



Kindergarten

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# **Skills 6**

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## **Activity Book**

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ISBN 978-1-68161-069-6

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# **Skills 6**

## **Activity Book**

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 6. 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.

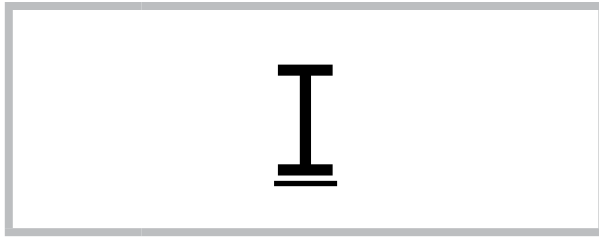


NAME: \_\_\_\_\_


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

1.1


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




1. \_\_\_\_\_ can \_\_\_\_\_ .  
-----  
\_\_\_\_\_




2. \_\_\_\_\_ can \_\_\_\_\_ .  
-----  
\_\_\_\_\_



3. \_\_\_\_\_ can \_\_\_\_\_ .  
-----  
\_\_\_\_\_



4. \_\_\_\_\_ can \_\_\_\_\_ .  
-----  
\_\_\_\_\_



5. \_\_\_\_\_ can \_\_\_\_\_ and \_\_\_\_\_ .



6. \_\_\_\_\_ can \_\_\_\_\_ and \_\_\_\_\_ .



7. \_\_\_\_\_ can \_\_\_\_\_ and \_\_\_\_\_ .



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

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


1.2

Take-Home

**Dear Family Member,**

Have your child cut out the letter cards. Show the cards to your child and have him or her say the sounds, not the letter names. Arrange the cards to make the words “skin,” “sun,” “spin,” “kin,” “snip,” “nut,” “not,” “net,” “stun,” “skip,” “step,” “stop,” “spot,” “sit,” “sip,” “set,” “pet,” “pot,” “pun,” “tip,” “top,” and “pit,” and have your child read the words. Additional Activity: Say one of the words listed above and ask your child to try and spell the word by selecting and arranging letter cards.

n	k	s
—		
u	o	t
—		
i	e	p
		—







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











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

# 1.3

Take-Home

Dear Family Member,

Have your child cut out the mini book along the dotted line. Fold twice so that the Tricky Word **I** is on the first page. Ask your child to read it aloud to you. Remind them to run a finger under the words and pictures as they read.

 • and	 • I can I
 I can I	 • I can I
 • and	
 I can I	
	<b>I</b>
I can 	I can  •
and  •	
	I can  •



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

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

2.1

Activity Page

crab

frog

drum

steps



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

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

twig

swim

flag

plug



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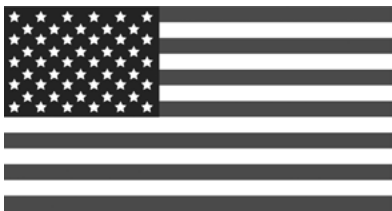
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NAME: \_\_\_\_\_

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

2.2

Take-Home

I

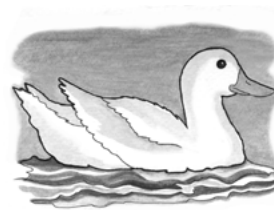
Dear Family Member: Have your child write the word from the box to complete each sentence and then read each sentence aloud to you.

1.

\_\_\_\_\_

\_\_\_\_\_

look at a



.

2.

\_\_\_\_\_

\_\_\_\_\_

look at a



.

3.

\_\_\_\_\_

\_\_\_\_\_

look at a



.

4.

\_\_\_\_\_

\_\_\_\_\_

look at a



.

5.

\_\_\_\_\_

-----

\_\_\_\_\_

look at the



.

6.

\_\_\_\_\_

-----

\_\_\_\_\_

look at the



.

7.

\_\_\_\_\_

-----

\_\_\_\_\_

look at a



.

8.

\_\_\_\_\_

-----

\_\_\_\_\_

look at a



.

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

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

3.1

Activity Page

as

his

is

has

1. Stan \_\_\_\_\_ mad at Fred.

2. Jim \_\_\_\_\_ not met Tim.

3. Ted is \_\_\_\_\_ dad.

4. Jen is not as sad \_\_\_\_\_ Kim.

Directions: Have students complete each sentence.





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

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

3.2

Take-Home

**Dear Family Member,**

This is a story your child has read at school. Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.

Kit can run.



Kit can skip.



Kit can flip and flop.



Kit can swim.



During the first few months of school, we have focused on teaching your child the specific sounds associated with each letter. Students must know these sounds in order to blend and read words. We will now turn our attention to learning the names of each letter so your child is able to recite the names of the letters in alphabetical order.

Point to each letter below and ask your child to say the letter name with you. If you like, you can sing the ABC song with your child as you point to each letter. Be sure to say the name of each letter clearly, especially if you are singing the ABC song. In class, we clap after the letters, 'l', 'm', 'n', 'o', and 'p'. This helps children avoid thinking 'lmnop' is a word.

<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>
<b>e</b>	<b>f</b>	<b>g</b>	<b>h</b>
<b>i</b>	<b>j</b>	<b>k</b>	<b>l</b>
<b>m</b>	<b>n</b>	<b>o</b>	<b>p</b>
<b>q</b>	<b>r</b>	<b>s</b>	<b>t</b>
<b>u</b>	<b>v</b>	<b>w</b>	<b>x</b>
<b>y</b>	<b>z</b>		

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

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

4.1

Activity Page

Directions: Have students write the words that end in 's' pronounced /s/ under the /s/ header and the words that end in 's' pronounced /z/ under the /z/ header.

legs

pots

jets

pens

rats

bags

beds

hats

/s/ as in catss

/z/ as in dogss



rubs

taps

hits

sips

wins

sits

begs

tugs

/s/ as in naps



/z/ as in runs



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---

---

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

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

4.2

Take-Home

Dear Family Member,

On the front and back of this page, have your child copy each word under the matching picture. If necessary, identify the pictures for your child.

1. cans



\_\_\_\_\_

-----

\_\_\_\_\_

2. desk

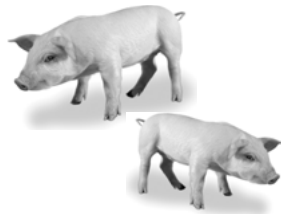


\_\_\_\_\_

-----

\_\_\_\_\_

3. pigs



\_\_\_\_\_

-----

\_\_\_\_\_

4. crab



---

---

---

5. gift



---

---

---

6. hand



---

---

---

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

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

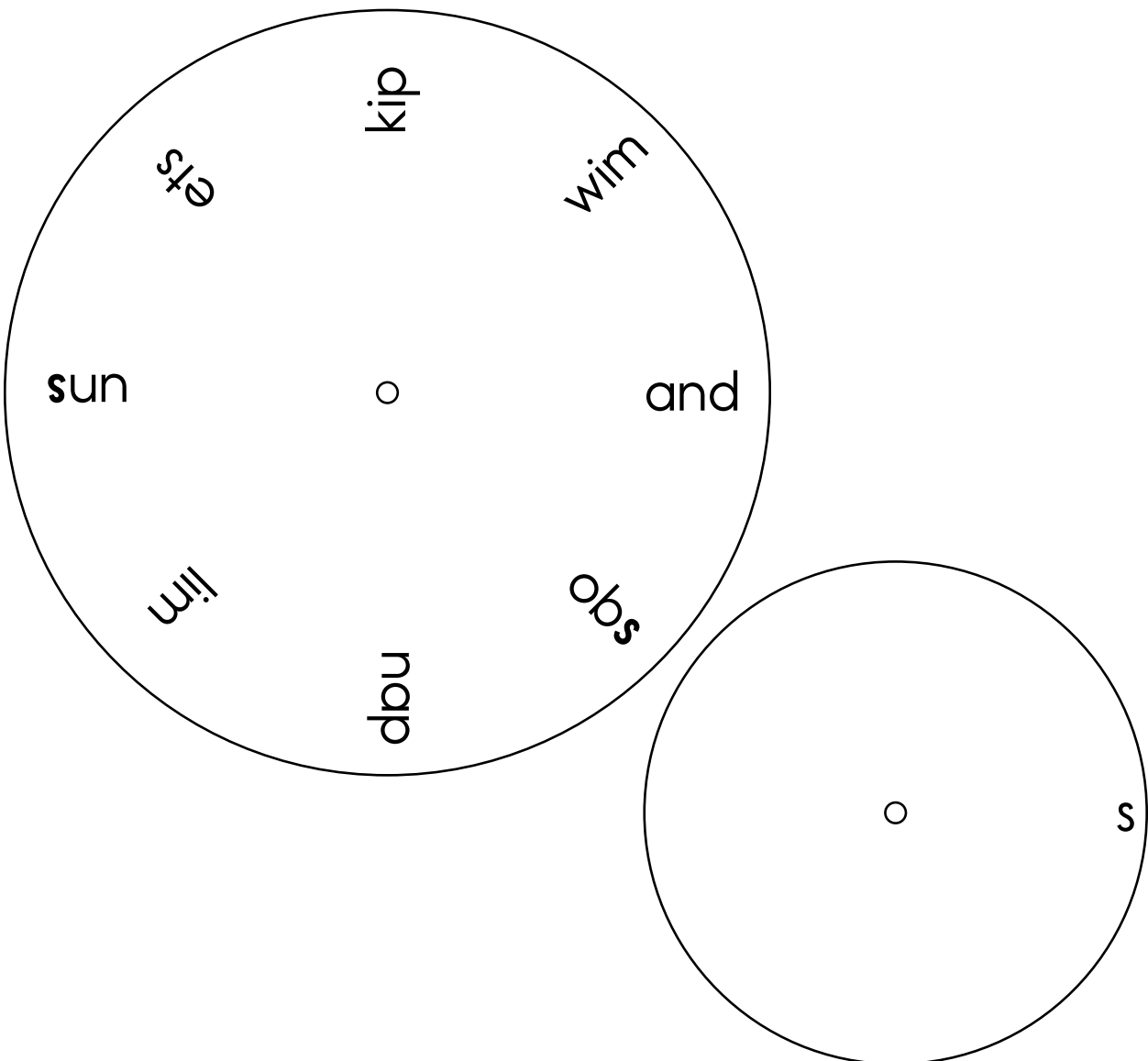
5.1

Take-Home

**Dear Family Member,**

Your child has been taught to read words with four sounds. These words contain consonant clusters (i.e., two consonant spellings that stand next to each other in a word). Consonant clusters are difficult to read at first. Encourage your child to read the groups of letters on the large circle by first saying the individual sounds and then blending the sounds to make “words.”

Ask your child to cut out the two circles. Pin the smaller circle on top of the larger circle with a brass fastener. Ask your child to spin the smaller circle to make words. Have your child read the words he or she makes. (If you do not have a brass fastener, write the letter ‘s’ in front of each group of letters and ask your child to read the word.)







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

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

6.1

Activity Page

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

is

1.

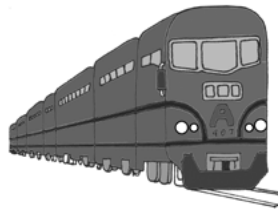
The



\_\_\_\_\_ red.

2.

The



\_\_\_\_\_ blue.

3.

The



\_\_\_\_\_ yellow.

4.

The



\_\_\_\_\_ yellow.

5.

The



red.

6.

The



yellow.

7.

The



blue.

8.

The



red,

yellow, and blue.

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

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

6.1  
CONTINUED

Activity Page

are

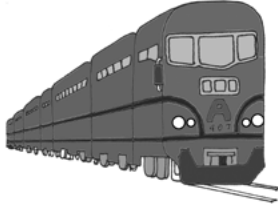

Directions: Have students write the word from the box to complete each sentence and then read the sentence aloud.

1. The  and the 

\_\_\_\_\_ red.  
-----  
\_\_\_\_\_

2. The  and the 

\_\_\_\_\_ yellow.  
-----  
\_\_\_\_\_

3. The  and the 

\_\_\_\_\_

\_\_\_\_\_ blue.

\_\_\_\_\_

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

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

# 6.2

*Directions: Have students write the dictated words.*

1. \_\_\_\_\_  
-----  
\_\_\_\_\_

2. \_\_\_\_\_  
-----  
\_\_\_\_\_

3. \_\_\_\_\_  
-----  
\_\_\_\_\_

4. \_\_\_\_\_  
-----  
\_\_\_\_\_

5. \_\_\_\_\_  
-----  
\_\_\_\_\_

6. \_\_\_\_\_  
-----  
\_\_\_\_\_

7. \_\_\_\_\_  
-----  
\_\_\_\_\_

8. \_\_\_\_\_  
-----  
\_\_\_\_\_

9. \_\_\_\_\_  
-----  
\_\_\_\_\_

10. \_\_\_\_\_  
-----  
\_\_\_\_\_

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














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

6.3

Take-Home

Dear Family Member,

Have your child cut out the mini book along the dotted line. Fold twice so that that the Tricky Word is on the first page. Ask your child to read it aloud to you. Remind them to run a finger under the words and pictures as they read.

<p><u>are</u></p> <p>The  and  the  are blue.</p>	<p></p> <p>The  is red.</p> <p>The  is blue.</p> <p>The  is yellow.</p>
<p><u>The</u>  and  the  are <u>yellow</u>.</p> <p><u>The</u>  and  the  are <u>blue</u>.</p>	<p><u>is</u></p> <p>The  is red.</p> <p>The  is <u>blue</u>.</p> <p>The  is <u>yellow</u>.</p>





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

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

7.1

Take-Home

**Dear Family Member,**

This is a story your child has read at school. Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.

Kit ran and hid.



Stan ran and got Kit.



Stan ran and hid.



Kit ran and got Stan.



Kit and Stan had fun.



Continue practicing singing the letter names using the chart below.

a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

y

z

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

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

7.2

Take-Home

is, are

Dear Family Member: Have your child write the word from the box to complete each sentence and then read each sentence aloud to you.

1. The



\_\_\_\_\_ red.  
\_\_\_\_\_  
\_\_\_\_\_

2. Two



\_\_\_\_\_ yellow.  
\_\_\_\_\_  
\_\_\_\_\_

3. The three



and the



\_\_\_\_\_ blue.  
\_\_\_\_\_  
\_\_\_\_\_

4. The two



\_\_\_\_\_ yellow,

but the



\_\_\_\_\_ red.

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

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

# 8.1

*Directions: Have students write the dictated words.*

1.

\_\_\_\_\_

-----

\_\_\_\_\_

2.

\_\_\_\_\_

-----

\_\_\_\_\_

3.

\_\_\_\_\_

-----

\_\_\_\_\_

4.

\_\_\_\_\_

-----

\_\_\_\_\_

5.

\_\_\_\_\_

-----

\_\_\_\_\_

6.

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

7.

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

8.

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

9.

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

10.

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

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

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

8.2

Take-Home

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.

Kit has hats.



Kit has big hats.



Kit has flat hats.



Kit has fun hats.





Point to each letter and ask your child to provide the sound of the letter first and then the letter name. If your child has difficulty, you may want to make flash cards of these letters and practice a few each night.

**m**

**a**

**s**

**e**

**c**

**p**

**z**

**i**

**t**

**h**

**n**

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

8.3

Take-Home

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

I, is, are

Dear Family Member: Have your child write the word from the box to complete each sentence and then read each sentence aloud to you.

1.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

look at the



.

2.

The



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

blue.

3.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

look at a



.

4.

The



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

blue.

5.

The



and the



\_\_\_\_\_

\_\_\_\_\_ blue.

\_\_\_\_\_

\_\_\_\_\_

6.

\_\_\_\_\_ look at the



and

\_\_\_\_\_

the



.

\_\_\_\_\_

7.

\_\_\_\_\_ look at the



.

\_\_\_\_\_

8.

The



\_\_\_\_\_ yellow.


\_\_\_\_\_


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

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

8.3  
CONTINUED


Take-Home

9. \_\_\_\_\_  
\_\_\_\_\_ look at a  .  
\_\_\_\_\_

10. The  \_\_\_\_\_ yellow.  
\_\_\_\_\_

11. The  and the 

\_\_\_\_\_  
\_\_\_\_\_ yellow.  
\_\_\_\_\_

12. \_\_\_\_\_ look at the  and  
\_\_\_\_\_

the  .



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

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

9.1

Take-Home

Dear Family Member,

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

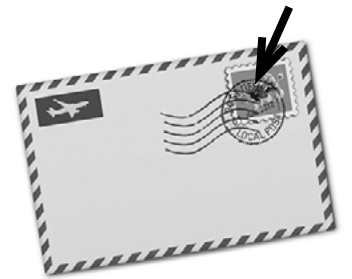
1. stamp



2. vest



3. steps



4. lamps



5. plant



6. nest



7. belt



8. pants



9. mask



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

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

# 10.1

*Directions: Have students write the dictated words.*

1.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



6.

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

7.

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

8.

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

9.

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

10.

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

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

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

10.2

Take-Home

**Dear Family Member,**

This is a story your child has read at school. Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.

Kit has cats.



Kit's cats run fast.



Kit's cats lap up milk.



Kit's cats jump up on  
Kit's bed.



Point to each letter and ask your child to provide the sound of the letter first and then provide the letter name. If your child has difficulty, you may want to make flash cards of these letters and practice a few each night.

**g**

**j**

**d**

**y**

**x**

**f**

**k**

**r**

**u**

**e**

**c**

**b**

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

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

11.1

big

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

1.

The



is

\_\_\_\_\_

-----

\_\_\_\_\_

2.

The



is

\_\_\_\_\_

-----

\_\_\_\_\_

3.

The



and the




are


\_\_\_\_\_



-----

\_\_\_\_\_

# little

1. The  is \_\_\_\_\_ .

2. The  is \_\_\_\_\_ .

3. The  and the 

are \_\_\_\_\_ .

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

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

11.2

Take-Home

Dear Family Member,

Have your child cut out the mini book along the dotted line. Fold twice so the Tricky Word is on the first page. Ask your child to read it aloud to you. Remind them to run a finger under the words and pictures as they read.

<p>The  is little.</p> <p>The  is little.</p> <p>little</p>	 <p>are big. </p> <p>The  and the</p>
<p>The  and the</p> <p> are little.</p>	<p>big</p> <p>The  is big.</p> <p>The  is blue.</p>

Have your child sing the ABC song and write the missing letters as she sings.

a

b

—

d

e

f

g

h

—

j

k

l

—

n

o

p

q

r

s

—

u

v

—

x

y

z

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

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

12.1

Take-Home

**Dear Family Member,**

This is a story your child has read at school. Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.

Kit's mom gets up at six.



Kit's mom gets dad up.

Kit's mom gets Kit up.



Kit's mom gets dad fed.

Kit's mom gets Kit fed.

Kit's mom gets Kit's pets fed.





Have your child sing the ABC song and write the missing letters as he or she sings.

a

—

c

d

e

—

g

h

i

—

k

l

—

n

o

p

—

r

s

t

u

—

w

x

y

—

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

12.2

Take-Home

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

# I, is, are, little, big

Dear Family Member: Have your child write the word from the box to complete each sentence and then read each sentence aloud to you.

1.

\_\_\_\_\_

-----

\_\_\_\_\_

look at the



and the

\_\_\_\_\_

-----

\_\_\_\_\_



2.

\_\_\_\_\_

-----

\_\_\_\_\_

look at the



and the

\_\_\_\_\_



-----


\_\_\_\_\_



3. The two  \_\_\_\_\_ big,

but the blue  \_\_\_\_\_ little.

4. The  and the  \_\_\_\_\_  
\_\_\_\_\_ little, but the  
\_\_\_\_\_

 \_\_\_\_\_ big.

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

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

12.2

CONTINUED

Take-Home

# I, is, are, little, big

5. \_\_\_\_\_  
\_\_\_\_\_ look at the blue



6. \_\_\_\_\_  
\_\_\_\_\_ look at the yellow



7. \_\_\_\_\_  
\_\_\_\_\_ look at the



and the





# is, are, big, little

Dear Family Member: Have your child write the word from the box to complete each sentence and then read each sentence aloud to you.

1.

The



\_\_\_\_\_ red and  
\_\_\_\_\_  
\_\_\_\_\_

2.

The



\_\_\_\_\_ blue and  
\_\_\_\_\_  
\_\_\_\_\_

3.

The



---

---

---

blue

and

---

---

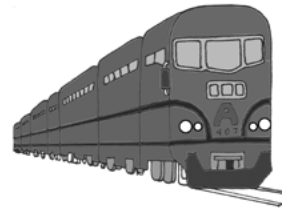
---

4.

The



and the



---

---

---

---

---

---

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

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

14.1

Take-Home

**Dear Family Member,**

This is a story your child has read at school. Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.

Kit had red pants.

Kit's pants got lost at camp.



Kit's mom got mad at Kit.

Kit's mom can't stand lost pants.





Have your child sing the ABC song and write the missing letters as he or she sings.

a

—

c

d

e

—

g

h

i

—

k

l

—

n

o

p

—

r

s

t

u

—

w

x

y

—

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

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

15.1

Activity Page

milk

fist

stump

tent



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

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

crib

bugs

lamp

stamp



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---

---



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---

---

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

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

15.2

Take-Home

**Dear Family Member,**

This is a story your child has read at school. Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.

Kit has mumps.

Kit is in bed.

Kit can't get up.



Kit can't run and jump.

Kit can't skip and hop.

Kit is sad.



Sing the ABC song with your child encouraging him or her to write each letter on the blank. Be sure your child writes lower case letters, in alphabetical order.

A large rectangular box with a thin grey border, containing four rows of horizontal dashed lines. Each row consists of seven equal-length segments, providing a guide for writing lowercase letters in alphabetical order.

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

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

# 16.1

*Directions: Have students write the dictated words.*

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

6.

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

7.

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

8.

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

9.

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

10.

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

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

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

16.2

Take-Home

**Dear Family Member,**

Your child has been taught to read words with four and five letters. These words contain consonant clusters (i.e., two consonant spellings that stand next to each other in a word). Encourage your child to read the words by first saying the individual sounds and then blending the sounds to make words. Help your child cut out the word cards. Show the cards to your child and have your child read them aloud. You may also read the words aloud and have your child write the sounds down, one at a time. Please keep these cards for future practice. Note: The 's' is bolded in some words because it is pronounced /z/. Your child has learned about this in class.

skip

clips

frogs

helps

swim

rest

stamp

plans

tags

spot

fast

print





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

17.1

Assessment

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

Directions: Have students circle the dictated letters.

1. d a b

2. h f i

3. x k q

4. g y j

5. w n m

6. e c o

7. o a c

8. j f y

9. h r m

10. u n v

11. p d g

12. q k t

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

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

17.2

Assessment

Directions: For each pair of words spoken, have students circle the thumbs up if the words rhyme and the thumbs down if the words do not rhyme.

1.  

2.  

3.  

4.  

5.  

6.  



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

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

17.3

Assessment

# Student Record Sheet

## Unit 6 Assessment

Word							Total Phonemes Correct
1.	fist	/f/	/i/	/s/	/t/		_____ (4)
2.	plum	/p/	/l/	/u/	/m/		_____ (4)
3.	step	/s/	/t/	/e/	/p/		_____ (4)
4.	plant	/p/	/l/	/a/	/n/	/t/	_____ (5)
5.	drop	/d/	/r/	/o/	/p/		_____ (4)
6.	help	/h/	/e/	/l/	/p/		_____ (4)
7.	crust	/c/	/r/	/u/	/s/	/t/	_____ (5)
8.	swim	/s/	/w/	/i/	/m/		_____ (4)
9.	sand	/s/	/a/	/n/	/d/		_____ (4)
10.	spot	/s/	/p/	/o/	/t/		_____ (4)

Initial Clusters \_\_\_\_\_/7

Final Clusters \_\_\_\_\_/5

Total Correct \_\_\_\_\_/42



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

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

17.4

Assessment



fat

cat

mat

hat

1.

fit

hit

mist

fist

2.

glum

plum

punt

bum

3.

stop

stub

stab

step

4.

plan

pant

plant

plug

5.

drop

drip

drug

drab



6. hip held help helm

7. crank rust crisp crust

8. swum swam swig swim

9. stand sand stab sad

10. spot spit spat spam

Total Points \_\_\_\_\_ /10

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

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

17.5

Activity Page

Directions: Have students draw a line from each word on the left to the matching picture.

1. twig



2. crab



3. pond



4. desk



5. frog





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

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

17.6

Directions: On the front and back of this page, have students copy each word under the matching picture. If necessary, identify the pictures.

1. nest



\_\_\_\_\_

-----

\_\_\_\_\_

2. tent



\_\_\_\_\_

-----

\_\_\_\_\_

3. lamp



\_\_\_\_\_

-----

\_\_\_\_\_

4. plant



---

---

---

5. mask



---

---

---

6. sled



---

---

---

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

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

PP.1

Activity Page

Directions: Have students write the words with the plural marker 's' pronounced /s/ under the /s/ header and the words with the plural marker 's' pronounced /z/ under the /z/ header.

bugs	drops	clips	plums
lamps	sleds	lists	bands

/s/ as in cats



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

/z/ as in dogs



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

clams

nests

twins

crops

drums

ramps

hands

tents

/s/ as in catss



/z/ as in dogss



Handwriting practice lines for the /s/ sound. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are five such sets of lines provided for practice.

Handwriting practice lines for the /z/ sound. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are five such sets of lines provided for practice.

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

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

# PP.2

The image features a large, stylized letter 'U' shape divided into several sections. The words inside are: plants, rust, twist, print, raft, gift, jump, next, stop, band, hand, belts, sand, fast, west, drum. A grey square with a white star is located at the bottom left of the 'U' shape. Another grey square is located at the top right of the 'U' shape.





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

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

PP.3

Activity Page

Running Record for “Pip’s Cats”—As the student reads aloud from the Reader, Kit, mark any misread words directly above the word; circle any omitted words.

## Pip’s Cats

Pip is Kit’s pal.

Pip has six cats.

Pip’s cats got in mud.

Pip’s cats left mud on his rug.

Pip’s mom got mad.

Number of misread words: \_\_\_\_\_/25

Notes:



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

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

PP.4

Activity Page

Running Record for “Vic Gets Lost”—As the student reads aloud from the Reader, Kit, mark any misread words directly above the word; circle any omitted words.

## Vic Gets Lost

Pip’s cat Vic got lost.

Pip felt sad.

Kit ran and got Vic.

Kit set Vic on Pip’s lap.

Pip felt glad.

Number of misread words: \_\_\_\_\_/22

Notes:



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

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

PP.5

Activity Page

**Dear Family Member,**

This is a story your child has read at school. Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.

Kit's pal Fred gulps his milk.

Fast Fred gulps and gulps.

Fred gets milk on his desk.

Fred gets milk on his pants.



Fred gets milk on Kit.

Kit gets mad at Fred.

“Stop it, Fred!”



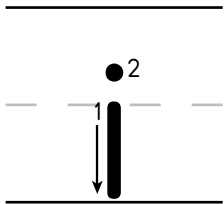
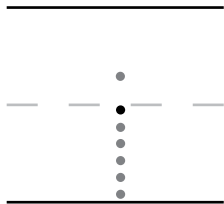
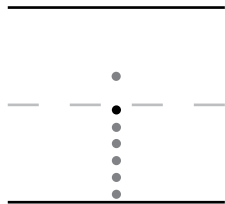
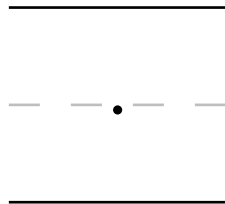
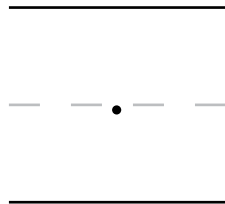
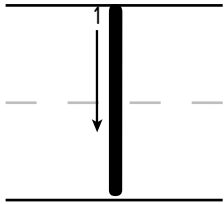
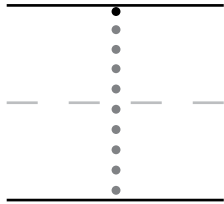
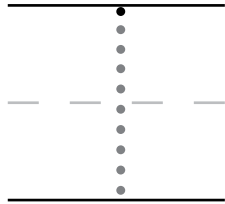
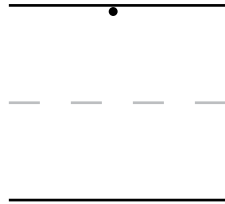
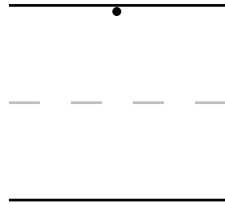




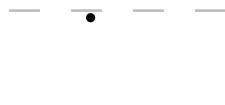
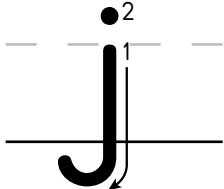
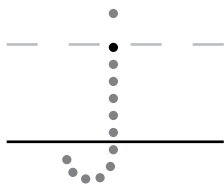
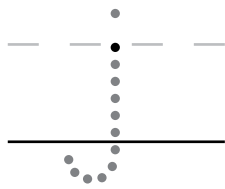
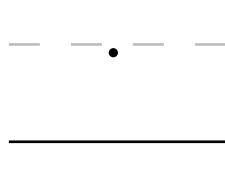
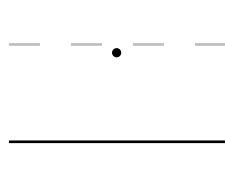
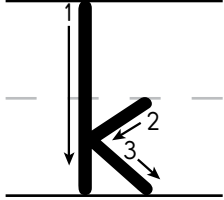
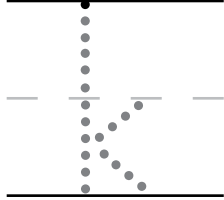
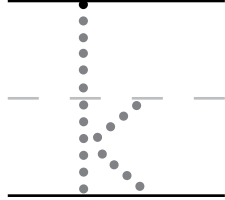
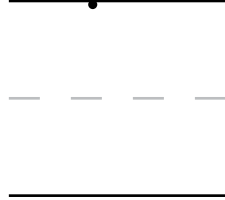
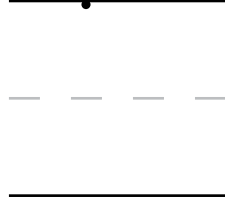


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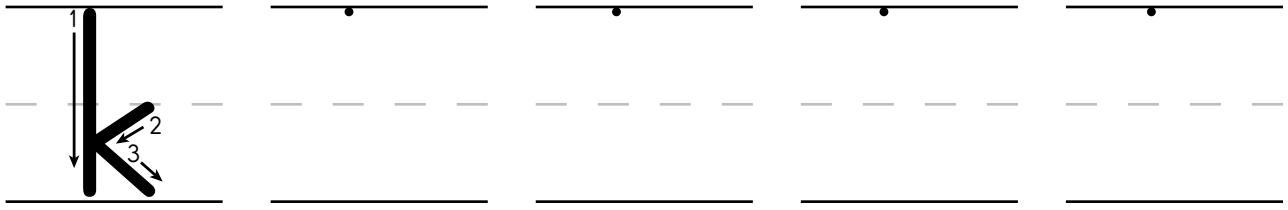
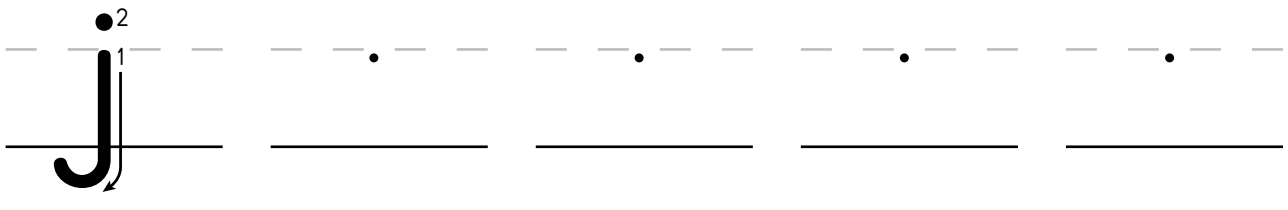
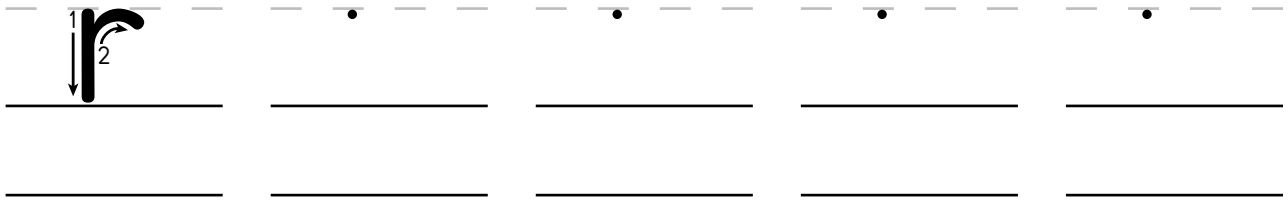
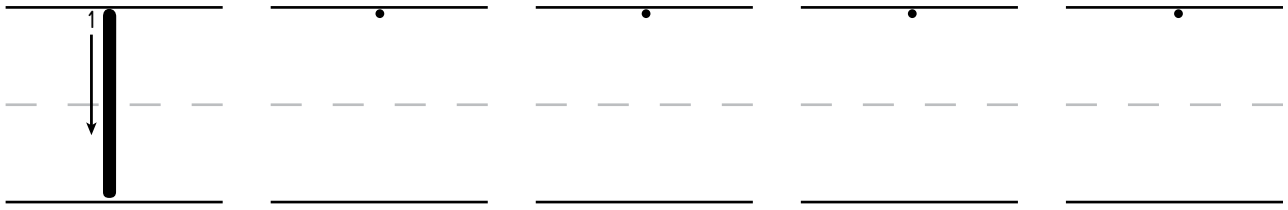
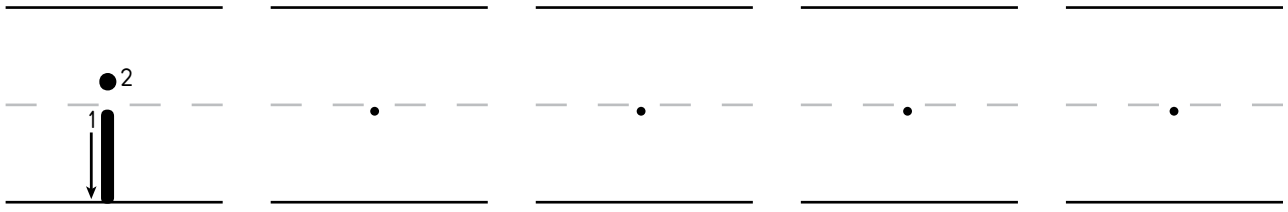
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# PP.6

Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing the letters.






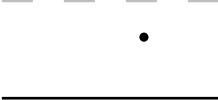




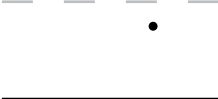




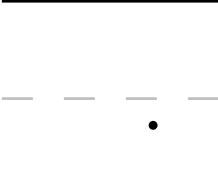
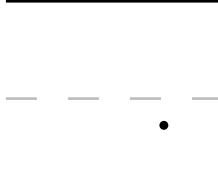



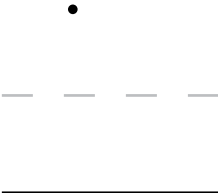
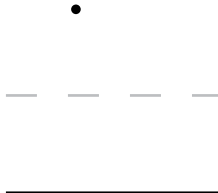



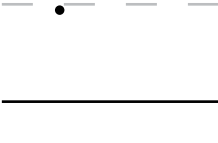
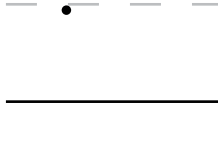

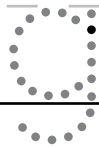
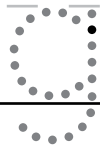
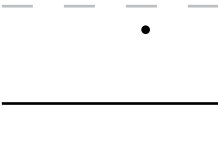
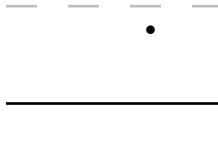


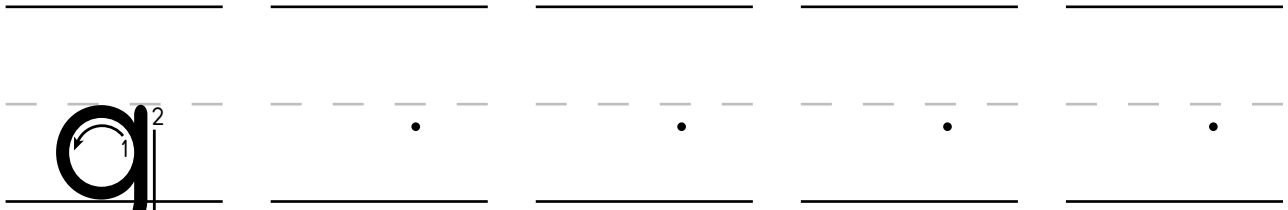
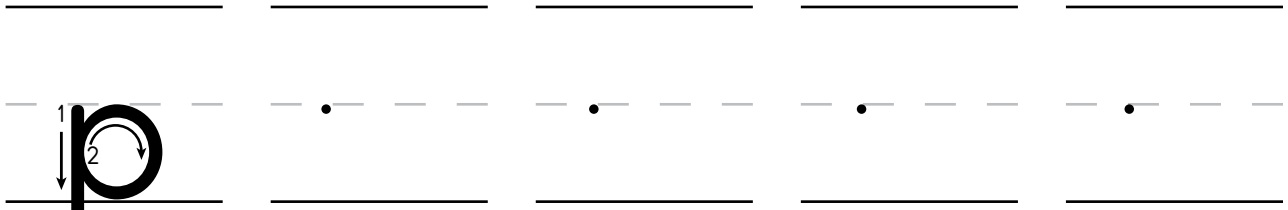
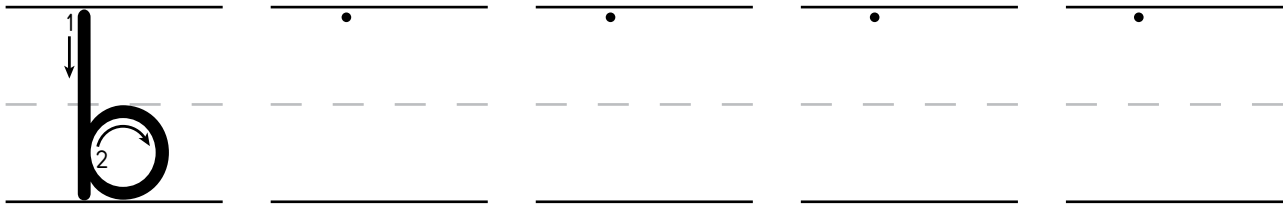
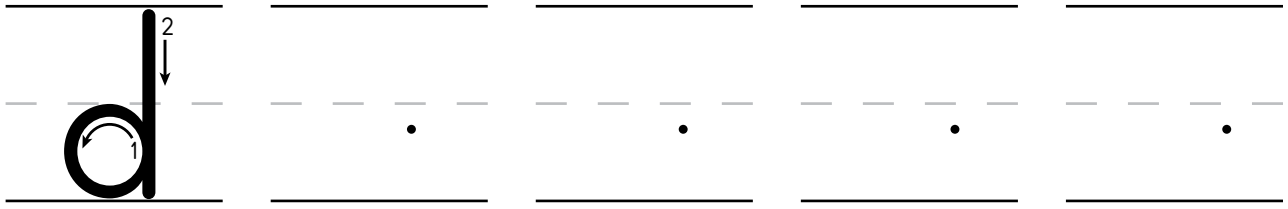
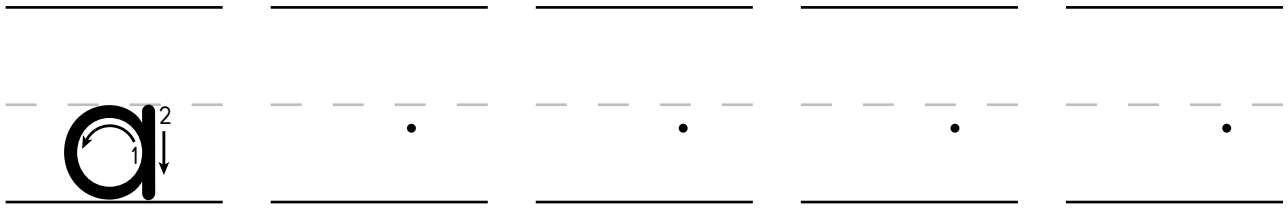
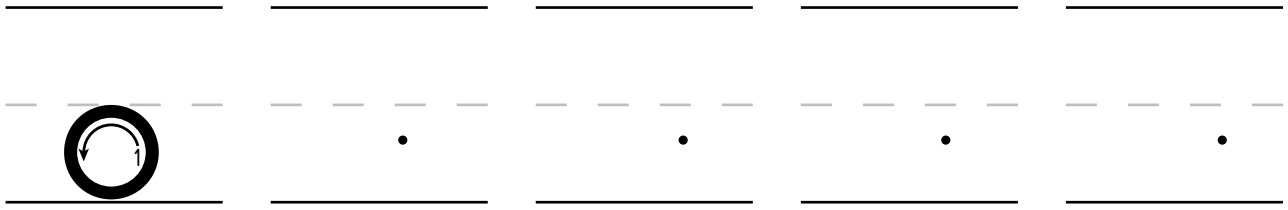
NAME: \_\_\_\_\_

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

# PP.7

Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing the letters.



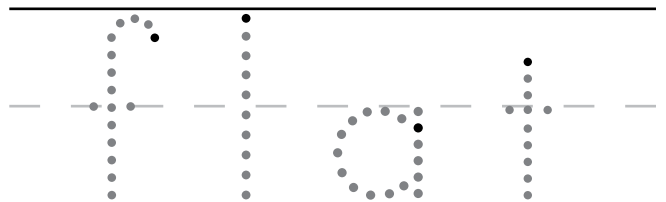
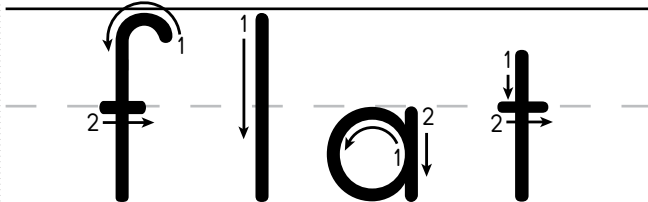
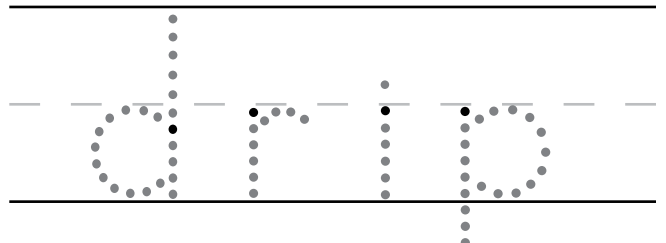
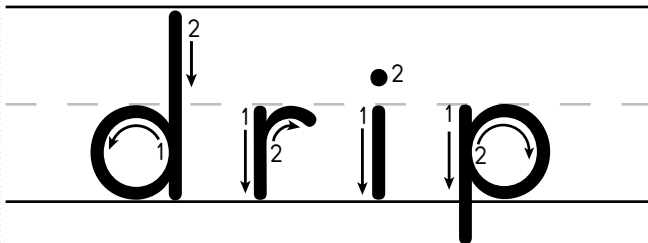
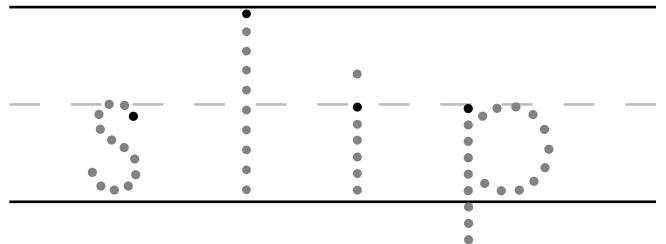
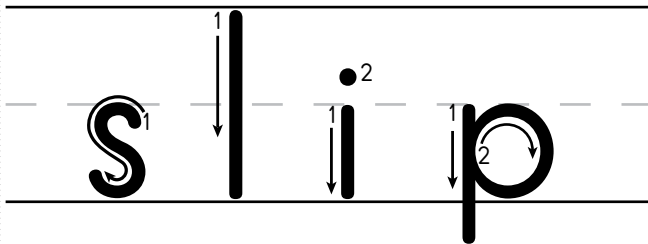
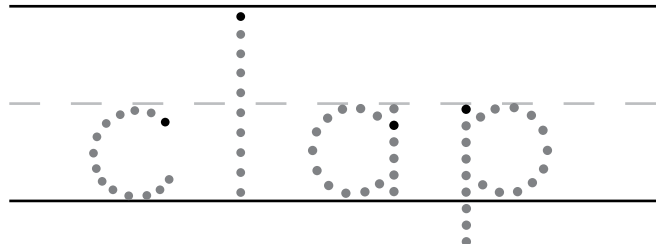
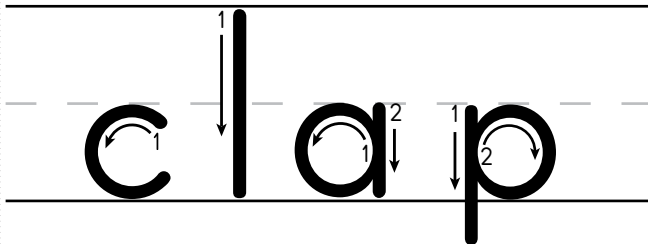
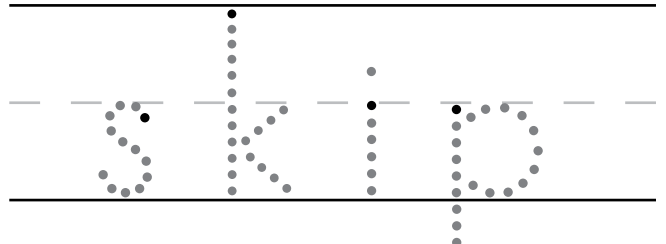
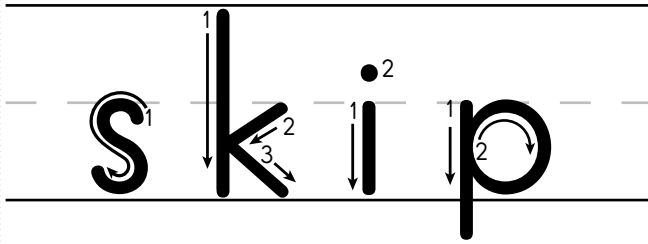
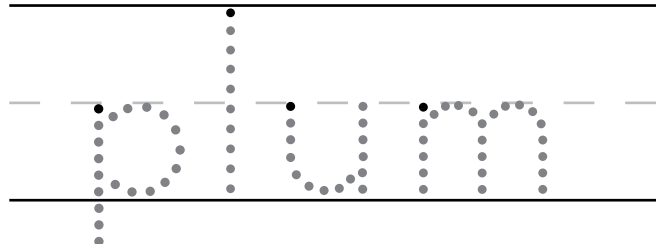
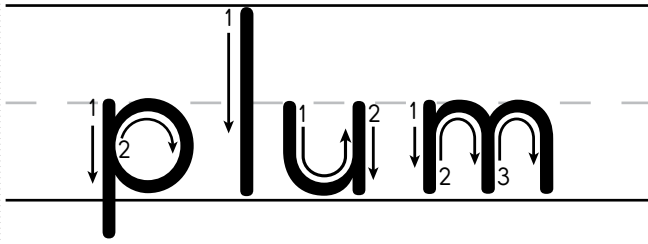
NAME: \_\_\_\_\_

PP.8

Activity Page

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

Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing the letters.



p l u m

• • •

s k i p

• • •

c l a p

• • •

s l i p

• • •

d r i p

• • • •

f l a t

• • •

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

PP.9

Activity Page

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

Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing the letters.

l i p s

l i p s

g i f t

g i f t

j e t s

j e t s

k i d s

k i d s

l a m p

l a m p

r e s t

r e s t

l i p s

l i p s

g i f t

g i f t

j e t s

j e t s

k i d s

k i d s

l a m p

l a m p

r e s t

r e s t

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

PP.10

Activity Page

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

Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing the letters.

crisp

crisp

plant

plant

slump

slump

drops

drops

twigs

twigs

belts

belts



crisp

crisp

plant

plant

slump

slump

drops

drops

twigs

twigs

belts

belts

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

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

PP.11

*Directions: Have students draw a line from each word on the left to the rhyming word on the right.*

1. hot

bug

2. bed

can

3. sit

pot

4. hug

red

5. man

fit

6. bump

trip

7. test

land

8. spent

grump

9. stand

tent

10. flip

best

# Core Knowledge Language Arts

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### Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

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

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

### Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

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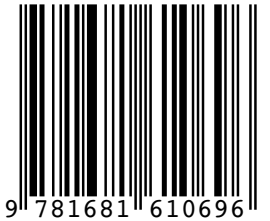




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ISBN 9781681610696



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