New York State Common Core

ELA & Literacy Curriculum

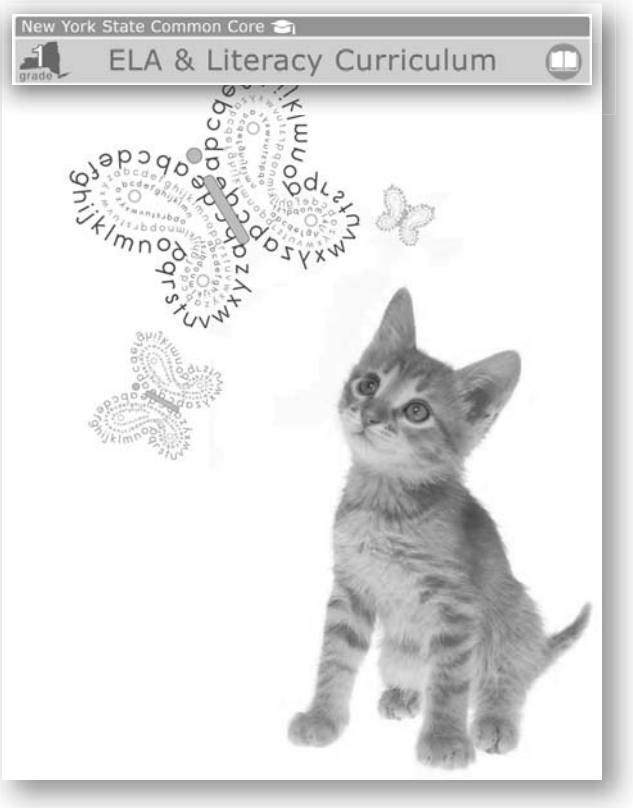
Unit 4
Workbook



Core Knowledge Language Arts® • New York Edition • Skills Strand

GRADE 1

Core Knowledge®



Unit 4
Workbook

Skills Strand
GRADE 1

Core Knowledge Language Arts®
New York Edition

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Unit 4
Workbook

This Workbook contains worksheets that accompany many of the lessons from the Teacher Guide for Unit 4. Each worksheet is identified by the lesson number in which it is used. Some of the worksheets in this book do not include written instructions for students because the instructions would have contained nondecodable words. The expectation is that teachers will explain these worksheets to students orally, using the guidelines in the Teacher Guide. Nondecodable instructions are also included along the side of each of these worksheets, and are only meant to be read aloud by a teacher or family member. The Workbook is a student component, which means each student should have a Workbook.

Name _____

1.1



Dear Family Member,

Today our class started the Unit 4 of the Core Knowledge Language Arts program. The Reader for this unit is called *The Green Fern Zoo*. Your child will bring home stories you can read together about zoo keeper Vern and the different types of animals he cares for at the Green Fern Zoo. Remember that reading at home with your child is important for their success as a reader.

In addition, your child's spelling words for this week include the days of the week. Students will practice writing the date, including the days of the week. All of the spelling words this week are Tricky Words. Tricky Words do not play by the rules, meaning there are spellings that do not sound the way students would expect them to. These words need to be memorized, so your child will benefit from practice reading and writing them.

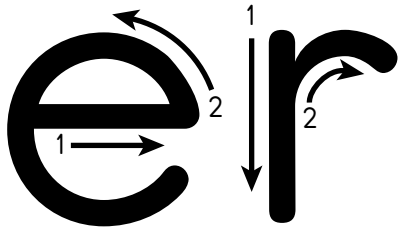
1. Monday
2. Tuesday
3. Wednesday
4. Thursday
5. Friday
6. Saturday
7. Sunday
8. would

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Name _____

3.2

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



er or

her

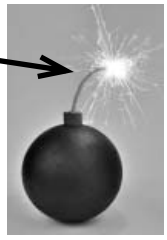
Bert

perk

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Print the words on the lines where they fit best.

1. f**er**n





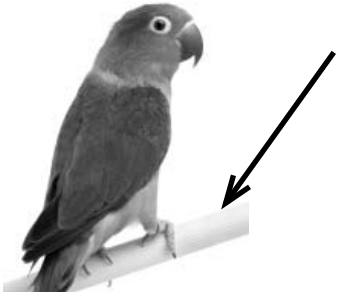
2. h**er**d





3. p**er**ch





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Name _____

2.1

Directions: Have students write the words with the /r/ sound under the 'red' header and the words with the /er/ sound under the 'her' header.

~~f**er**n~~	~~rat~~
rust	p**er**ch
rope	rag
cl**er**k	v**er**b
room	t**er**m

/r/ as in red

rat

/er/ as in her

fern

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Name _____

2.2



Dear Family Member,

Your child has been taught to read words with the vowel digraph, or letter team, 'er' as in *her*. To practice this new spelling, ask your child to cut out the word cards below. In addition to the 'er' spelling, some of the words below are Tricky Words and previously taught spellings. Have your child read all of the words aloud, and arrange the cards to make phrases such "the herd" and "one fern." You may also ask your child to copy the phrases onto a sheet of paper. Please keep the cards for future practice.

the	all	big
h**er**d	cl**er**k	p**er**ch
food	book	one
pound	coin	hawk

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Name _____

3.1

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

h**er**	cl**er**k	round	coin
v**er**b	paws	scoops	food

1. The plate is _____.

2. The _____ gave h**er** a dime.

3. Dogs have _____.

4. I would like three _____!

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h**er**	cl**er**k	round	coin
v**er**b	paws	scoops	food

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

5. I can cook a lot of _____.

6. _____ dad is at home.

7. I will flip a _____.

8. Is this word a _____?

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Name _____

3.2

Meet Vern

1. Where will V**er**n take you?

   ○ the shop

   ○ the Green F**er**n Zoo

   ○ the bus

Page _____

2. What is V**er**n's job?

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

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3. What could be some things with wings?

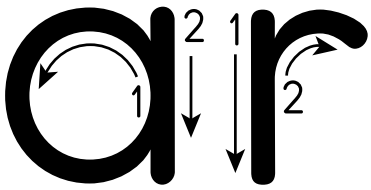
4. Name some things that you could see at the zoo.

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Name _____

4.1

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



ar ar

ar

art art

art

farm farm

farm

yarn yarn

yarn

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Print the words on the lines where they fit best.

1. **ar**m





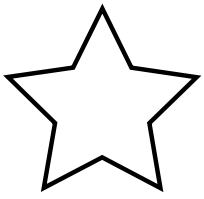
arm

2. c**ar**





3. st**ar**





4. y**ar**n





5. c**ar**t





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Name _____

4.2



Dear Family Member,

Your child has been taught to read words with the vowel digraphs 'er' as in *her*, and 'ar' as in *car*. Ask your child to cut out the word cards. Have your child arrange the cards to make phrases or sentences. You may also ask your child to copy the phrases or sentences on the sheet of paper. Please keep the cards for future practice.

v**er**b	h**er**d	p**er**ch
the	m**ar**ch	one
y**ar**d	a	green
f**ar**m	ch**ar**t	f**er**n
this	big	is
st**ar**s	tree	b**ar**k

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Name _____

5.1

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

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Name _____

5.2

Things That Swim

1. What is a trout?

   ○ a dog
   ○ a bug
   ○ a fish

Page_____

2. What p**ar**ts of a trout help it hide?

   ○ spots and m**ar**ks
   ○ mouth and teeth
   ○ fins and scales

Page _____

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

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3. What big fish makes wee fish run and hide?

- ○ trout
- ○ reef sh**ar**k
- ○ squid

Page _____

4. Why do reef sh**ar**ks make their home close to reefs?

5. What do reef sh**ar**ks like to feed on?

Page _____

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Name _____

5.3



Dear Family Member,

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

Repeated oral reading is an important way to improve reading skills. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

Meet Vern

My name is V**er**n, and I have the best job! My job is to take you kids in to see the Green F**er**n Zoo.

We will see things with wings and things with scales, things that bite and things that sting, things that creep and things that swim.

I have lots of fun facts and tales to share with you. So let's see the zoo and have some fun!



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Name _____

6.1



Dear Family Member,

Your child's spelling words for this week include the 'er', 'ar', and 'or' spellings that your child has been learning in this unit. Your child should practice reading and writing these words. The last spelling word is a Tricky Word. Tricky Words do not play by the rules, meaning there are spellings that do not sound the way students would expect them to. These words need to be memorized.

Spelling Words Lesson 6

1. sharp
2. fern
3. start
4. spoil
5. verb
6. shark
7. crawl
8. Tricky Word: because

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Name _____

6.2

Directions: Have students read the words in the box and write each word in the sentence where the word fits best.

st**ar**s	p**er**k	look	f**er**n	shout
oil	claws	moon	sh**ar**k	h**er**d

1. There is not a _____ in this lake.

2. The c**ar** needs _____ in it.

3. That cat has sh**ar**p _____ !

4. The flag has _____ and stripes.

5. My mom had to ask us not to _____ .

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st**ar**s	p**er**k	look	f**er**n	shout
oil	claws	moon	sh**ar**k	h**er**d

Directions: Have students read the words in the box and write each word in the sentence where the word fits best.

6. She must _____ up and not sleep!

7. I saw a _____ of deer in the woods.

8. I would like to see the Green _____ Zoo.

9. _____ at that big wave!

10. We look up at the st**ar**s and the _____ when it gets d**ar**k.

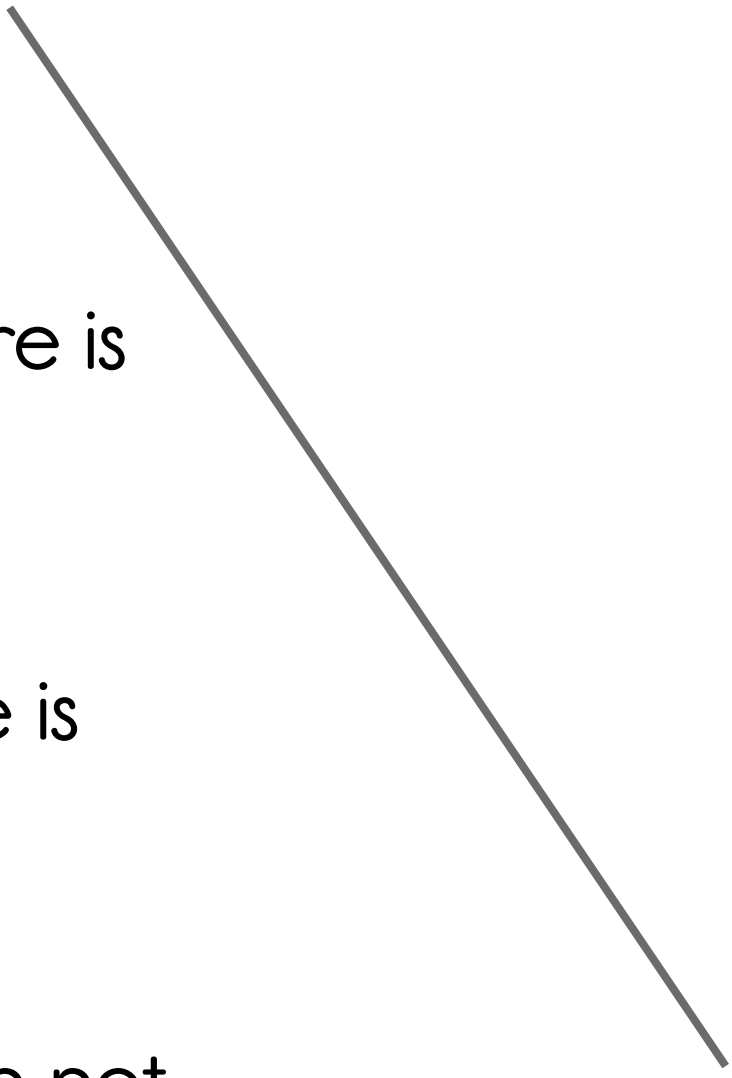
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Name _____

6.3

Directions: Have students match the words to their contracted form.

it is	he's
here is	can't
she is	she's
can not	it's
he is	here's



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can't	let's	here's
she's	it's	B**er**t's

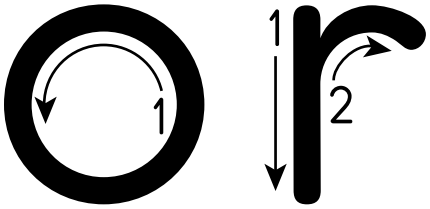
1. _____ sad.
2. _____ hot out.
3. _____ run to the p**ar**k.
4. _____ a good pal.
5. _____ my class.
6. We _____ see the sh**ar**ks.

Directions: Have students fill in the blanks with the correct contraction.

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Name _____

7.1



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

or or

or

corn corn

corn

fork fork

fork

short short

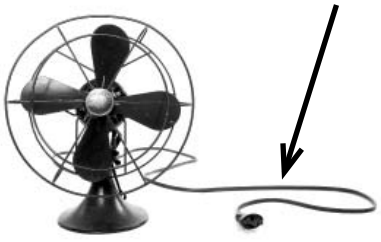
short

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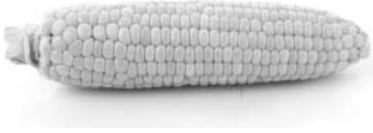
In the box are six words. Print them on the lines where they fit best.

st**or**k	f**or**k	th**or**ns
c**or**n	sh**or**ts	c**or**d













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Name _____

7.2



Dear Family Member,

Your child has been learning to read and write contractions. Work with your child to write each sentence with the contracted form of the words in parentheses. Extension: Use contractions orally with your child, pausing to discuss the formation of the contracted form.

1. _____ glad we can have cake.
(he is)

2. _____ with h**er** gran.
(she is)

3. _____ run to the p**ar**k!
(let us)

4. I _____ ride a bike.
(can not)

5. _____ the book!
(here is)

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Name _____

8.1

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

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

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Name _____

8.2



Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in tricky words are underlined in gray. Please note that the multi-syllable words that students encounter in the Readers and Workbook will be divided between syllables with a dot. This dot serves as an early cue to assist students in chunking words, and will be omitted in later units.

Repeated oral reading is an important way to improve reading skills. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

Things That Swim

I hope you kids like things that swim, be·cause this is the room where we keep all the fish.

The fish here are trout. A trout is a fish that swims in cool lakes and creeks. You can see that they have lots of spots and m**ar**ks. The spots and m**ar**ks help the trout hide. They make the trout look a lot like the sand on the bed of a creek.



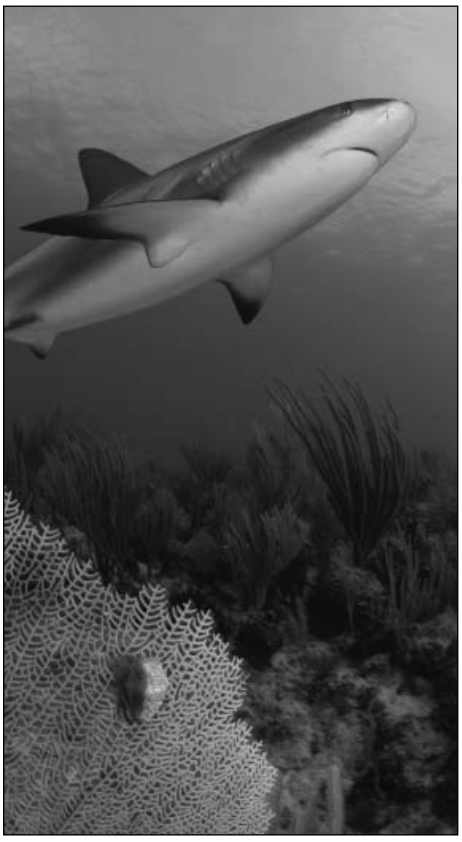


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Here's a big fish that makes all of the wee fish run and hide. This is a reef sh**ar**k. It has that name be·cause it likes to make its home close to a reef, where there are lots of fish.

You can see that the reef sh**ar**k has fins and a set of gills on its side. You can not see them from here, but this sh**ar**k has lots of sh**ar**p teeth in its mouth.

Would a reef sh**ar**k bite you? Well, you are not the lunch that this sh**ar**k would like best. A reef sh**ar**k likes to feed on squid, crabs, and shrimp. But it would be sm**ar**t not to get the reef sh**ar**k mad at you all the same!





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Name _____

9.1

Chimps

1. Green F**er**n Zoo has _____ chimps.
   - ○ one
   - ○ five
   - ○ ten

2. Who is Bess?
   - ○ a chimp
   - ○ V**er**n's pal
   - ○ a sh**ar**k

3. What do chimps not like to munch on?
   - ○ plants
   - ○ seeds
   - ○ rocks

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

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4. What will B**ar**t have f**or** lunch?

5. What will Max do f**or** fun?

6. Why were C**ar**l and N**or**m not pals last week?

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Name _____

10.1

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

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Name _____

10.2

Mandrills

1. Is a male man·drill's nose green?

2. What makes man·drills look and feel good?

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

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3. What is the v**er**b in, "We feed man·drills ants, grass·es, nuts, b**ar**k, plant shoots, and roots."

   ○ man·drills

   ○ feed

   ○ b**ar**k

Directions: On a separate sheet of paper, have students illustrate one of the nouns from the story.

4. List 4 nouns that you found in "Man·drills."

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Name _____

10.3



Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Please note that the multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

Repeated oral reading is an important way to improve reading skills. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

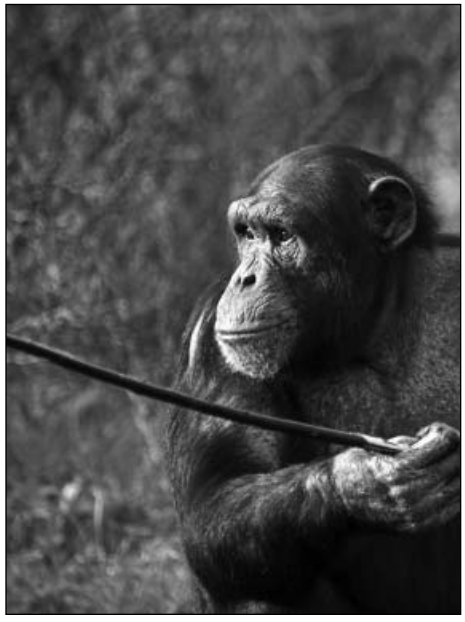
Chimps

Next, let's see the chimps. We have ten chimps here at the Green F**er**n Zoo. You can see them all out there if you look h**ar**d.

The one you see here is Bess. She has a snack in h**er** mouth. Bess and the rest of the chimps like to munch on plants, nuts, and seeds.

Do you see that chimp with the stick? That's B**ar**t. B**ar**t likes to have ants f**or** lunch. To get the ants, he takes a stick and sticks it in an ant hill. Then he lifts it up





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and licks off the ants. Yum, yum!

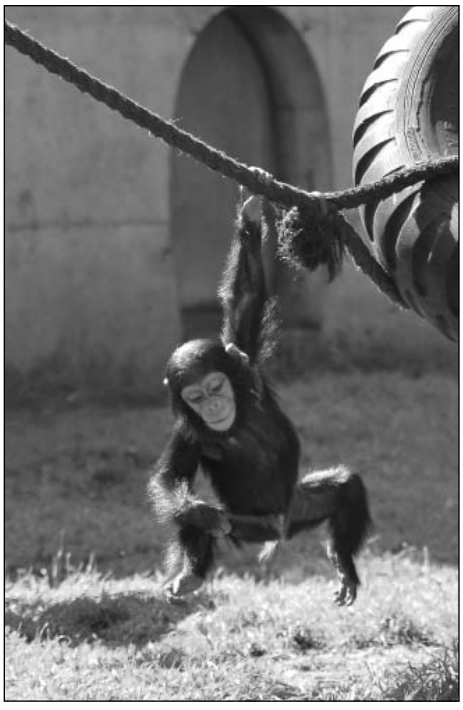
The chimp with the rope in his hand is Max. He's just a babe. He was b**or**n in M**ar**ch. Bess is his mom.

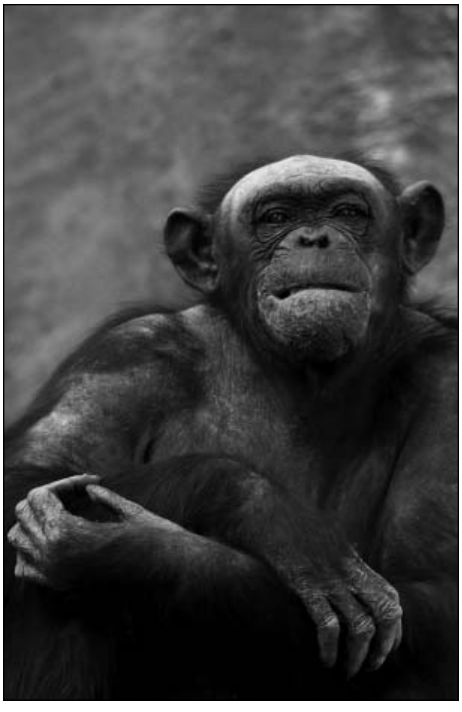
Max is a lot of fun. He likes to swing on the rope and splash in the pool.

The two chimps up on the rocks are C**ar**l and N**or**m. C**ar**l is the one on the left. C**ar**l and N**or**m are pals. But they were not pals last week.

Last week we gave them a branch from a fig tree f**or** lunch. N**or**m took the branch and ran off with it. He ate all of the figs. C**ar**l was mad at N**or**m all week.

But that was last week. This week the two of them are pals.





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Name _____

11.1



Dear Family Member,

Our class has begun reading and writing two-syllable words. The spelling words this week are two-syllable words which may be more challenging than the previous one-syllable words. Your child may find it helpful to practice writing and remembering the spelling words syllable by syllable.

Spelling Words Lesson 11

1. zipper
2. barking
3. perfume
4. morning
5. carpet
6. forest
7. border
8. Tricky Word: today

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Name _____

11.2

M**ar**k the words that are said and print them on the lines.

1. **ar**m·pit **ar**t·ist _____

2. sneez·ing sniff·ing _____

3. bas·kets bask·ing _____

4. nap·kin napp·ing _____

5. broil·ing boil·ing _____

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6.	twist·**er**	tweez·**er**	
7.	un·like	un·less	
8.	c**or**·n**er**	c**or**·net	
9.	win·t**er**	winn·**er**	
10.	ant·hill	ant·l**er**	

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Name _____

11.3



Dear Family Member,

Your child has been taught to read words with the vowel digraphs 'er' as in *her*, 'ar' as in *car*, and 'or' as in *for*. Ask your child to cut out the word cards. Show the cards to your child and have your child read them. Then have your child read the word cards from previous take-home worksheets. 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, one sound at a time, paying attention to the vowel digraphs. Please keep the cards for future practice.

herd	storm	farm
start	clerk	born
term	sports	park
short	parts	her

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Name _____

12.1

Directions: Have students read the sentences, circle the nouns, and underline the verbs with a squiggly line. Then have students write a few original sentences on the lines.

1. The pig snorts.
2. The dog barks.
3. The car stops.
4. The shark hunt·ed.
5. The man helped.

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Name _____

12.2

Things with Wings

1. The puff•in makes his home _____

- ○ in hot lands
- ○ up n**or**th
- ○ in the grass

Page _____

2. The puff•in's feet help him _____

- ○ swim
- ○ sleep
- ○ get a snack

Page _____

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

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3. What can a puff•in use to get fish?

- ○ his feet
- ○ his eggs
- ○ his bill

Page _____

4. Puff•ins are b**or**n from _____.

The puff•in mom and _____ sit on their egg. In the end, the _____ pops out of the shell.

5. What can a finch use to get food?

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Name _____

12.3



Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Please note that the multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

Repeated oral reading is an important way to improve reading skills. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

Mandrills

Here you can see two man·drills. Man·drills are a lot like chimps.

Do you like the red nose? The man·drill with the red nose is a male.

The man·drill on the left is groom·ing the male with the red nose. She is look·ing f**or** ticks and bugs. Man·drills like groom·ing be·cause it makes them look good and feel good, too.



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Look! One of the man·drills is yawn·ing! You can see that he has long, sh**ar**p teeth. Those sh**ar**p teeth help him chop up his food.

Man·drills like a lot of foods. We feed our man·drills ants, grass, nuts, b**ar**k, plant shoots, and roots.

Man·drills have sacks in·side their cheeks. They can stuff food in the sacks and keep it there un·til they need a snack. Then they pop the food out and munch on it!





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Name _____

13.1

Directions: Have students underline the past-tense marker 'ed' in each verb. Then have students write the past-tense verbs that end in /ed/ under the /ed/ header, the verbs that end in /d/ under the /d/ header, and the verbs that end in /t/ under the /t/ header.

~~st**art**·ed~~	~~grinn**ed**~~	~~help**ed**~~	sound·ed	f**or**m**ed**	p**ark**e**d**
point·ed	smil**ed**	bak**ed**	lift·ed	wav**ed**	hik**ed**

/ed/	/d/	/t/
started	grinned	helped

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Name _____

13.2



Dear Family Member,

Your child has been learning about contractions, nouns, and verbs. For the first part of this worksheet, have your child circle the nouns in the sentence, and underline the verbs with a squiggly line. Review with your child that a noun is a person, place, or thing, and a verb is a word that shows action. Please note that the number of nouns in each sentence is noted in parentheses. For the second part, have your child draw a line to match the words with its contraction.

1. The cat naps in the y**ar**d. (2)
2. The cook made a cake. (2)
3. The kid rides a bike to the p**ar**k. (3)
4. The tree shakes. (1)
5. A big dog b**ar**ks. (1)

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it is	there's
there is	she's
let us	it's
here is	let's
she is	here's

Directions: Have students match the words to their contracted forms.

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Name _____

14.1

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. For an extra challenge, ask students to write the number of syllables in the circle.

1. ham·st**er** 6 hamster (2)
2. green ☐ _____ ◯
3. win·t**er** ☐ _____ ◯
4. slime ☐ _____ ◯
5. good ☐ _____ ◯
6. g**ar**·lic ☐ _____ ◯
7. shout ☐ _____ ◯

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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. For an extra challenge, ask students to write the number of syllables in the circle.

8. paws

9. pop·c**or**n

10. camp·**er**s

11. mon·st**er**

12. woods

13. f**or**·get

14. zipp·**er**s

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Name _____

14.2

Yes or No?

1. Is green slime a good food?

2. D<u>o</u> g**ar**·lic and a rose smell the same?

3. D<u>o</u> cats have paws?

4. Is a pum·pkin black?

5. Can a pig ride a bike?

6. Is pop·c**or**n a good snack?

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7. Do camp·**er**s sleep in tents?

8. Is a v**er**b a word?

9. Would you like to win a prize?

10. Can a dog tell time?

11. Is it hot in the win·t**er**?

12. Do coins have zipp·**er**s?

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Name _____

14.3

Big Cats

1. Name three things that a bob·cat hunts.

2. Why should you not keep a bob·cat in your home?

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

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3. What helps a pan·th**er** hunt?

4. A pan·th**er** can be . . .

- ○ green with stripes.
- ○ black **or** tan, **or** can have spots.
- ○ red with tan dots.

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Name _____

15.1

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

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Name _____

15.2

Groundhogs

1. What do ground·hogs use their claws f**or**?

2. Why do ground·hogs have to be on the look·out when they are not in their holes?

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

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3. Where was Pepp·**er** when she got out from h**er** pen?

4. What did Pepp·**er** stuff h**er**·self with?

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Name _____

16.1



Dear Family Member,

The spelling words for this week are two-syllable words that contain the 'er', 'ar', and 'or' spelling. Your child can practice reading and writing these words, as well as clap the syllables for them. The last spelling word is a Tricky Word. Tricky Words do not play by the rules, meaning there are spellings that do not sound the way students would expect them to. These words need to be memorized.

Spelling Words Lesson 16

1. sounded
2. lifted
3. pointed
4. parked
5. waved
6. grinned
7. tripped
8. Tricky Word: have

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Name _____

16.2

The Reptile Room

1. What do g**ar**·t**er** snakes feed on?

2. Why are g**ar**·t**er** snakes h**ar**m·less f**or** us?

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

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3. A ratt·l**er** has a patt·**er**n on his scales so that. . .

4. Why is a ratt·l**er** not h**ar**m·less f**or** us?

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Name _____

17.1

Directions: For each sentence, have students circle the nouns and underline the verbs with a squiggly line.

1. To·day kids m**ar**ch in line.
2. Yes·t**er**·day kids m**ar**ched in line.
3. To·morr·ow kids will m**ar**ch in line.
4. To·day the cat naps on the c**ar**·pet.
5. Yes·t**er**·day the cat napped on the c**ar**·pet.
6. To·morr·ow the cat will nap on the c**ar**·pet.
7. To·day the man bikes at the p**ar**k.
8. Yes·t**er**·day the man biked at the p**ar**k.
9. To·morr·ow the man will bike at the p**ar**k.

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Name _____

17.2



Dear Family Member,

Your child has been practicing reading two-syllable words. Below are two sections from a story about reptiles at the Green Fern Zoo. Have your child read the story and fill in the blank with the correct word.

critt·**er**s	g**ar**·t**er**	h**ar**m·less	kill·**er**



This is a _____ snake. G**ar**·t**er** snakes feed on slugs, in·sects, and frogs. F**or** those _____ , the g**ar**·t**er** snake is a _____ . A g**ar**·t**er** snake could bite you, but its bite would not make you sick. F**or** us, a g**ar**·t**er** snake is _____ .

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dwell·**er**	patt·**er**n	des·**er**t	ratt·l**er**



This is a _____. A ratt·l**er** is a des·**er**t _____ that hunts f**or** rats and rabb·its. He has a _____ on his scales that helps him blend in and hide in the _____ sands. When the ratt·l**er** is hidd·en, it is h**ar**d f**or** rats and rabb·its to see him.

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Name _____

18.1



Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Please note that the multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

Repeated oral reading is an important way to improve reading skills. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

Things With Wings

Next, let's see some things with wings.

This is a puff·in. He makes his home up n**or**th, not too f**ar** from the N**or**th Pole.

Look at those cute feet! But they are not just cute. The puff·in's feet help him swim.

Note, as well, his big bill. The puff·in can use his bill to get fish.





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Puff·ins are b**or**n from eggs. The puff·in mom and dad sit on their egg. The mom sits. Then the dad sits. In the end, the chick pops out of the shell. The mom and dad take care of the chick un·til it can care f**or** it·self. Look! That puff·in has fish in h**er** bill! She will feed those fish to h**er** chick.

In this next room, we have a finch. Un·like the puff·in, the finch makes a home in wood·lands. He can use his bill to snap up grass seeds f**or** food.

I'm sad to tell you that the finch is gett·ing to be quite rare. We are proud to have five of them here at the Green F**er**n Zoo.





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Name _____

19.1

Directions: Have students underline the past-tense marker 'ed' in each verb. Then have students write the final sound(s) in each word in the slashes. Then have students write the past-tense verbs that end in /ed/ under the /ed/ header, the verbs that end in /d/ under the /d/ header, and the verbs that end in /t/ under the /t/ header.

st**art**~~ed~~ /ed/ ~~grinn**ed**~~ /d/ ~~help**ed**~~ /t/ m**arch**ed / / add·ed / /

seem**ed** / / sn**or**t·ed / / wish**ed** / / rubb**ed** / /

/ed/	/d/	/t/
started	grinned	helped

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Name _____

19.2

Termites

1. What are t**er**·mites?

2. What is in·side a t**er**·mite mound?

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

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3. What do t**er**·mites look like?

4. Why would a t**er**·mite munch on your home?

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Name _____

20.1

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

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Name _____

20.2

In the box are six words. Print them on the lines where they fit best.

g**ar**·lic	dinn·**er**	cool·**er**
hamm·**er**	jump·**er**	h**or**·net



_____ _____ _____

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

_____ _____ _____











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In the box are six words. Print them on the lines where they fit best.

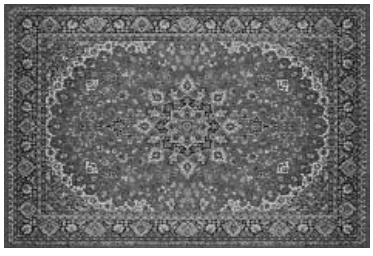
blend·**er**	pop·c**or**n	num·b**er**
c**ar**·pet	f**or**·est	g**ar**·den







48





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Name _____

21.1



Check the Draft
Step by Step

1. Check that the name of the thing is there.	
2. Check that you des·cribed what it looks like.	
3. Check that you des·cribed the feel, sound, and taste of the thing.	
4. Check that you end·ed with a fun fact **or** if you like the thing.	
5. Aa, Bb, Cc	
6. ? . !	
7. Check that the words are spelled well.	

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Name _____

21.2

River Otters

1. What do riv·**er** ott·**er**s like to do?

2. Which is NOT the riv·**er** ott·**er**s' home?

   ○ nests on land

   ○ the riv·**er**

   ○ up in trees

3. What p**ar**t helps riv·**er** ott·**er**s swim fast?

   ○ webbed paws

   ○ point·ed nose

   ○ sh**ar**p claws

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

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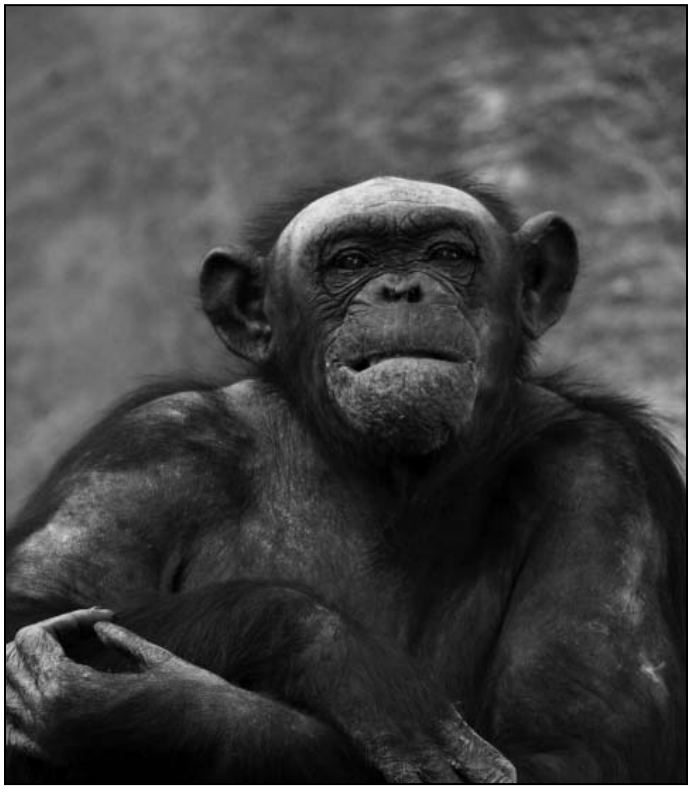
4. What do riv·**er** ott·**er**s like f**or** food?

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Name _____

22.1

Name of Critt·er: _____



I will des·cribe: _____

What it looks like: _____

Directions: Have students respond to the prompts, using the Reader as a resource.

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What it sounds like:

What it feels like:

Where is its home?

What food would it like?

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Name _____

22.2

Name of Critt·er: _____



I will des·cribe: _____

What it looks like: _____

Directions: Have students respond to the prompts, using the Reader as a resource.

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What it sounds like:

What it feels like:

Where is its home?

What food would it like?

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Name _____

22.3

Name of Critt·er: _____



I will des·cribe: _____

What it looks like: _____

Directions: Have students respond to the prompts, using the Reader as a resource.

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What it sounds like:

What it feels like:

Where is its home?

What food would it like?

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Name _____

22.4

Name of Critt·er: _____



I will des·cribe: _____

What it looks like: _____

Directions: Have students respond to the prompts, using the Reader as a resource.

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What it sounds like:

What it feels like:

Where is its home?

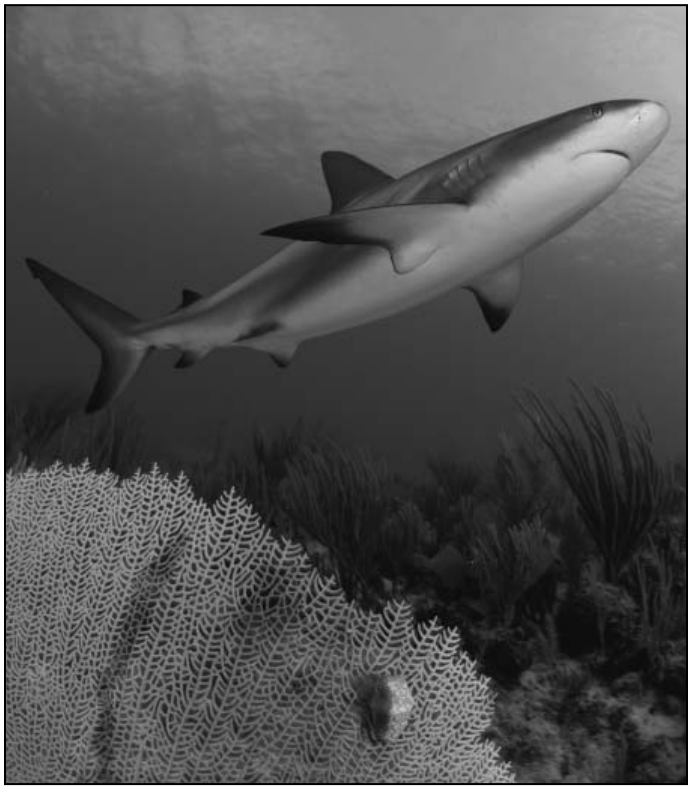
What food would it like?

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Name _____

22.5

Name of Critt·er: _____



I will des·cribe: _____

What it looks like: _____

Directions: Have students respond to the prompts, using the Reader as a resource.

What it sounds like:

What it feels like:

Where is its home?

What food would it like?

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Name _____

22.6

Name of Critt·er: _____



I will des·cribe: _____

What it looks like: _____

Directions: Have students respond to the prompts, using the Reader as a resource.

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What it sounds like:

What it feels like:

Where is its home?

What food would it like?

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Name _____

22.7

Directions: Have students write the verb in its past tense form.

1. Yes·t**er**·day the dog _____ (lick) the food on the c**ar**·pet.

2. My pal _____ (grin) at us.

3. Fran lost h**er** tem·p**er** and _____ (yell).

4. She _____ (chop) wood in h**er** back·y**ar**d.

5. I _____ (bake) a cake yes·t**er**·day f**or** my class.

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Name _____

22.8



Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Please note that the multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

Repeated oral reading is an important way to improve reading skills. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

Big Cats

Do you like cats? If you do, look there in the grass. Do you see the cat?

That is not the s**or**t of cat that you keep in your home and feed cat food. That is a bob·cat.

Bob·cats are good hunt·**er**s. They hunt rabb·its, rats, and some·times deer and sheep.

That bob·cat's name is Rob·**er**t, **or** Bob f**or** sh**or**t. Get it?



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If you look up on that rock, you will see a cat that's bigg·**er** than a bob·cat. It's a pan·th**er**.

Pan·th**er**s can have spots. They can be tan, too. Here at the Green F**er**n Zoo, we have two black pan·th**er**s. The name of this one is Jet.

That's Jet's sis·t**er**, Flash, up on the tree branch. Flash has strong legs that help h**er** run fast. She has sh**ar**p teeth and sh**ar**p claws that help h**er** hunt rabb·its and deer. She can use h**er** claws to scam·p**er** up a tree if she needs to.

You can see that she is not all black like Jet. She has some spots.





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Name _____

23.1

Name of Critter: _____

I will des·cribe _____

Des·cribe what it looks like, sounds like, and feels like:

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Home:

Food:

Fun Fact:

End:

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Name _____

23.2



Dear Family Member,

Your child has been learning about nouns and verbs. The dot in words shows that this is a two-syllable word. Please have your child read the sentences, then circle the nouns and underline the verbs with a squiggly line. You may ask your child to act out the action.

1. The dog b**ar**ks.

2. To·day my sis·t**er** will take a nap.

3. To·morr·ow the kid will sing a song.

4. Yes·t**er**·day the cat licked h**er** paws.

5. To·morr·ow Gran will bake a cake.

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6. To·day the man point·ed to the clouds.

7. Yes·t**er**·day my pal took a trip.

8. To·day the sh**ar**k swims.

9. The kid grinned at us.

10. Yes·t**er**·day the ground·hog was stuffed with food.

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Name _____ **24.1**

Check the Draft Step by Step

Name of P**ar**t·n**er**: _____

Ed·it·ed by: _____

Step	Check?
Check that the name of the critt·**er** is there.	
Check that you des·cribed what it looks like.	
Check that you des·cribed its home.	
Check that you des·cribed its food.	
Check that you list·ed a fun fact.	
Aa, Bb, Cc and ? . !	
Check that the words are spelled well.	

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Name _____

24.2



Dear Family Member,

Your child has been learning about compound words. Please have your child read the compound words in the box and place them in the correct sentence. Your child will practice making up their own silly compound words on the back of the worksheet.

bath·tub	pop·c**or**n	gum·drop
back·pack		lunch·box

1. My snack is in my _____.

2. I like _____ f**or** a snack.

3. This _____ is sweet!

4. I take a bath in the _____.

5. The book is in my _____.

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Directions: Have students make up their own silly compound words. In the first box, they will draw a picture of the first part of the compound word, and in the second box, the picture of the second part of the compound word.



\+



=

dogcake

1. ☐ + ☐ = _ _ _ _ _ _ _ _ _

2. ☐ + ☐ = _ _ _ _ _ _ _ _ _

3. ☐ + ☐ = _ _ _ _ _ _ _ _ _

4. ☐ + ☐ = _ _ _ _ _ _ _ _ _

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Name _____

25.1

Directions: Have students circle the noun and underline the verb with a squiggly line. In Part II, have students match the words with its contraction. In Part III, have students write the past-tense form of the verbs.

P**ar**t I

1. The dog b**ar**ks.
2. To·day the sh**ar**k swims.
3. To·morr·ow the kid will sing.
4. Yes·t**er**·day the cat walked.
5. To·morr·ow Gran will bake.

P**ar**t II

it is	there's
there is	she's
let us	it's
here is	let's
she is	here's

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Part III

To·day I bake.

Yes·t**er**·day I _____ .

To·morr·ow I will _____ .

To·day you smile.

Yes·t**er**·day you _____ .

To·morr·ow you will _____ .

To·day I hike.

Yes·t**er**·day I _____ .

To·morr·ow I will _____ .

To·day she points.

Yes·t**er**·day she _____ .

To·morr·ow she will _____ .

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Name _____

26.1

Amber the Bat

This is Am·b**er**. Am·b**er** looks a bit like a fox. But she has wings and swings from trees. In fact, Am·b**er** is a bat.

Am·b**er** needs a lot of room to glide back and f**or**th be·cause she has a wing·span of five feet. In fact, bats like Am·b**er** are the bigg·est bats there are!

Am·b**er** makes h**er** home here at Green F**er**n Zoo. She has all the room she needs at the zoo. Some bats like Am·b**er** make their homes in the trop·ics, where the sun shines and it is hot.

Directions: Have students read the story and answer the questions on the following pages.

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Bats like Am·b**er** feed on plant p**ar**ts and poll·en. They can smell lots of things, so they use their nose to look f**or** food. They use their wings to glide from plant to plant to gath·**er** their food. In fact, they can trav·el up to 40 miles to gath·**er** food!

Look at Am·b**er** here in the tree. Am·b**er** likes to do things up·side down. She hangs out up·side down. She sleeps up·side down. When she has food, she clings to the branch with h**er** feet and will munch on h**er** food up·side down! What can you do up·side down?



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Name _____

26.1
continued

Directions: Have students use the story on the previous pages to answer the questions.

1. What is Am·b**er**?

   ○ a fox
   ○ a bat
   ○ a dog
   ○ a cat

2. Am·b**er**'s wings are _____ long.

   ○ three feet
   ○ three wing·spans
   ○ two feet
   ○ five feet

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3. Where do bats like Am·b**er** make their homes?

   ○ up in the n**or**th
   ○ in the trop·ics
   ○ in the des·**er**t
   ○ in cool lakes

4. What do bats like Am·b**er** feed on?

   ○ fish
   ○ grubs and slugs
   ○ milk
   ○ plant p**ar**ts and poll·en

5. What p**ar**t do bats like Am·b**er** use to look f**or** food?

   ○ nose
   ○ legs
   ○ teeth
   ○ fins

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6. Bats like Am·b**er** can trav·el . . .

   - ○ up to 10 miles to gath·**er** food
   - ○ up to 40 miles to gath·**er** food
   - ○ as far as three miles to gath·**er** food
   - ○ as far as five feet to gath·**er** food

7. What things can Am·b**er** do up·side down?

   - ○ sing a sweet song, sleep, and munch on food
   - ○ hang out, trav·el, and sleep
   - ○ hang out, sleep, and munch on food
   - ○ just munch on food

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8. It says, "Am·b**er** needs a lot of room to glide back and f**or**th . . ."

   Glide is a word f**or**:

   ○ swim

   ○ trav·el

   ○ hop

   ○ sleep

9. Why would Am·b**er** need a lot of room to glide back and f**or**th?

   ○ be·cause there are lots of bats at the zoo

   ○ be·cause she is one of the bigg·est bats there are

   ○ be·cause there are lots of in·sects at the zoo

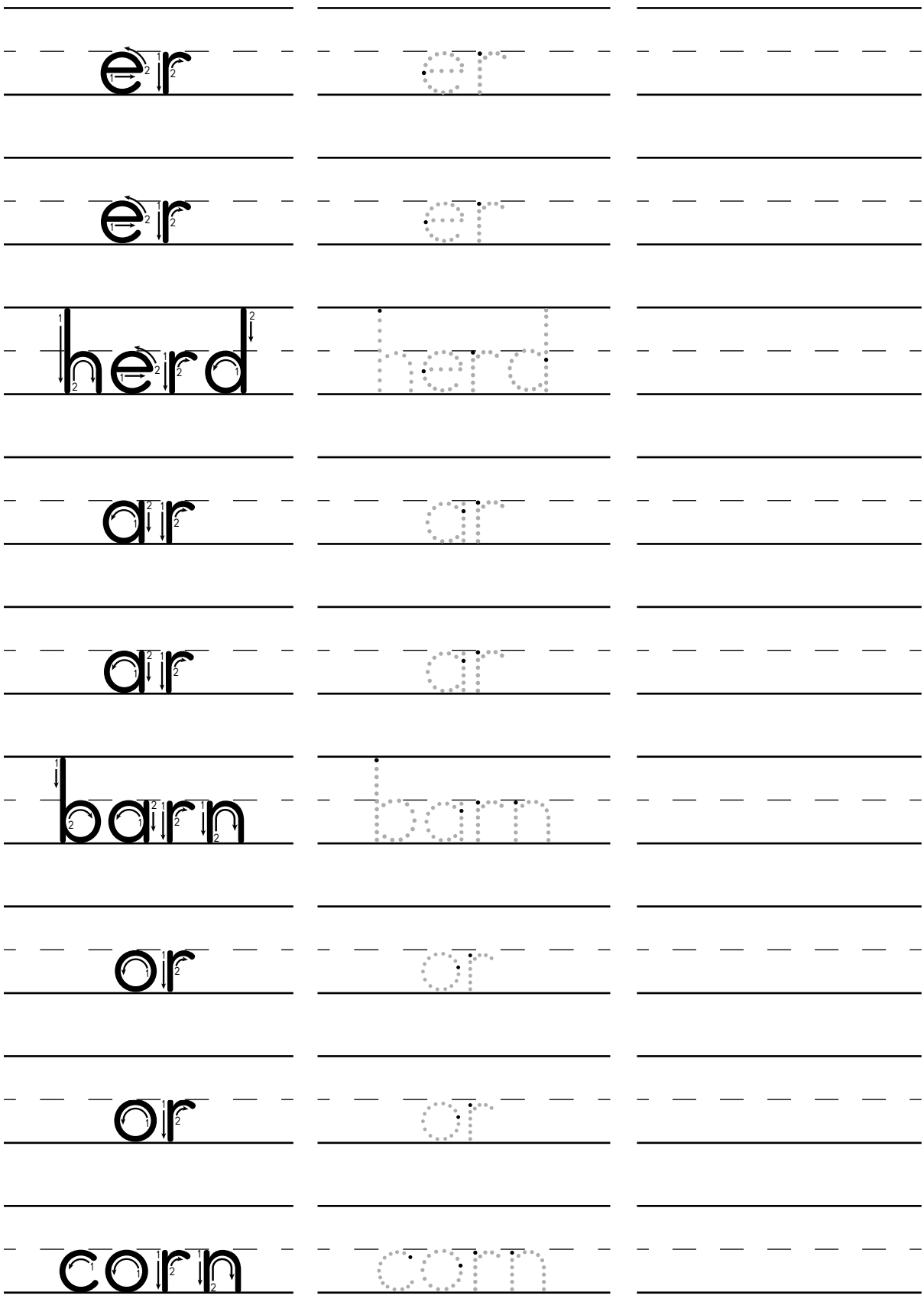
   ○ be·cause there are trees at the zoo

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Name _____

PP1

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



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er

er

herd

ar

ar

barn

or

or

corn

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Name _____

PP2

Count the sounds in the words. Print the num·b**er** of sounds in the box·es and print the words on the lines.

1. hamm·**er** 4 hammer
2. b**or**n
3. b**ar**ns
4. d**ar**k·**er**
5. cool·**er**
6. pepp·**er**
7. riv·**er**
8. sh**ar**ks

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9. h**or**ns

10. blis·t**er**

11. cook**ed**

12. c**ar**·pet

13. chill**ed**

14. lett·**er**

15. sn**or**·ing

16. g**ar**·lic

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Name _____

PP3

Directions: Have students write the /r/-controlled vowel sound in each word in the slashes. Then have students write the words with the /er/ sound under the /er/ header and the words with the /ar/ sound under the /ar/ header.

~~h**er**~~ /er/	~~b**ar**n~~ /ar/
h**ar**d / /	bett·**er** / /
c**ar**·pet / /	lan·t**er**n / /
h**er**d / /	**ar**m / /
d**ar**k·ness / /	p**er**·fect / /

/er/

her

/ar/

barn

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Directions: Have students write the /r/-controlled vowel sound in each word in the slashes. Then have students write the words with the /ar/ sound under the /ar/ header and the words with the /or/ sound under the /or/ header.

~~b**ar**n~~ /ar/	~~h**or**n~~ /or/
p**ar**k**ed** / /	f**or**ks / /
y**ar**d / /	pop·c**or**n / /
f**or**m**ed** / /	g**ar**·den / /
h**ar**·vest / /	t**or**ch / /

/ar/

barn

/or/

horn

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Name _____

PP4

Directions: Have students cut out the word cards and place them on the matching words on Worksheet PP5.

could	ask**ed**	num·b**er**
h**ar**d	st**ar**t·ed	seem**ed**
sh**or**t	h**or**n	two
lik**ed**	spell**ed**	runn·**er**s
p**or**ch	c**ar**s	help**ed**

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PP5

Directions: Have students read the word cards from Worksheet PP4 and place them on top of the matching words on this worksheet.

two	h**or**n	sh**or**t
could	num·b**er**	ask**ed**
st**ar**t·ed	h**ar**d	lik**ed**
p**or**ch	spell**ed**	runn·**er**s
c**ar**s	help**ed**	seem**ed**

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Name _____

PP6

M**ar**k the words that are said and print them on the lines.

1.	sh**or**t·en	sh**ort**·**er**	
2.	g**ar**·den	g**ar**·lic	
3.	sn**or**·ing	sn**ar**l·ing	
4.	h**or**·net	h**or**s·es	
5.	m**ar**·ket	m**ark**·**er**	
6.	bett·**er**	bitt·**er**	
7.	f**or**·tress	f**or**·est	
8.	h**ar**·vest	h**arm**·less	
9.	b**or**·d**er**	b**ar**·t**er**	
10.	sh**arp**·**er**	sm**art**·**er**	

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Name _____

PP7

Print the words.



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Print the words.

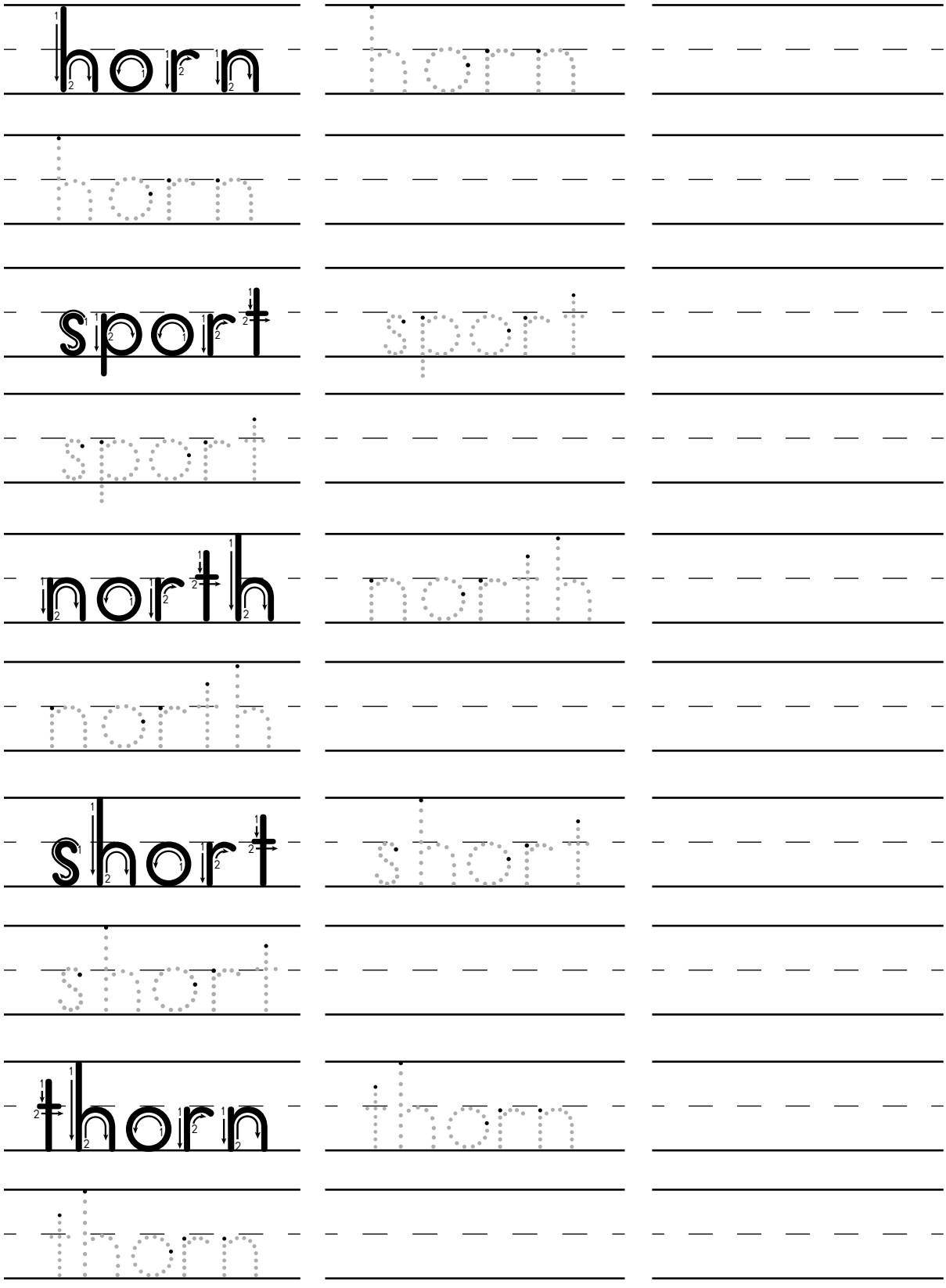


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Name _____

PP8

Print the words.



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Print the words.











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Name _____

PP9

Print the words.

herd herd

herd

perk park

perk

fern fern

fern

verb verb

verb

perch perch

perch

© 2013 Core Knowledge Foundation

Print the words.

herd

perk

fern

verb

perch

© 2013 Core Knowledge Foundation

Name _____

PP10

Print the words on the lines where they fit best.

1. sh**ar**k





2. hamm·**er**





3. h**or**·net





4. zipp·**er**





5. st**or**k





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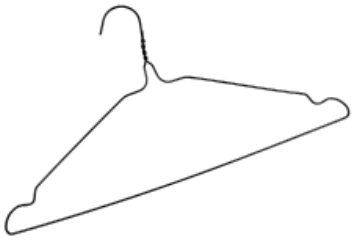
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Name _____

PP11

In the box are six words. Print them on the lines where they fit best.

sh**ar**k	f**or**k	hang·**er**
sc**ar**f	c**a**k**e**	h**or**n



_____



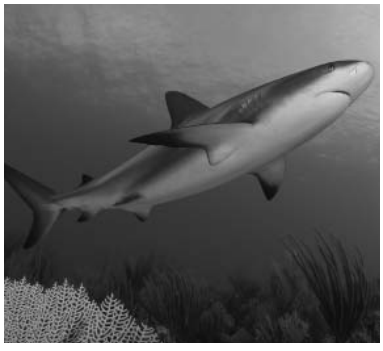
_____



_____



_____



_____



_____

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In the box are six words. Print them on the lines where they fit best.

h**or**·net	ham·st**er**	h**aw**k
g**ar**·lic	cl**ou**d	pop·c**or**n













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Name _____

PP12

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

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

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Name _____

PP13

Print the words.

today today

yesterday yesterday

tomorrow tomorrow

to to

too too

two two

here here

there there

said said

says says

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Print the words.

today

yesterday

tomorrow

to

too

two

here

there

said

says

© 2013 Core Knowledge Foundation

Name _____ **PP14**

M**ar**k the words that are said.

1.	big st**or**m	big step
2.	af·t**er** class	af·t**er** d**ar**k
3.	strong legs	strong **ar**ms
4.	could not run	should not run
5.	boil**ed** eggs	soft eggs
6.	a red c**ar**·pet	a red c**ar**
7.	coil**ed** up snake	coil**ed** up rope
8.	plant a g**ar**·den	keep a g**ar**·den
9.	use a f**or**k	use a broom
10.	f**ar**·th**er** n**or**th	f**ar**·th**er** south

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Name _____ **PP15**

Fill in the _____ with the words that are in the box.

~~out·side~~	sing·ing
b**ar**k·ing	c**ar**·pet
book·case	f**or**·est

1. Jen went _____ to the y**ar**d.

2. Kate set the books on the _____ _____.

3. Brent was _____ a song.

4. There are lots of trees in a _____ _____.

5. The dog was _____ all m**or**n·ing.

6. There is a red _____ in this room.

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Fill in the _____ with the words that are in the box.

fast·**er**	jump·ing
ant·l**er**s	lunch·time
tem·p**er**	tool·box

1. Ben likes _____ on the bed.

2. Dad got his _____ so he could fix the pipe.

3. Trish is fast, but Beth is _____.

4. Mom lost h**er** _____ and yell**ed** at the dog.

5. The deer has sh**ar**p _____.

6. Is it _____ yet?

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Name _____ **PP16**

Fill in the _____ with the words that are in the box.

~~blis·t**er**s~~	p**ar**k·ing
matt·ress	lick**ed**
sand·wich	Fire·men

1. Af·t**er** the hike I had blisters on my feet.
2. Fran ate h**er** _____.
3. Dad found a _____ spot f**or** the c**ar**.
4. _____ ride on a red truck.
5. I have a soft _____ on my bed.
6. The man was _____ by a dog.

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Fill in the _____ with the words that are in the box.

melt·ed	muff·ins
pop·c**or**n	nos·trils
art·ist	sev·en

1. The flame _____ the wax.
2. Can you bake _____ f**or** me?
3. An _____ makes **ar**t.
4. Af·t**er** six we count to _____.
5. Is it fun to pop _____?
6. Your nose has two _____.

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Name _____

PP17

Yes or no? Print *yes* **or** *no* on the lines.

1. Do kids have a bed·time? _____ _ _ _ _ _ _ _ _____
2. Are your bones soft? _____ _ _ _ _ _ _ _ _____
3. Do **ar**t·ists use brush·es? _____ _ _ _ _ _ _ _ _____
4. Can a back·y**ar**d have grass? _____ _ _ _ _ _ _ _ _____
5. Should you make a camp·fire in·side? _____ _ _ _ _ _ _ _ _____
6. Can chil·dren drive c**ar**s? _____ _ _ _ _ _ _ _ _____
7. Do kitt·ens have teeth? _____ _ _ _ _ _ _ _ _____
8. Could a plant sip a milk·shake? _____ _ _ _ _ _ _ _ _____

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Yes or no? Print *yes* **or** *no* on the lines.

1. Should you drop trash on the ground?

2. Do some p**ar**ks have slides?

3. Can you bake a cake in a round pan?

4. Is a trip to the den·tist fun?

5. Can you hike out·side in the summ·**er**?

6. Would a pet fish like to sleep in a bed?

7. Are pig·lets cute?

8. Is sev·en a num·b**er**?

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Name _____

PP18



Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Please note that the multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

Repeated oral reading is an important way to improve reading skills. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

Mandrills

Here you can see two man·drills. Man·drills are a lot like chimps.

Do you like the red nose? The man·drill with the red nose is a male.

The man·drill on the left is groom·ing the male with the red nose. She is look·ing f**or** ticks and bugs. Man·drills like groom·ing be·cause it makes them look good and feel good, too.



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Look! One of the man·drills is yawn·ing! You can see that he has long, sh**ar**p teeth. Those sh**ar**p teeth help him chop up his food.

Man·drills like a lot of foods. We feed our man·drills ants, grass, nuts, b**ar**k, plant shoots, and roots.

Man·drills have sacks in·side of their cheeks. They can stuff food in the sacks and keep it there un·til they need a snack. Then they pop the food out and munch on it!





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Name _____

PP19



Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Please note that the multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

Repeated oral reading is an important way to improve reading skills. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

Groundhogs

Here you can see a ground·hog.

Ground·hogs have sh**ar**p claws that help them dig holes in the ground. They spend a lot of time down in those d**ar**k holes.

Ground·hogs like to feed on grass and plants. But when they run out of their holes to get food, they have to be on the look·out. Some critt·**er**s, like bob·cats and snakes, like to dine on ground·hogs. This ground·hog here is sitt·ing up to see if there is a snake **or** a bob·cat close by.





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This ground·hog is named Pepp·**er**. We f**ee**d h**er** grass, tree b**ar**k, and in·sects, but the food that she likes best is c**or**n. We found that out yes·t**er**·day m**or**n·ing when she got out from h**er** pen.

We found h**er** in the pett·ing zoo. She ate a lot of the c**or**n that was there f**or** the ducks and hens.



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Name _____

PP20



Dear Family Member,

This is a story your child has probably read once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. The tricky parts in Tricky Words are underlined in gray. Please note that the multi-syllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables, and will be omitted in later units.

Repeated oral reading is an important way to improve reading skills. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

Termites

What do you kids like to have f**or** lunch? Hot dogs? Chick·en nugg·ets?

What if I gave you a lump of wood **or** a big tree stump f**or** lunch? Would you like that?

Well, if you were a t**er**·mite, you would like it. T**er**·mites are in·sects that like to munch on wood.

See this big spike stick·ing up from the ground? It looks s**or**t of like a rock, but it is a t**er**·mite mound. If you could look in·side, you would see lots of t**er**·mites.





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If you would like to see what t**er**·mites look like, take a peek in this box.

As you can see, **ter**·mites look a lot like ants. They have six legs like ants. A **ter**·mite mound has a queen who makes eggs, just like in an ant·hill. Here you can see that the **ter**·mite queen is much bigg·**er** than the rest of the **ter**·mites.

Would a t**er**·mite munch on your home? It would if your home is made of wood. The t**er**·mites from a big mound could have your liv·ing room f**or** lunch and your bed·room f**or** dinn·**er**!



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Name _____

PP21

The Ostrich

1. The os·trich at the Green F**er**n Zoo tips the scales at…

   ○ three hun·dred pounds.

   ○ two pounds.

   ○ two hun·dred pounds.

2. Can an os·trich run fast?

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

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Directions: Have students write about the animal in the picture or copy their favorite sentences from the story that tell something about the animal.

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Name _____

PP22

Deer

1. Was Hope b**or**n in the zoo?

2. What happ·en**ed** to Hope's leg?

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

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Directions: Have students write about the animal in the picture or copy their favorite sentences from the story that tell something about the animal.



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Name _____

PP23

The Petting Zoo

1. What is the rabb·it's name?

2. What scares the chick·ens?

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

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3. Which critt·**er** from the pett·ing zoo do you like best? Why?

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Name _____

PP24

Cut out the c**ar**ds.







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Name _____

PP25

Directions: Have students underline the past-tense marker 'ed' in each word. Then have the student write the final sound(s) in each word in the slashes. Then have the student write the past-tense verbs that end in /ed/ under the /ed/ header, the verbs that end in /d/ under the /d/ header, and the verbs that end in /t/ under the /t/ header.

~~st**art**·**ed**~~ /ed/	~~grinn**ed**~~ /d/	~~help**ed**~~ /t/	nodd·ed / /	h**orn**ed / /	m**ark**ed / /
plant·ed / /	sn**arl**ed / /	smok**ed** / /	greet·ed / /	doz**ed** / /	shap**ed** / /

/ed/	/d/	/t/
started	grinned	helped

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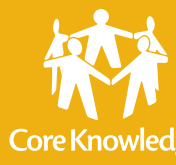
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Unit 4
Workbook

Skills Strand
GRADE 1

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