: _____

23.1
CONTINUED

Activity Page

3. What pet can Scott take home?

☐ a chimp

☐ a dog

☐ a fish

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



NAME: _____

DATE: _____

23.2

Take-Home

Dear Family Member,

Have your child read and copy each word under the matching picture. If necessary, identify the pictures for your child.

cube

fuse

mule

sheep





rose
grapes

fire
tree



NAME: _____

DATE: _____

24.1

Activity Page

Scott Bakes a Cake

1. What did Scott help make?

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

2. What did Scott crack and mix?

NAME: _____

DATE: _____

24.1
CONTINUED

Activity Page

3. What did Scott's mom say when Scott
said that he'd **like** to add the **cake** mix?

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



Two horizontal lines with a dashed midline, providing space for writing a caption.

NAME: _____

DATE: _____

24.2

Activity Page

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

frost

NAME: _____

DATE: _____

24.3

Take-Home

Dear Family Member,

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

Scott's Snack Stand

Scott has a snack stand. Last week, he rode his bike to a shop to get nuts to sell at his stand. He got three big bags of nuts. The nuts cost him a lot of cash.

Scott slid the bags in his tote bag. Then he rode home.

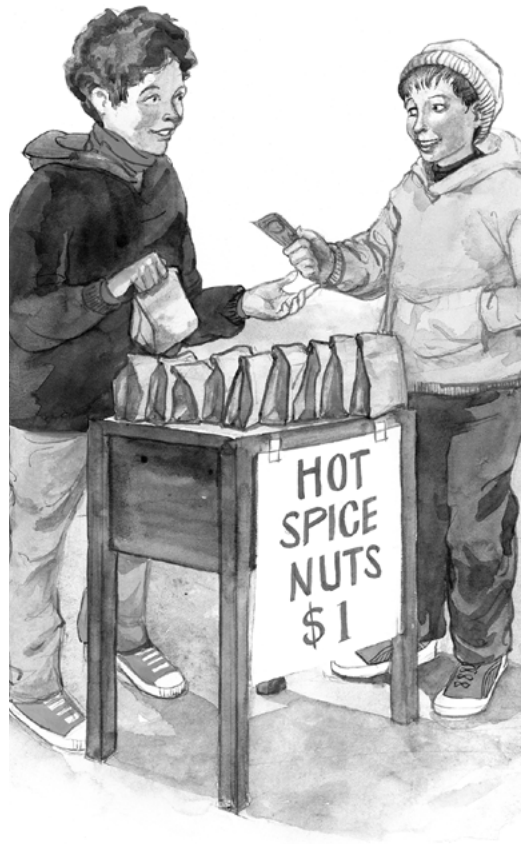
When he got home, he got his mom to help him make hot spice nuts on the stove top.



Then Scott set up his stand.

“Hot spice nuts!” he said. “Get a bag of hot spice nuts! Just one buck!”

A kid came by and got a bag of nuts. Then a man got a bag. Then the man’s wife got a bag. He made back the five he had spent on nuts, plus ten in cash!



NAME: _____

DATE: _____

25.1

Activity Page

Directions: Have students answer the questions by writing yes or no.

1. Are you at home?

2. Can a cat **use** a pen?

3. Is a frog as big as a **mule**?

4. Is a **rose** a plant?

5. Is a **stone** as soft as a bed?

6. Is your **home** in a tree?

7. Can a dog dig a
hole?

8. Is a **cube** a **shape**?

9. Is there a chimp
with a **green nose**
in this class?

10. Is a **rope** a lot **like** a
string?

11. Can you **smile**?

12. Is there a kid in this
class with no **bones**?

NAME: _____

DATE: _____

25.2

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

1.

2.

3.

4.

5.

6.

7.

NAME: _____

DATE: _____

25.3

Activity Page

so

no

your

1. Mom said yes, but Dad said

_____.

2. Is this _____ cake?

3. That rose is _____ big!

Directions: Have students write each word on the line where it fits best.

you

my

by

4. Did the dog like _____?

5. There is a stone _____ the path.

6. This is _____ home.

NAME: _____

DATE: _____

26.1

Assessment

1. chop ship shop shot

2. smack mash mesh smash

3. quit bench queen quench

4. then sing thin thing

5. them thug thump trip

6. **tee** **trade** **tree** **free**

7. **poke** **Jade** **junk** **joke**

8. **wake** **wade** **wide** **woke**

9. **fine** **fire** **five** **fish**

10. **cut** **cute** **kite** **cube**

NAME: _____

DATE: _____

26.2

Assessment

1. what where was were

2. here were where when

3. why which when what

4. all a are the

5. they your the their

6. you why no your

7. me she he be

8. one once from word

9. so from of one

10. their says said so

NAME: _____

DATE: _____

26.3

Assessment

Kindergarten CKLA End-of-Year Summary

Record the following information, and place Activity Pages 26.1, 26.2, and 27.1 in a folder for next year's teacher.

Student Name: _____

Date: _____

Kindergarten Teacher Name: _____

Recommended Placement for Next Year (check one)

_____	On Level	_____	Slightly Below Level
_____	Above Level	_____	Needs Intensive Remediation

Assessment Scores

_____ %	Activity Page 26.1: Part 1A Decodable Word Reading Score (____ /10)
_____ %	Activity Page 26.2: Part 1B Tricky Word Score (____ /10)
_____ %	Activity Page 27.1: Part 2 Sound Writing Score (____ /15)
_____ %	Activity Page 27.5: If needed, Part 3 Individually Administered Letter Sounds Score (____ /35)
Optional _____ %	Activity Page 28.1: Part 4 Writing Lowercase Letters (____ /26) (This is an optional assessment and is not included in the End-of-Year Student Performance Assessment Scoring Interpretation.)
Optional _____ %	Activity Page 28.2: Part 5 Uppercase Letter Names (____ /26) (This is an optional assessment and is not included in the End-of-Year Student Performance Assessment Scoring Interpretation.)

Missed Spellings from Activity Page 26.1 (list spellings)

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Missed Tricky Words from Activity Page 26.2 (list words)

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

If Needed, Missed Sounds from Activity Page 27.1 (list sounds)

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

NAME: _____

DATE: _____

26.4

Activity Page

The Cave

1. Where are Scott and Jade?

☐ at a lake

☐ on a plane

☐ in a cave

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

2. Which kid likes bats?

NAME: _____

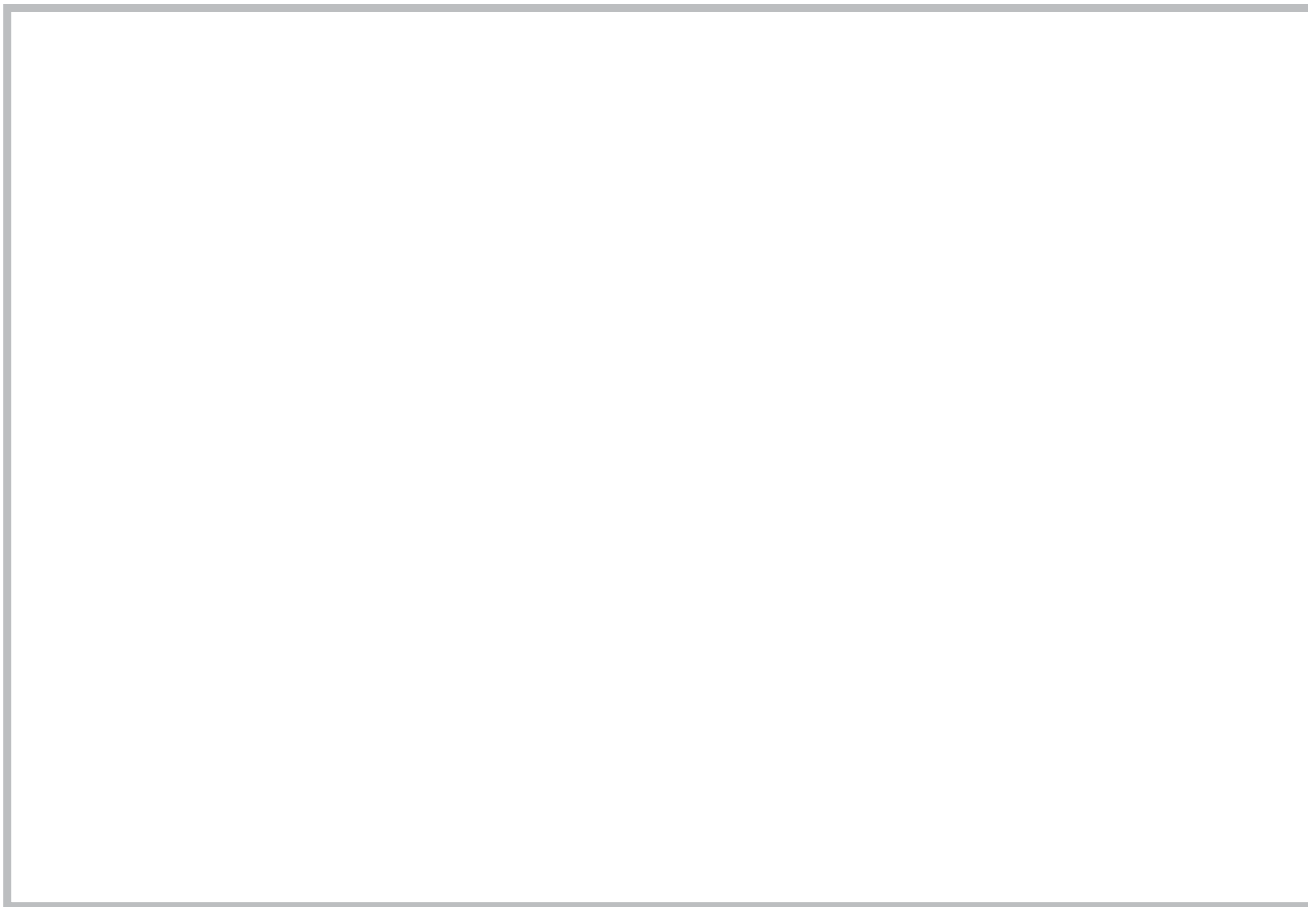
DATE: _____

26.4
CONTINUED

Activity Page

3. Tell what Jade yells.

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



NAME: _____

DATE: _____

26.5

Activity Page

peeks

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

glides



NAME: _____

DATE: _____

26.6

Activity Page

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

dips

NAME: _____

DATE: _____

26.7

Take-Home

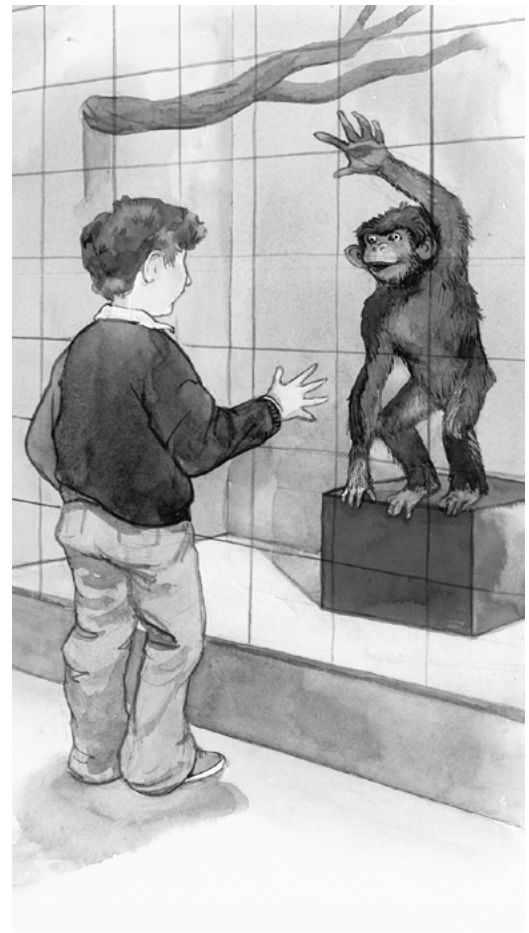
Dear Family Member,

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

In the Pet Shop

Scott is in a pet shop.
He spots a chimp in a
pen. The chimp hangs
from a branch. Then he
jumps up on a big red
cube and grins at Scott.

Scott sings a tune to
the chimp. The chimp
waves back. Scott likes
the chimp, and the
chimp seems to like him!



“Mom,” Scott says,
“this chimp is so **cute**. He
got up on his **cube** and
waved at me! Can I
take him **home**?”

“No,” says his mom.
“My home is a chimp-
free zone.”

Scott **stares** at the
chimp. His mom can **see**
that he is sad, so she
tells him he can get a
fish.

Scott is so sad he
can't **take** the chimp
home, but he is glad he
gets to **take** a fish **home**.



NAME: _____

DATE: _____

27.1

Assessment

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

NAME: _____

DATE: _____

27.2

Activity Page

The Skiff Ride

1. What is a skiff?

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

2. Which kid **steers** the skiff?

NAME: _____

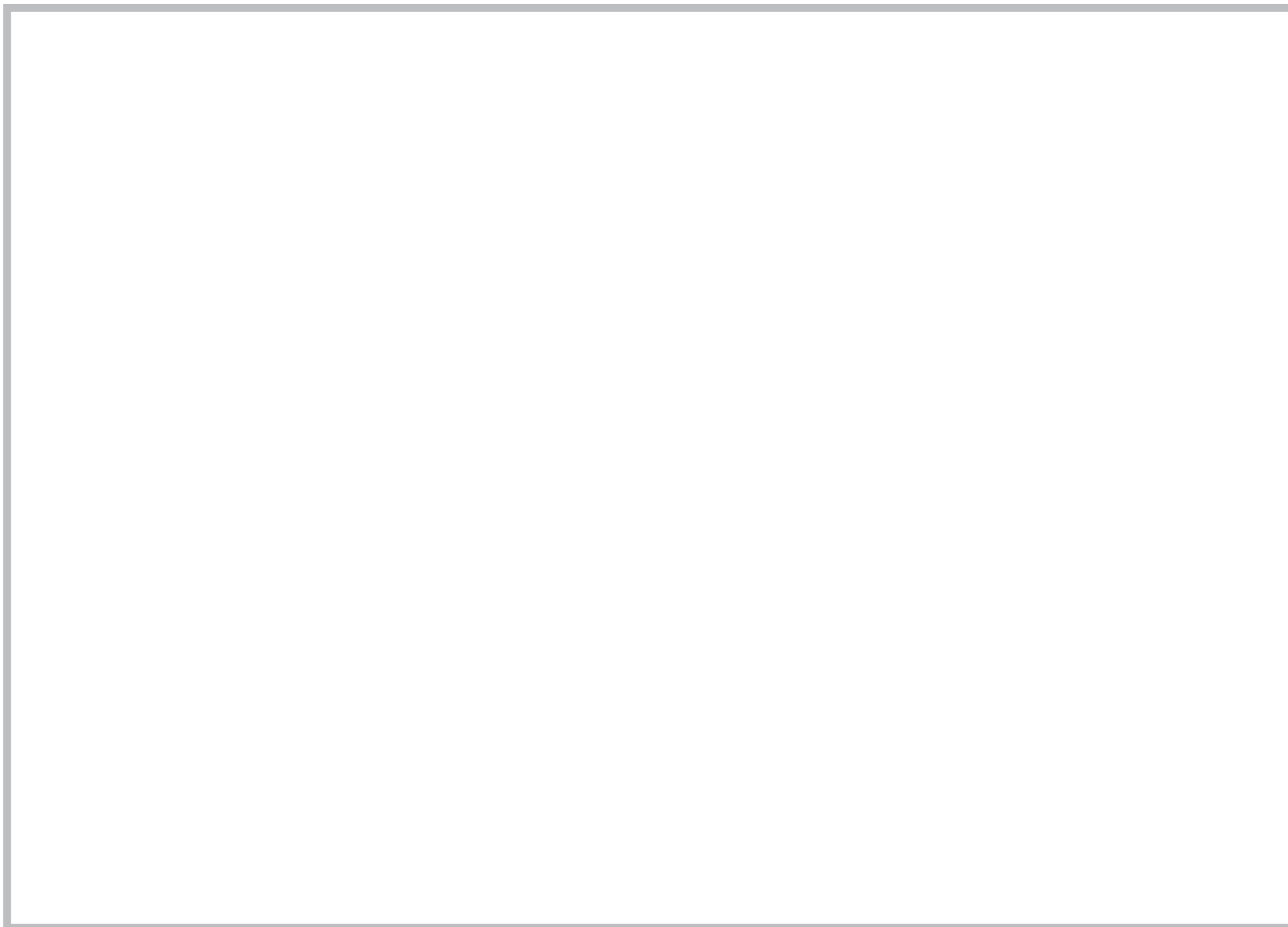
DATE: _____

27.2
CONTINUED

Activity Page

3. List the things that Ling spots.

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



NAME: _____

DATE: _____

27.3

Activity Page

skiff

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

crane



NAME: _____

DATE: _____

27.4

Assessment

Letter Sounds Assessment Summary Sheet

- | | |
|--------------------------------------|---|
| 1. _____ 'm' > /m/ as in <i>mat</i> | 19. _____ 'r' > /r/ as in <i>red</i> |
| 2. _____ 'a' > /a/ as in <i>at</i> | 20. _____ 'u' > /u/ as in <i>up</i> |
| 3. _____ 't' > /t/ as in <i>tip</i> | 21. _____ 'w' > /w/ as in <i>wet</i> |
| 4. _____ 'd' > /d/ as in <i>dig</i> | 22. _____ 'j' > /j/ as in <i>job</i> |
| 5. _____ 'o' > /o/ as in <i>odd</i> | 23. _____ 'y' > /y/ as in <i>yes</i> |
| 6. _____ 'c' > /k/ as in <i>cat</i> | 24. _____ 'x' > /x/ as in <i>box</i> |
| 7. _____ 'g' > /g/ as in <i>get</i> | 25. _____ 'k' > /k/ as in <i>kid</i> |
| 8. _____ 'i' > /i/ as in <i>it</i> | 16. _____ 'ch' > /ch/ as in <i>chip</i> |
| 9. _____ 'n' > /n/ as in <i>nut</i> | 27. _____ 'sh' > /sh/ as in <i>ship</i> |
| 10. _____ 'h' > /h/ as in <i>hug</i> | 28. _____ 'th' > /th/ as in <i>thin</i>
or / <u>th</u> / as in <i>this</i> |
| 11. _____ 's' > /s/ as in <i>sit</i> | 29. _____ 'qu' > /qu/ as in <i>quit</i> |
| 12. _____ 'f' > /f/ as in <i>fun</i> | 30. _____ 'ng' > /ng/ as in <i>sing</i> |
| 13. _____ 'v' > /v/ as in <i>van</i> | 31. _____ 'ss' > /s/ as in <i>toss</i> |
| 14. _____ 'z' > /z/ as in <i>zip</i> | 32. _____ 'ck' > /k/ as in <i>rock</i> |
| 15. _____ 'p' > /p/ as in <i>pet</i> | 33. _____ 'll' > /l/ as in <i>bill</i> |
| 16. _____ 'e' > /e/ as in <i>end</i> | 34. _____ 'ff' > /f/ as in <i>stuff</i> |
| 17. _____ 'b' > /b/ as in <i>bug</i> | 35. _____ 'ee' > /ee/ as in <i>bee</i> |
| 18. _____ 'l' > /l/ as in <i>leg</i> | Total correct _____/35 |

NAME: _____

DATE: _____

27.5

Take-Home

Dear Family Member,

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

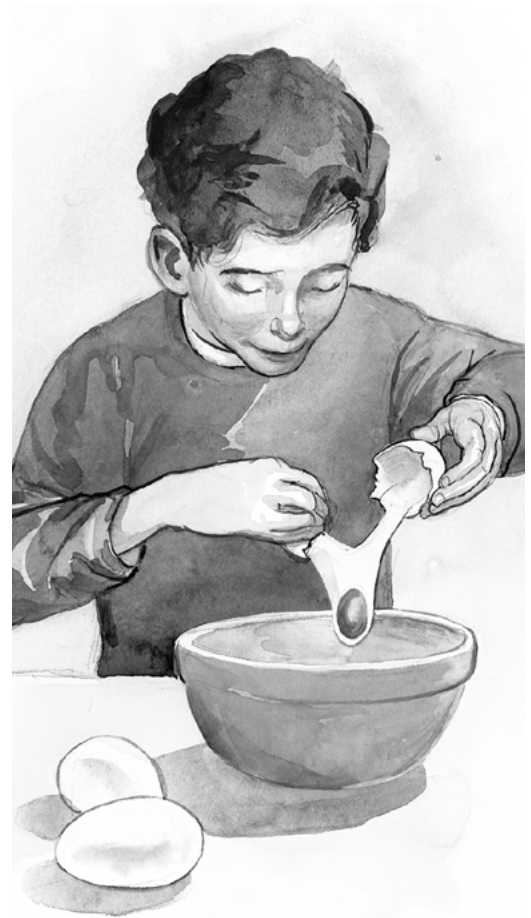
Scott Bakes a Cake

Scott's mom bakes
cakes with Meg.

"Scott," she says, "you
can help us with this
cake, if you like."

Scott shrugs. "Well,"
he says, "if you can use
my help, I will help."

"It will be fun," says
his mom. "You can crack
the eggs."



Scott cracks **three** eggs and drops them in the dish.

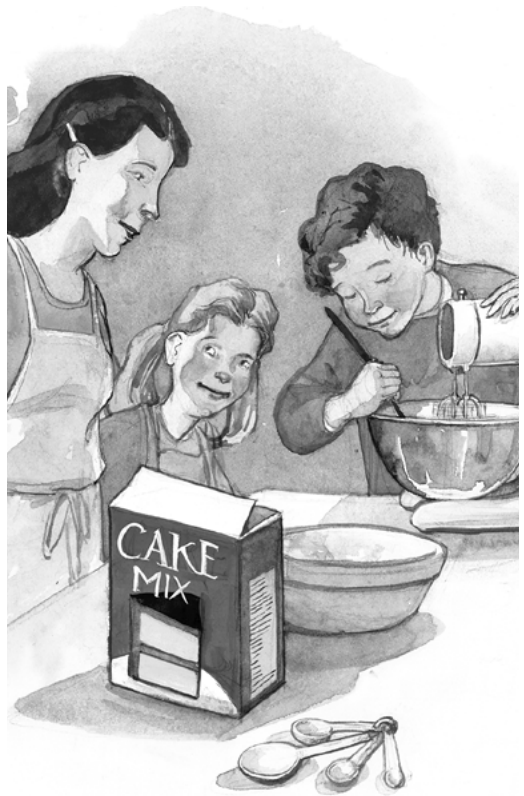
Scott asks if he can mix up the eggs. Then he asks if he can add in the **cake** mix.

“Well,” his mom says, “if you add the **cake** mix, then Meg gets to frost the **cake**.”

“Can I help Meg frost it?” Scott asks.

Mom and Meg smile.

Meg says, “**See**, Scott. It’s fun to **bake** a **cake**!”



NAME: _____

DATE: _____

28.1

Assessment

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

NAME: _____

DATE: _____

28.1
CONTINUED

Assessment

14.

15.

16.

17.

18.

19.

20.

21.

22.

23.

24.

25.

26.

NAME: _____

DATE: _____

28.2

Assessment

1. A W E I

2. T Y U W

3. O P T M

4. F G H N

5. K L Z C

6. C B S D

7. D X Z B

8. N I H M

9. C R N M

10. L Y P G

11. E A I W

12. N H T K

13. B D P Q

14.	R	L	T	F
-----	---	---	---	---

15.	S	T	M	K
-----	---	---	---	---

16.	X	V	T	Z
-----	---	---	---	---

17.	I	T	J	L
-----	---	---	---	---

18.	Y	I	J	F
-----	---	---	---	---

19.	I	E	U	J
-----	---	---	---	---

20.	B	O	D	Q
-----	---	---	---	---

21.	Z	S	N	T
-----	---	---	---	---

22.	N	M	Q	K
-----	---	---	---	---

23.	Z	U	W	D
-----	---	---	---	---

24.	T	A	G	E
-----	---	---	---	---

25.	U	B	V	D
-----	---	---	---	---

26.	A	W	E	X
-----	---	---	---	---

NAME: _____

DATE: _____

28.3

Activity Page

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

1.



nose

hose

rose

2.



sheep

feet

beet

3.



cave

lake

rake

4.



bite

beet

bike

5.



lime

kite

dime

6.  rope hope ripe

7.  teeth teen tree

8.  rate rake lake

9.  home rope robe

10.  mute mule fume

NAME: _____

DATE: _____

28.4

Take-Home

Dear Family Member,

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

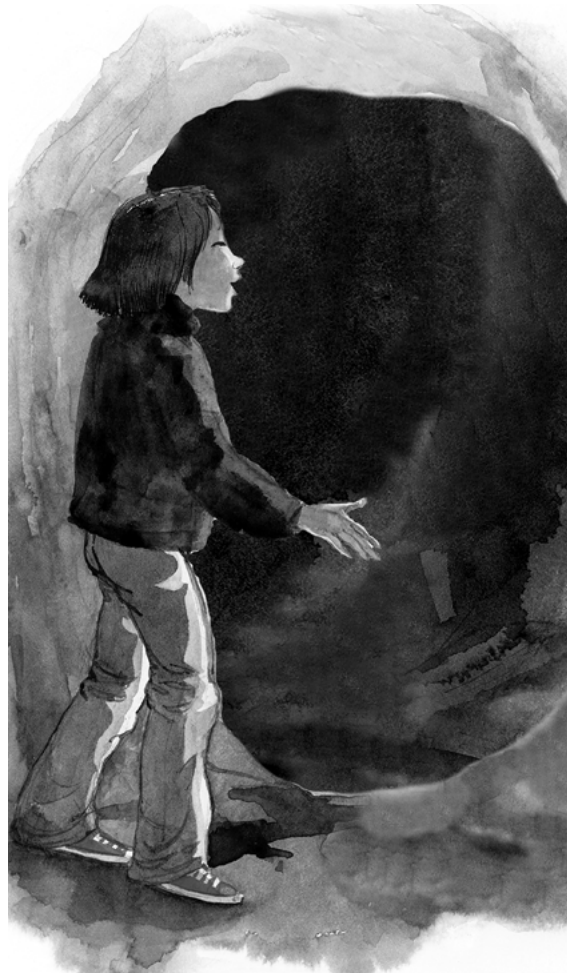
The Cave

Scott and Jade are on a hike. Jade spots a cave and peeks in.

“Are there bats in there?” Scott asks.

“I can’t tell,” Jade says, “but I hope so! I like bats!”

“Ick!” says Scott. “Bats are not cute.”



Scott and Jade step in the cave.

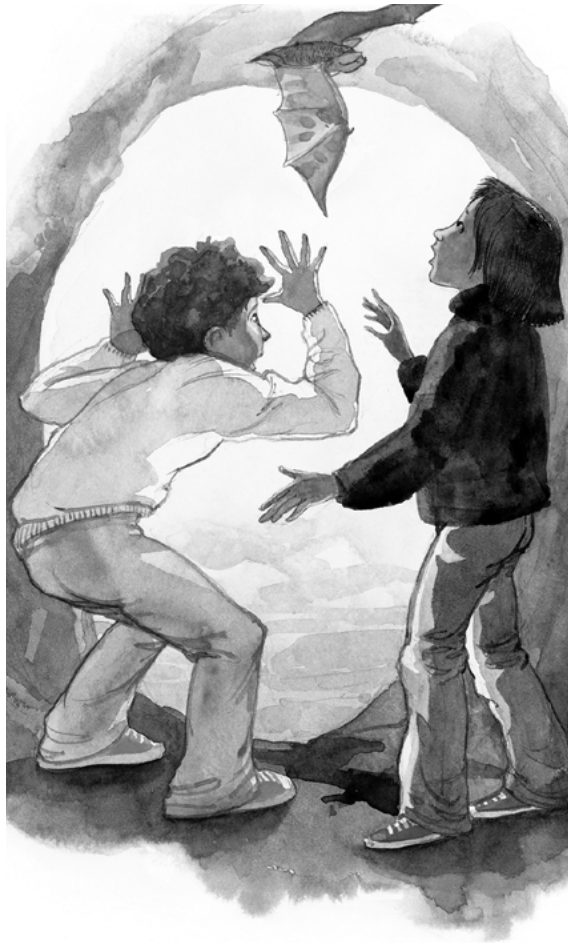
Jade yells, “Bats, where are you? Wake up!”

Scott says, “Let the bats sleep.”

Just then a bat glides up. It flaps its wings. It dips and spins.

Jade stares at the bat and smiles.

Scott ducks and yells, “Hide! A bat!”



NAME: _____

DATE: _____

29.1

Activity Page

Lunch Trades

1. What is in Dave's lunch bag?

2. What will Ling trade?

☐ a hot dog

☐ chips

☐ ham

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

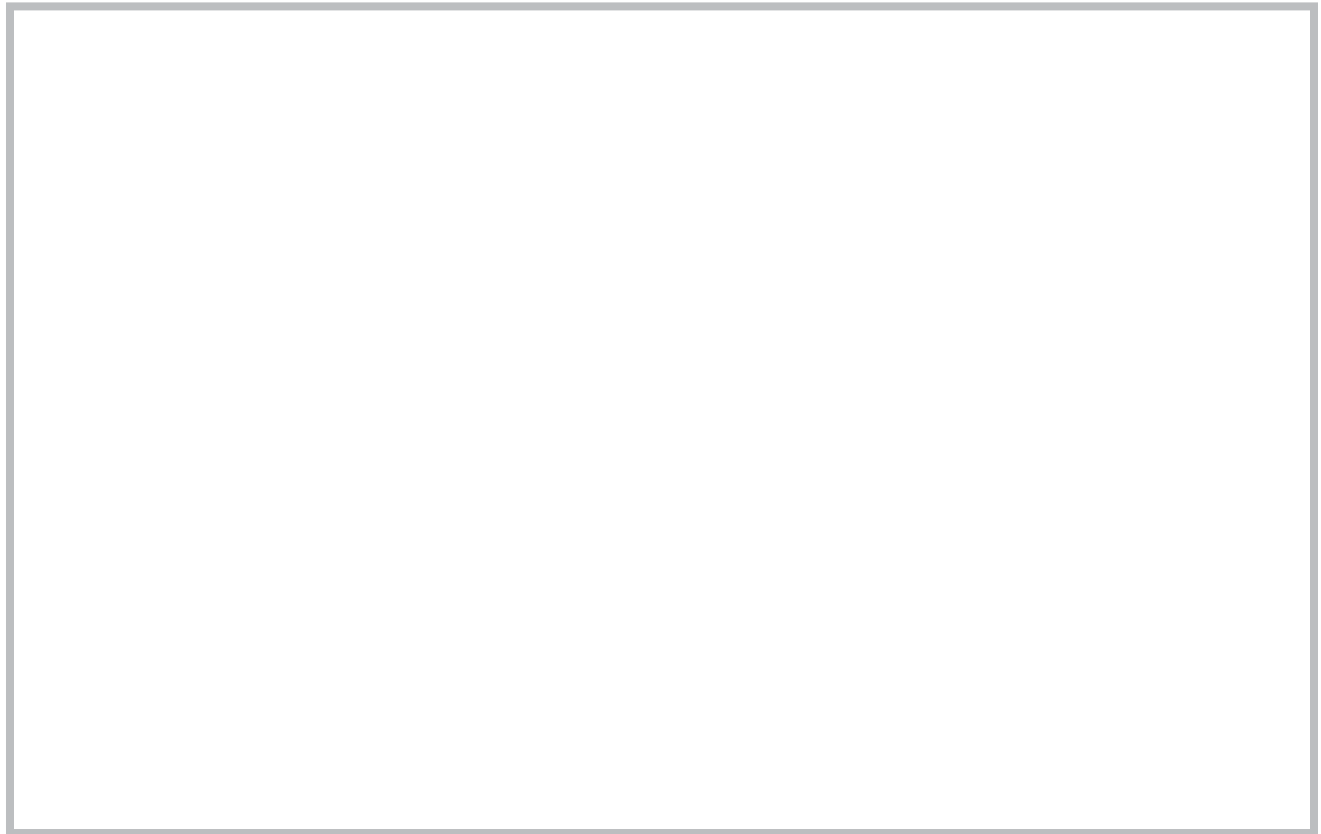
Directions: In the box, have students illustrate a part of the story and then write a caption below.

3. What things are in Scott's lunch bag?

☐ a fish bone, lump of fat, and a wet sock

☐ chips, ham, a bun, and red grapes

☐ chips, a can of pop, and grapes



NAME: _____

DATE: _____

29.2

Take-Home

Dear Family Member,

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

The Skiff Ride

“Let’s **take** a ride in my skiff,” says Scott.

“What’s a skiff?” asks Ling.

“Um, it’s **like** a ship,” says Scott, “but not **so** big.”

The kids run to the dock. They can swim well, but, to be **safe**, they slip on **life** vests. Scott and Ling get in the skiff.



Scott **steers** the skiff.
He **steers** it to the west
side of the **lake**. The skiff
glides in the wind.

Ling spots lots of fun
things.

“I **see** ducks **by** that pine
tree!” she yells.

“Is that a fish?” Scott
asks.

“There’s a **crane!**” Ling
adds.

She says, “Scott, this is so
much fun!”



NAME: _____

DATE: _____

PP.1

Activity Page

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

1. smile

2. tree

3. brake

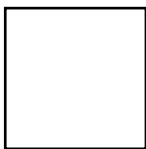
4. hole

5. shade

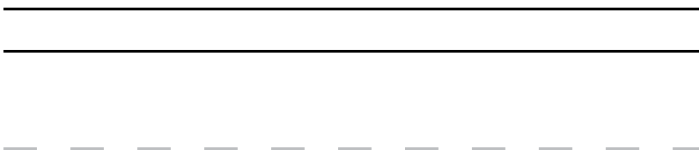
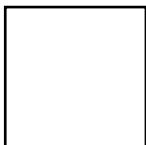
6. spike

7. choke

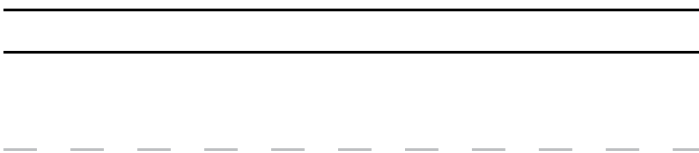
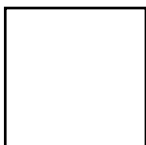
8. rope



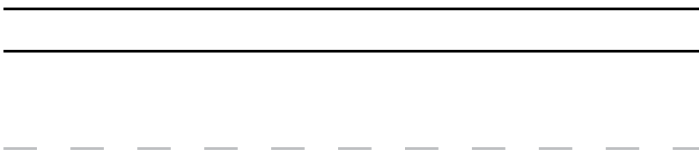
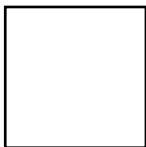
9. bride



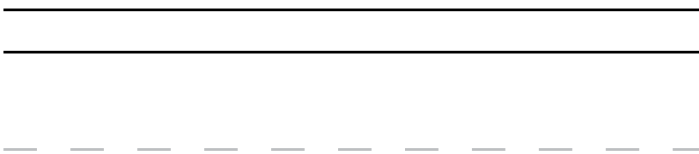
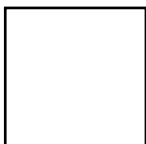
10. cone



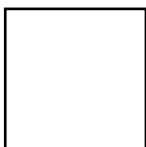
11. sleep



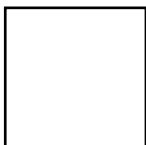
12. plane



13. bee



14. size



NAME: _____

DATE: _____

PP.2

Activity Page

Check the words that are the best fit.

1.



☐ Jane has a kite.

☐ Jane has a bike.

2.



☐ My cat is cute.

☐ My hat is cute.

3.



☐ This is a rose.

☐ This is a nose.

4.



☐ His sheep smell.

☐ His feet smell.

5.



☐ She is at the lake.

☐ She is in bed.

6.



☐ Dave **rakes** the grass.

☐ Dave **bakes** ham.

7.



☐ He seems sad.

☐ He seems glad.

8.



☐ Those are fish.

☐ Those are pigs.

9.



☐ He has a **cute** pup.

☐ He has a **cute** cat.

10.



☐ They sit and **smile**.

☐ They sit on **bikes**.

NAME: _____

DATE: _____

PP.3

Activity Page

Make a **line** from the words to the things.

1. sheep



2. bike



3. tape



4. cube



5. snake



6. trees



7. deer



8. slide



9. plate



10. cane



11. cone



12. bee



NAME: _____

DATE: _____

PP.4

Activity Page

Directions: Have students circle the phrases that are read aloud.

1. a red **flame** a red **frame**

2. he runs in she runs in

3. pass the **cone** pass the **cane**

4. their **bikes** the **bikes**

5. a **hive** of **bees** **bees** in a **hive**

6. you and Mom your mom

7. wake him up woke him up

8. they are mute they are cute

9. a lot of feet a lot of feed

10. the green tin the green lime

11. shade of red dash of red

12. on this side on this site

NAME: _____

DATE: _____

PP.5

Activity Page

Directions: Have students circle the words matching the pictures.



mop
mope



cap
cape



fin
fine



kit
kite



cut
cute



not
note



man
mane



cub
cube



rob
robe



ten
teen



pin
pine



can
cane

NAME: _____

DATE: _____

PP.6

Take-Home

Dear Family Member,

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

Lunch Trades

Dave checks his lunch bag. “No!” he fumes. “It’s ham. I ate ham all week! Will you trade, Ling?”

“I’ll trade my hot dog,” Ling says, “but not my chips. Will you trade your lunch, Scott?”

“I will trade,” Scott says, “but you will not like like what Mom gave me.”



“Why?” asks Ling. “What’s in your bag?”

“A fish bone, a lump of fat, and a wet sock,” says Scott.

“No to all of those!” says Ling.

“Ug!” says Dave. “No trade!”

As Ling and Dave trade, Scott keeps his bag. He does not tell Ling and Dave what he has in his bag. He has chips, ham, a bun, and a bunch of red grapes. Scott likes all of the things in his bag. He will not trade them.



NAME: _____

DATE: _____

PP.7

Take-Home

Dear Family Member,

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

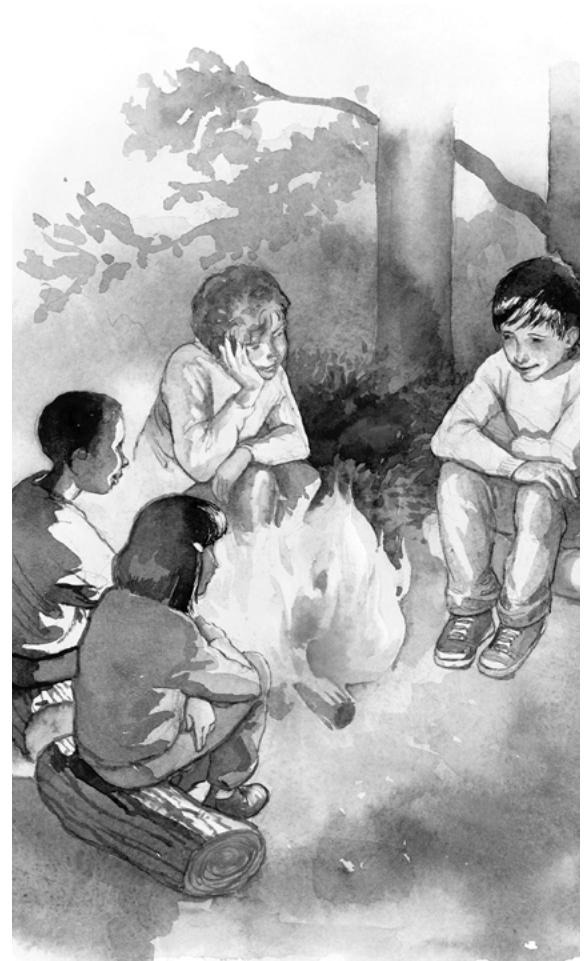
Mike's Tale

The kids sat by a fire.

"Let's all tell tales," said Ling.
"Then we can vote on
which tale is the best!"

"Let me tell mine!" Mike
said. "My tale will scare
you."

"No!" said Dave, "You can't
scare me!"



“Well,” said Mike, “we will see!” “There’s a grump,” Mike said, “that makes its home close to this spot. It’s big. It has long fangs. It sleeps when the sun is up and wakes when the sun sets. The grump can smell kids. It likes to grab them and . . .”

Just then, there was a snap.

“What was that?” Dave said.

“It was just a twig,” Ling said.

“But what made it snap like that?” said Dave.



NAME: _____

DATE: _____

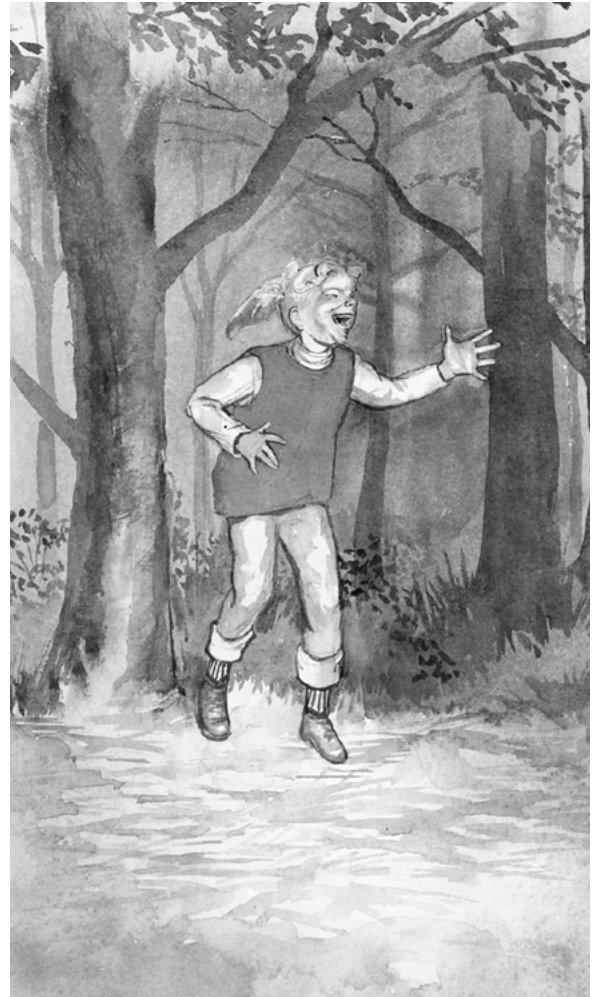
PP.7
CONTINUED

Take-Home

Dave was scared.

“EEEEEEEEEEEEEEEEEE!” he
said. “IT’S THE GRUMP! RUN!
RUN FROM THE GRUMP!”

Dave got up to run, but
Ling said, “It’s not the
Grump! It’s just Meg!”



NAME: _____

DATE: _____

PP.8

Take-Home

Dear Family Member,

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

Green Grove Glade

Dave and Scott hike to
Green Grove Glade with
their moms and dads.

They stop at the gate and a
man says, “Moms and dads,
rest here where you can
see your kids as they run,
jump, and slide.”

Scott and Dave are glad
this is a spot for kids. They
are glad their moms and
dads are close if they get
tired.



The kids swing on the swings. They slide on the slides. They ride on the rides. When they get tired, they get their moms and dads and hike back to their homes.

“Was it fun, Scott?” his mom asks when they get home.

Scott nods and smiles.

“What was it like?” she asks.

Scott grins and quips, “It was fun, Mom! Green Grove Glade is a fun spot for kids!”



NAME: _____

DATE: _____

PP.9

Take-Home

Dear Family Member,

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

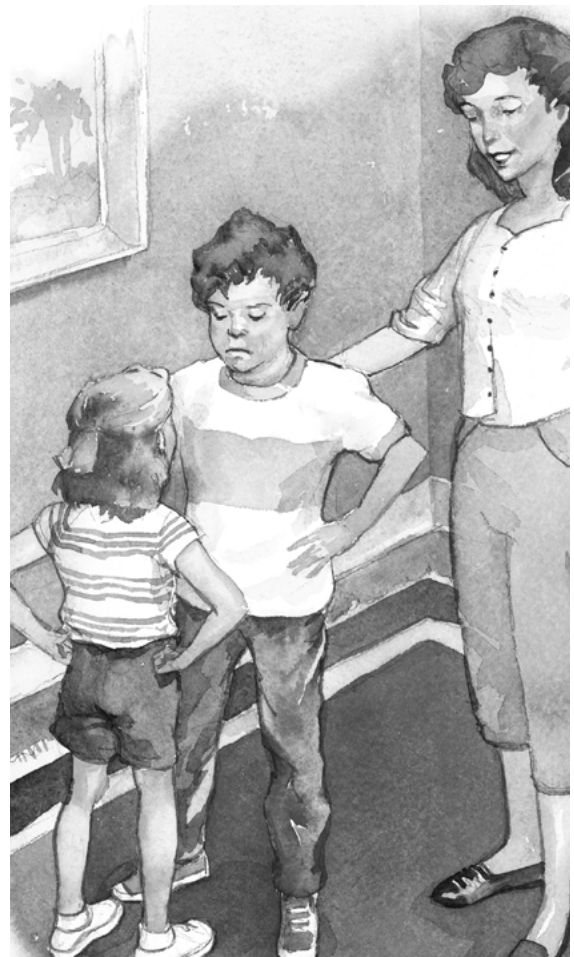
The Boss

“Meg,” Scott says, “when Mom and Dad are on their trip, I will be the boss here.”

“You are not the boss of me!” says Meg.

“I’m the boss!” says Scott.

“You are not!” says Meg.

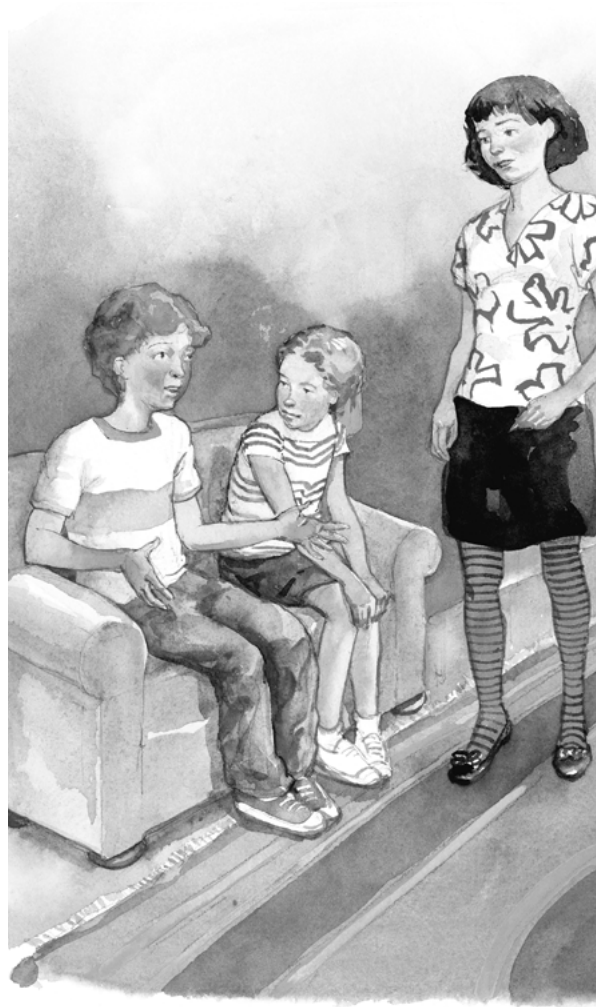


Scott glares at Meg.
Meg glares back at him.
Just then Mom steps in
and taps Scott on the
back. “Scott,” she says,
“meet Jen. Jen will be
the boss till Dad and I
get back.”

“Meg’s boss?” Scott asks.

“Meg’s boss and Scott’s
boss,” his mom says.

“Rats!” says Scott. “When
will I get to be the
boss?”



NAME: _____

DATE: _____

PP.10

Take-Home

Dear Family Member,

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

The King of Kites

“What’s that?” Dave asks.

“It’s a kite I made,” says Scott.

“Can I help you test it?” Dave asks.

“Yes,” says Scott.

The kids **take** the kite **close** to the **lake** to test it. Scott grabs the string. Then he runs as fast as he can.



The wind grabs Scott's kite. The kite zips up. It rides on the wind. It shines in the sun. The wind lifts it up till it is just a speck.

Dave cheers.

“Scott,” he yells, “you are the man! That kite you made is the best kite of all time! You are the King of Kites!”



NAME: _____

DATE: _____

PP.11

Activity Page

Mike's Tale

1. Which kid had a **tale** to tell?

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

NAME: _____

DATE: _____

PP.11

Activity Page

CONTINUED

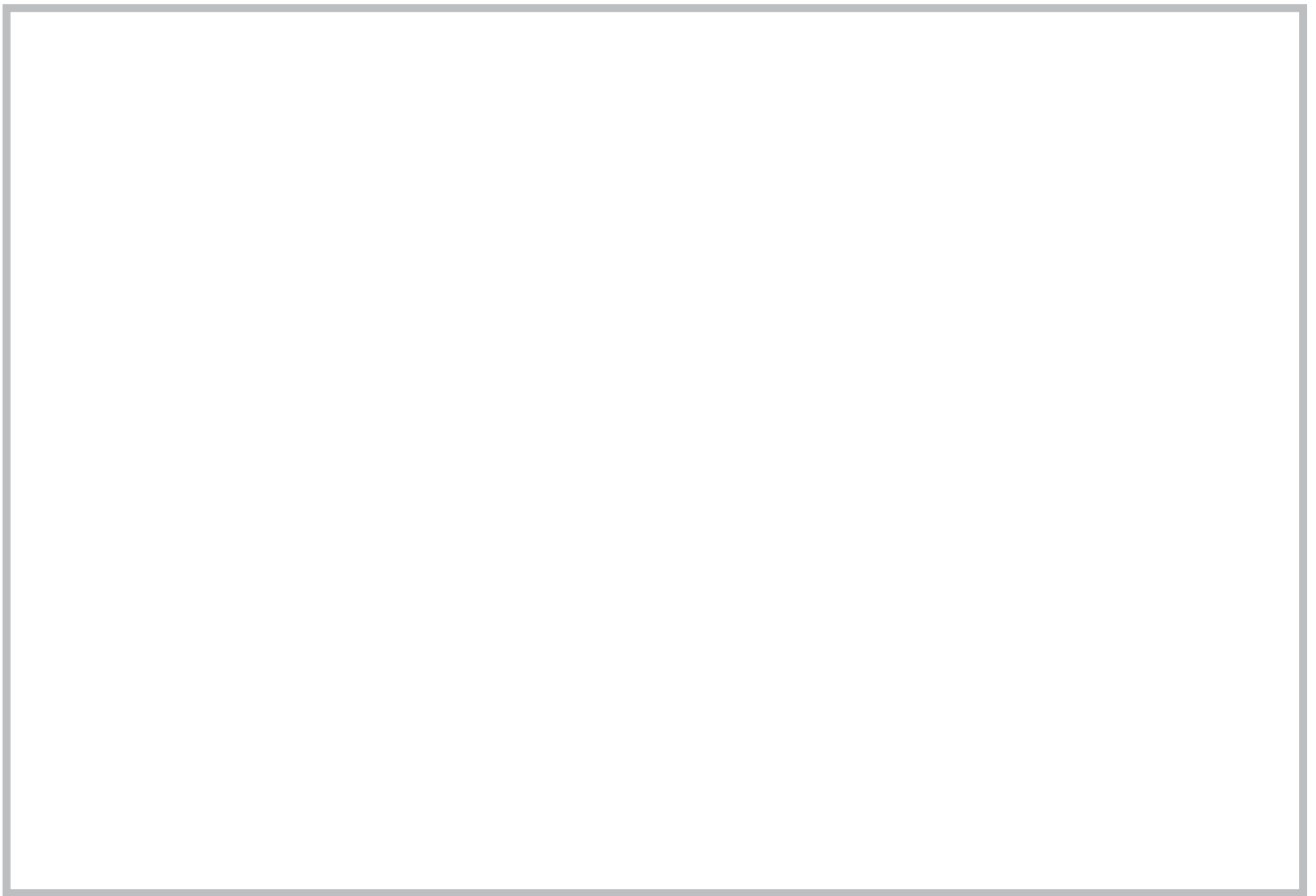
3. What **made** the twig snap?

☐ the grump

☐ Meg

☐ **Mike**

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



NAME: _____

DATE: _____

PP.12

Activity Page

Green Grove Glade

1. What is **Green Grove Glade**?

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

2. What is one fun thing at Green Grove Glade?

NAME: _____

DATE: _____

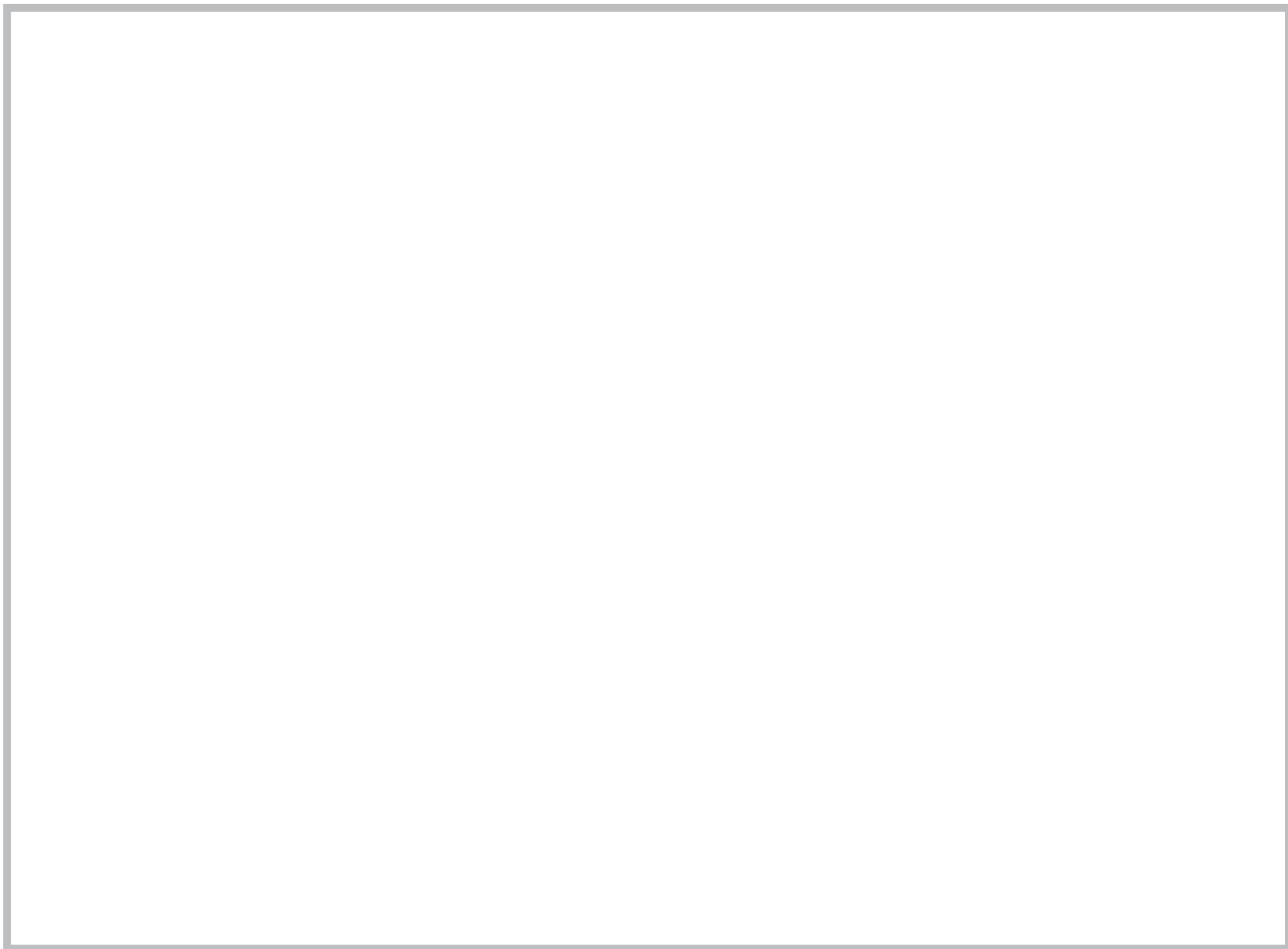
PP.12

Activity Page

CONTINUED

3. What will Scott tell his mom **Green**
Grove is like?

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



NAME: _____

DATE: _____

PP.13

Activity Page

The Boss

1. What **made** Meg mad?

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

2. Tell what Mom said to Scott.

Handwriting practice lines consisting of three sets of solid top and bottom lines with a dashed middle line for tracing.

NAME: _____

DATE: _____

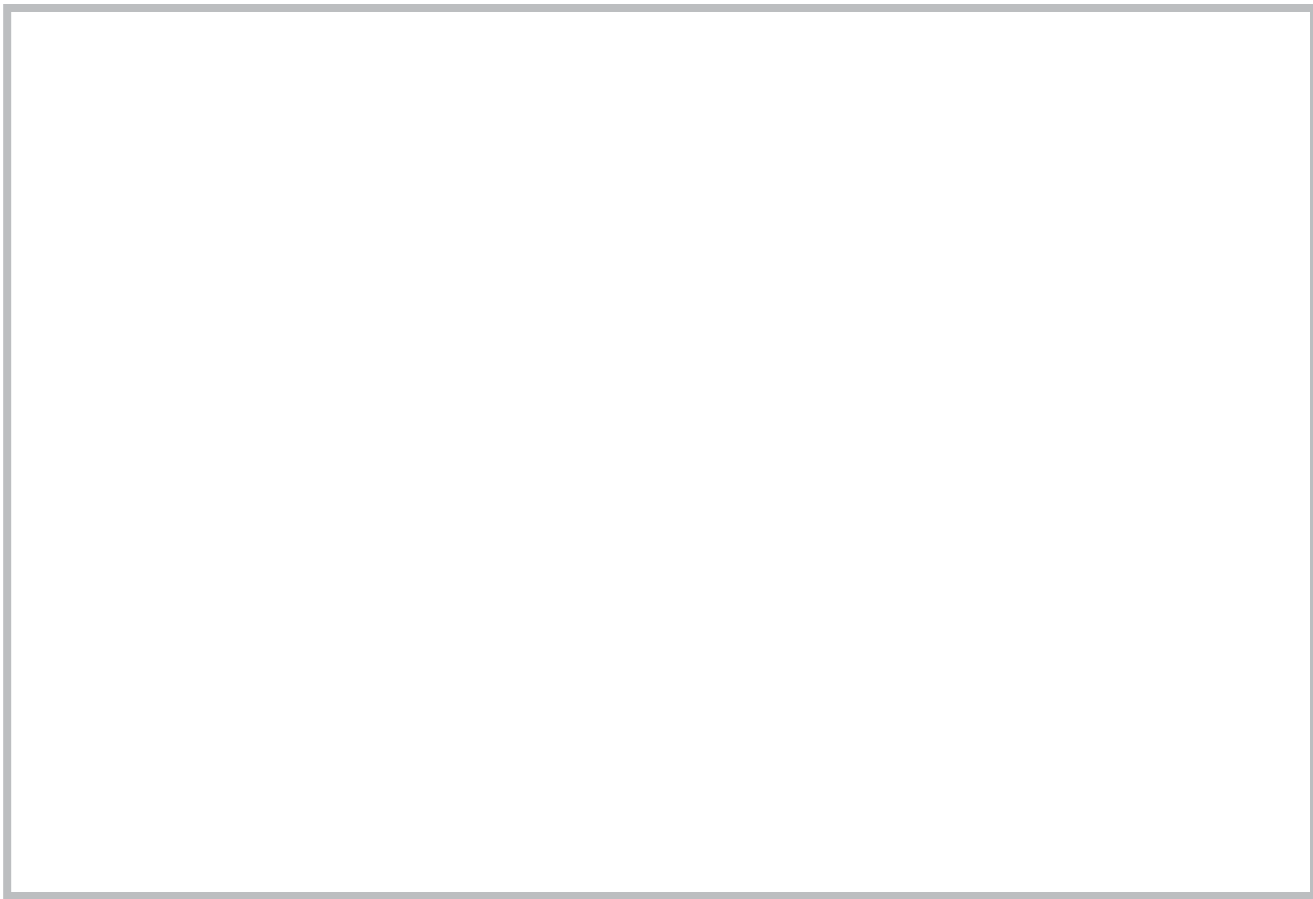
PP.13

Activity Page

CONTINUED

3. What is a boss?

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



NAME: _____

DATE: _____

PP.14

Activity Page

The King of Kites

1. What did Scott **make**?

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

2. Where did Scott and Dave test the kite?

NAME: _____

DATE: _____

PP.14

Activity Page

CONTINUED

3. **Dave** said Scott is . . .

☐ the King of **Kites**.

☐ the **Kite** Kid.

☐ the **Kite** Man.

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



NAME: _____

DATE: _____

PP.15

Activity Page

Directions: Have students reread the story "Scott Bakes a Cake" and have students paste the sentences onto Activity Page PP.16 in the correct order.



Scott cracks threee eggs and drops them in the dish, one by one.

Mom tells Scott that he can help make the cake.

Meg says, "See, Scott. It's fun to bake a cake!"

Scott asks Mom if he can add in the cake mix.

NAME: _____

DATE: _____

PP.16

Activity Page

*Directions: Have students paste the sentences from Activity Page PP.15 on this activity page in the correct order.
Then have students illustrate each sentence.*

1.

2.

3.

4.

NAME: _____

DATE: _____

PP.17

Activity Page

Fill in the gaps.

1.

c

- - - - -

t

- - - - -

2.

c

- - - - -

t

3.

b

- - - - -

t

4.

b

- - - - -

t

5.

b

- - - - -

t

- - - - -

6. b k

7. b k

8. w k

9. w k

10. ch k

NAME: _____

DATE: _____

PP.18

Activity Page

Directions: Have students write the words containing the /i/ sound spelled 'i' under the 'i' header and the words containing the /ie/ sound spelled 'i_e' under the 'i_e' header.

spin
shin
quit
shine

spine
pine
pin
quite

as in biit

as in bii_e

Directions: Have students write the words containing the /u/ sound spelled 'u' under the 'u' header and the words containing the /ue/ sound spelled 'u_e' under the 'u_e' header.

cub
us
mute
fuse

cube
fuzz
use
mutt

as in cut

as in cute

NAME: _____

DATE: _____

PP.19

Activity Page

Print the word where it fits best.

1. cake



2. bike



3. robe



4. cube



5. cane



6. smile



NAME: _____

DATE: _____

PP.20

Activity Page

Print the **names** of the things.

grape

grade

home

hand



frill

fire

mute

mule



dime

deem

clap

cape

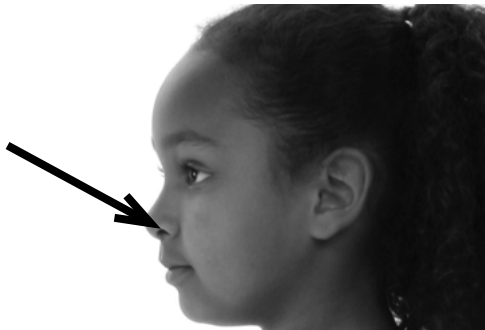


hose

nose

gate

rake



NAME: _____

DATE: _____

PP.21

Activity Page

In the box are the **names** of the 6 things. Print the **names** on the **lines**.

lake

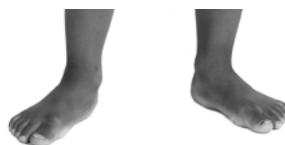
globe

feet

mule

bike

snake



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

cone

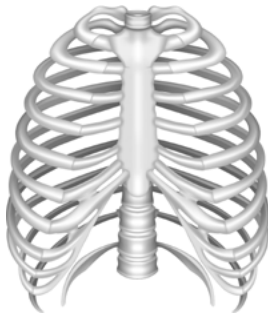
bones

grapes

sleep

cube

bride



NAME: _____

DATE: _____

PP.22

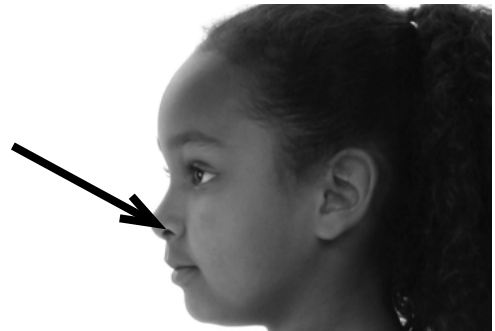
Activity Page

rope

nose

cone

stone



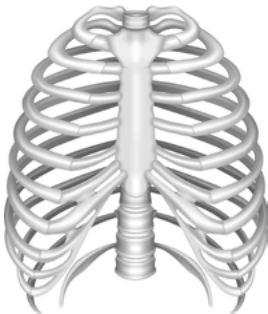
Directions: Ask students to write the matching word under the picture.

home

robe

bones

rose



NAME: _____

DATE: _____

PP.23

Activity Page

Print the words.

he

he

he

she

she

she

we

we

we

be

be

be

me

me

me

me

me

me

he

.

.

she

.

.

we

.

.

be

.

.

me

.

.

me

.

.

NAME: _____

DATE: _____

PP.24

Activity Page

Print the words.

they

they

they

they

they

they

they

they

they

their

their

their

their

their

their

their

their

their

they

they

they

they

they

they

they

they

they

their

their

their

their

their

their

their

their

their

NAME: _____

DATE: _____

PP.25

Activity Page

Print the words.

my

by

you

you

your

your

my

by

you

you

your

your

.

.

.

.

.

.

my

by

you

you

your

your

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