

Unit 7

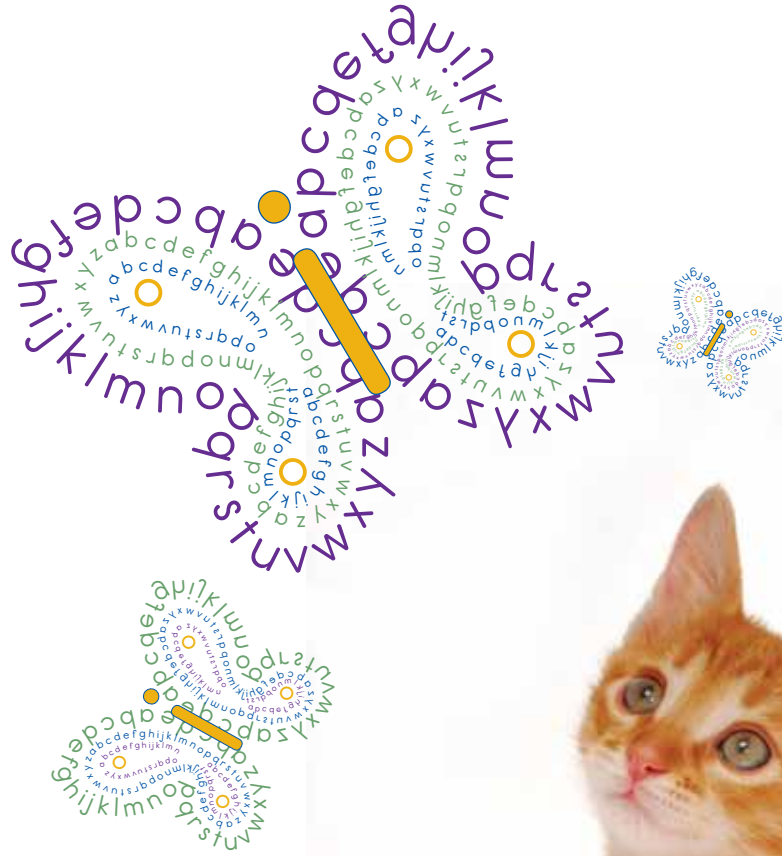
Workbook

Core Knowledge Language Arts® • Skills Strand



Core Knowledge®

GRADE 1





Unit 7

Workbook

Skills Strand

GRADE 1

Core Knowledge Language Arts®



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Unit 7

Workbook

This Workbook contains worksheets that accompany many of the lessons from the *Teacher Guide* for Unit 7. Each worksheet is identified by the lesson number in which it is used. The worksheets in this book do not include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these worksheets to the students orally, using the instructions in the Teacher Guide. The Workbook is a student component, which means each student should have a Workbook.

Name _____

1.1

Spelling Words



1. fade

2. knocked

3. knitting

4. drinking

5. pitch

6. wrapper

7. hands

8. Tricky Word: by

/ae/

ay day

ai wait

a_e cake

Words with the /ae/ sound spelled 'ai':

main	rain	train
brain	braid	aid
tail	mail	nail
explain	exclaim	airplane

Words with the /ae/ sound spelled 'ay':

hay	way	day
say	stay	spray
play	playing	player
Sunday	weekday	someday

Directions: Have students read the words and use some of them in sentences.

Match the words to the sentences and write them on the lines.

rainstorm

days

tails

play

1. Dogs and cats have _____.

2. We need three more children to _____
the game.

3. Yesterday we had a bad _____.

4. There are seven _____ in a week.

Sort the words by their spellings for /ae/.

wait	haystack	mailman	aid
say	aim	explain	play
brain	day	paint	hair

/ae/ → 'ai'

/ae/ → 'ay'

Name _____

2.2



In the box are six words. Match them to the pictures and write them on the lines.

airplane	train	pay
mailbox	chain	driveway













In the box are six words. Match them to the pictures and write them on the lines.

crayon	paint	tray
hay	railing	mailman





Name _____

Martez, Martez, Martez

1. What upsets Kay's dad? Why?

Page _____

2. Who is Martez?

Page _____

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

3. What does Martez like to play?

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated five times.

Page _____

4. Do you think Kay likes Martez? What does Kay say?

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated five times.

Page _____

Dinner with Kay

1. What did **Kay**'s mom serve?
- She serves corn on the cob.
 - She serves cake.
 - She serves chips.

Page _____

2. Where do the **Kay** and **Martez** play?
- Kay** and **Martez** play in a pool.
 - Kay** and **Martez** play in the basement.
 - Kay** and **Martez** play in the attic.

Page _____

3. Why did **Kay**'s mom like **Martez**?
- Martez** is smart.
 - Martez** is a good swimmer.
 - Martez** has good manners.

Page _____

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

4. Write one thing that Martez says because he has good manners.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated 15 times.

Name _____

Spelling Test

1.

2.

3.

4.






5.






6.

7.

8.

Mark the sentences that match the pictures.

1.		<p><input type="radio"/> She is on ice skates.</p> <p><input type="radio"/> He is sledding.</p>
2.		<p><input type="radio"/> The dog is in the yard.</p> <p><input type="radio"/> The dog is in the pool.</p>
3.		<p><input type="radio"/> This is an airplane.</p> <p><input type="radio"/> This is an airport.</p>
4.		<p><input type="radio"/> This is a barge.</p> <p><input type="radio"/> This is a car.</p>
5.		<p><input type="radio"/> This is a rain jacket.</p> <p><input type="radio"/> This is for swimming.</p>

6.		<ul style="list-style-type: none"> ○ This is a thunderstorm. ○ This is a stork.
7.		<ul style="list-style-type: none"> ○ She is brushing her hair. ○ She is standing on a chair.
8.		<ul style="list-style-type: none"> ○ Jim made a clay pot for his sister. ○ Jim made a silver chain for his sister.
9.		<ul style="list-style-type: none"> ○ Dave plays in the rain. ○ Dave plays with a train.
10.		<ul style="list-style-type: none"> ○ This is a handshake. ○ This is called slapping hands.

Match the words to the pictures and write them on the lines.

1. **rain**



2. **hair**



3. **fern**



4. **mailbox**



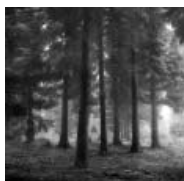
5. **crayon**



6. jar



7. forest



8. airplane



9. barn



10. snail



**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.

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.

Martez, Martez, Martez

Kay's dad checks Kay's plate.

"Kay," he says, "have some of your coleslaw! Food is not free!"

Kay smiles. "Food is not free" is something her dad says a lot. He is a man who likes to save as much cash as he can. He hates paying for food that ends up in the trash.

Kay cuts her pork chop and lifts a bite of it into the **air**.

"Martez likes pork chops," Kay says. "But he hates coleslaw."

Kay pops the bite of pork chop in her mouth. Then she says, "Martez likes to play hopscotch and draw pictures with crayons."



After a bit, she adds, “Martez can run the fastest on the **playground**.”

“Martez, Martez, Martez!” says **Kay**’s dad. “Who is this Martez?”

“He’s my pal.”

“Is Martez in your class?” asks **Kay**’s mom.

Kay nods.

“Is he nice kid?”

“He is the best!”

“So should we invite Martez to visit us for dinner?”

“Yes!” says **Kay** with a shout. “Can we invite him tomorrow?”



Name _____

6.1

Spelling Words



1. escape

2. rain

3. hair

4. explain

5. stay

6. stray

7. display

8. Tricky Word: your

The Red Dish

1. Which dish has the hot peppers?
- The red dish has the hot peppers.
 - The green dish has the hot peppers.
 - The **gray** dish has the hot peppers.

Page _____

2. What has **Kay** never had?
- Kay** has never had hot peppers.
 - Kay** has never had hot corn.
 - Kay** has never had hot rice.

Page _____

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

3. What happened after **Kay** took a bite of the food in the red dish?

Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

Page _____

4. Would you take a bite of the food in the red dish?
Why or why not?

Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

1. The nose lips and cheeks are parts of the face.
2. My best pal is smart and fun.
3. It **rained** **hailed** and stormed yesterday!
4. We can sit on a bench a **chair** or a stool.
5. Eggs grits and milk are good in the morning.
6. Dave Jim and Martez are in my class.
7. It's fun to skate glide and **play** on ice in winter.
8. Ben and Bob are waiting for me.

Directions: Have students read the sentences and add the missing commas, where needed.

Name _____

In the Mail

1. What did **Kay** get from Martez?

Page _____

2. Why do Mexicans talk and write in Spanish?

Page _____

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

3. Do you think Martez misses **Kay**? How do you know?

Handwriting practice lines consisting of five sets of solid top and bottom lines with a dashed midline.

Page _____

4. How does **Kay** feel when she gets the card? How do you know?

Handwriting practice lines consisting of five sets of solid top and bottom lines with a dashed midline.

Page _____

Can you see the spelling pattern? Fill in the chart.

	Root Word	-ed Word	-ing Word
1.	step	stepped	stepping
2.	fish		
3.	dip		
4.	hatch		
5.	flip		
6.	hunt		

Choose two *-ed* words and two *-ing* words and write a sentence with each one.

1.

2.

3.

4.

The Holiday

1. The Mexican flag is. . .

- black and white.
- white and pink.
- green, red, and white.

Page _____

2. Which **day** is a big holiday for Mexicans?

- September 16th is a big holiday for Mexicans.
- December 16th is a big holiday for Mexicans.
- March 16th is a big holiday for Mexicans.

Page _____

3. Who broke free from the Spanish?

- Spain broke free from the Spanish.
- Mexicoo broke free from the Spanish.
- The U.S. broke free from the Spanish.

Page _____

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

4. Who was Hidalgo?

Page _____

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The Red Dish

The next **day**, **Kay** has dinner with Martez and his mom and dad. Martez's mom and dad are from Mexico.

They have a Mexican dish with peppers, corn, and rice all mixed up. There are two dishes of it sitting side by side. One dish is red. One is green.

"Are the two dishes the same?" **Kay** asks.

"Nope," says Martez with a smile. "The stuff in the red dish has lots of hot peppers. The stuff in the green dish has just green peppers, which are not as hot."

Martez points at his dad and says, "My dad likes hot peppers."

His dad smiles and nods.

Martez asks **Kay**, "Do you like hot peppers?"

Kay shrugs. She has never had hot peppers.



Kay has some food from the green dish. She likes it a lot. She says, “Could I have some from the red dish?”

“You can, but it’s hot, hot, hot!” says Martez. “We have a **saying** in our house: *He is a brave man who has food from dad’s red dish!*”

“Brave or perhaps foolish!” says his mom.

Kay is brave—or perhaps foolish. She takes a bite of the peppers from the red dish. Martez looks at her. His mom and dad look, too.

“Do you like it?” asks Martez.

Kay’s face starts to get red. She yells, “Hot!”

Her face gets redder and redder.

Martez sees that **Kay** is in **pain**. He brings her ice cubes. **Kay** stuffs some in her mouth and lets them melt. The ice cubes help cool down her mouth.

“Ug!” **Kay** says, sitting back from her plate. “Those peppers in the red dish are too hot for me! I need to stick to the green dish.”

“Still,” Martez says, “**today** you joined the club.”

“What club?”

“The I-ate-from-dad’s-red-dish-and-am-still-living-to-tell-the-tale club!” says Martez.

Martez and his mom and dad all smile. They like **Kay**.



Better Than the Best

1. What Spanish word can Kay say?

Page _____

2. Where will Kay take a trip with her mom and dad?

Page _____

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

3. Who else will be with **Kay** on her trip?

Page _____

Name _____

9.2



Fix the sentences by adding ? . ! ,

1. The flag's stripes are green white and red
2. **Kay** has coleslaw pork chops corn and greens on her plate
3. Do you like to **play** draw or run
4. The Mexican dish has peppers corn and rice all mixed up
5. Are the red and green dishes the same
6. The food in the red dish is hot hot hot

Name _____

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Fix the sentences by adding ? . ! ,

1. Martez likes to run **play** hopscotch swim and draw pictures
2. **Kay** had coleslaw pork chops and corn for dinner
3. Would you like one or two scoops
4. I like winter spring and summer best
5. It's hot hot hot
6. Could you **explain** how to get to the **playground**
7. Mark Ben and Jim saw a black and white skunk
8. How would you like to dance with me

Name _____

11.1

Spelling Words



1. classmate

2. airplane

3. gain

4. brainstorm

5. railway

6. layer

7. playground

8. Tricky Word: who

Name _____

/oe/

oa
boat

o_e
home

The Long Cab Ride

1. What were **Kay**, Martez, and **Kay's** mom and dad looking for at the **airport**?

Page _____

2. What was the name of the man who drove the cab?

Page _____

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

3. Why did it take so long to get to the inn where they were staying?

Page _____

4. Why was Kay's dad upset at the end of the cab ride?

Page _____

Fill the gaps in the sentences with the words from the box.

goal

mail

stairs

coat

nails

toast

1. I sent my pal a letter in the _____ .
2. To make a **chair**, we need wood, a hammer,

and _____ .
3. We ran up the _____ as fast as we
could.
4. Pam wore a _____ outside.
5. I ate _____ this morning.
6. Dave **played** well and made a _____ !

Fill the gaps in the sentences with the words from the box.

crayon	bait	boat
oak	chair	gray

1. You can use a _____ to draw the sun.
2. When you mix black and white, you get _____.
3. You need _____ to catch fish.
4. We took a _____ out on the lake.
5. There are _____ trees outside.
6. We need to fix the _____ because one of its legs broke.

Match the words to the pictures and write them on the lines.

crawl	goat	coin
chair	moon	hay
nail	goal	cloud

















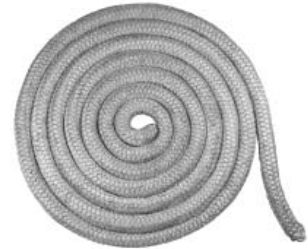


Match the words to the pictures and write them on the lines.

coil	lawn	hook
coat	round	train
playground	soap	spoon





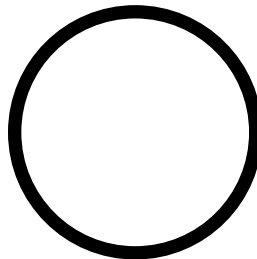














The Vote

1. How did **Kay**'s dad like the cab ride from the **airport**?

Page _____

2. How did **Kay**'s mom, **Kay**, and Martez like the cab ride from the **airport**?

Page _____

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

3. What do they vote on?

Handwriting practice lines for question 3, consisting of four sets of solid top and bottom lines with a dashed midline.

Page _____

4. Which would you like better, the book or Mister Gomez? Why?

Handwriting practice lines for question 4, consisting of four sets of solid top and bottom lines with a dashed midline.

Name _____

Mister Gomez

1. Who were the Aztecs?

Page _____

2. What goal did Cortez have?

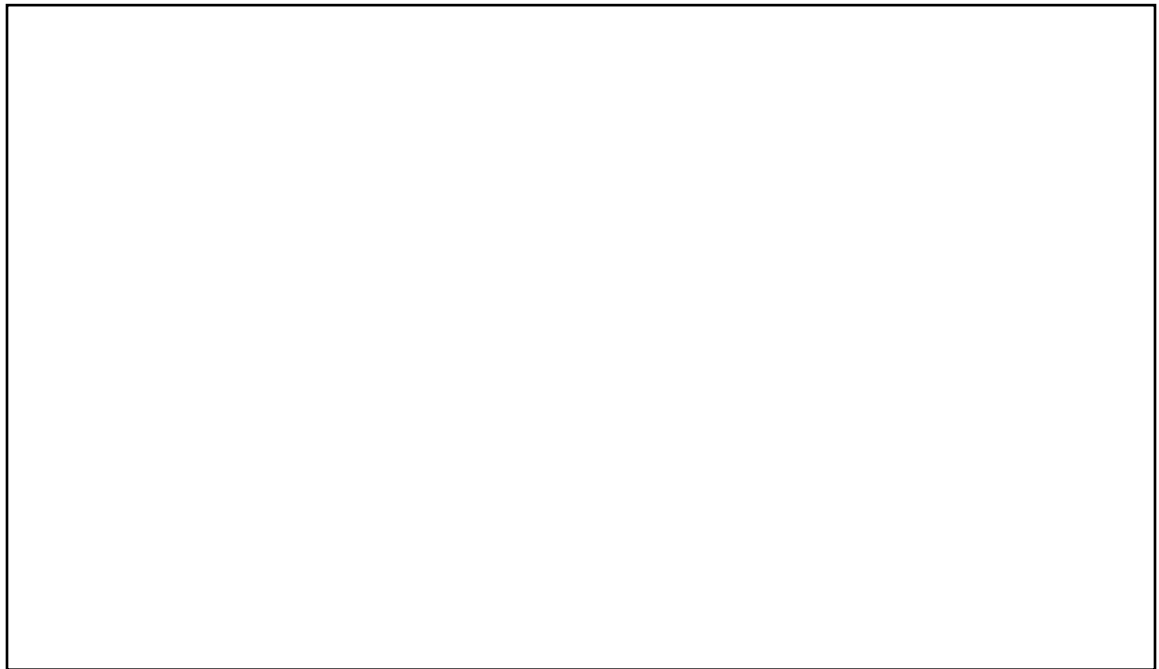
Page _____

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

3. What did the Spanish do to the Aztec shrines?

Four sets of primary-ruled lines for writing an answer to the question above. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

Page _____



A large empty rectangular box intended for students to draw an illustration of a part of the story.

Two sets of primary-ruled lines for writing a caption below the illustration. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

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

Cut out the boxes on Worksheet 14.2 and stick them on this sheet in the proper order.

Planting Seeds

The steps tell you how to plant seeds.

1.	picture	sentence
2.	picture	sentence
3.	picture	sentence
4.	picture	sentence
5.	picture	sentence

Result: If you do all of the steps, you will soon have seedlings and then plants.

Cut out the boxes and stick them on Worksheet 14.1 in the proper order.



Keep the soil moist.



Place soil in a pot.



Make holes in the soil.



Close holes and wet the soil.



Place the seeds in the holes, one seed per hole.

**Dear Family Member,**

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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.

Better Than the Best

Kay has started to spend a lot of time with Martez.

She has started to use some Spanish words, too.

When her dad spoons rice onto her plate one day, Kay says *gracias*. Then she explains that *gracias* is Spanish for *thank you*.

Kay's mom says, "Kay, would you like to have a chance to use those Spanish words of yours in Mexico?"

"Are you kidding?" Kay exclaims. "That would be the best!"

"Well, your dad and I have planned a trip to Mexico."

Kay shouts, "Yippee!"



Kay's mom has a big smile on her face. She says, "How would you like to bring Martez with you on the trip?"

Kay's jaw drops. "If Martez is on the trip, that would be better than the best!" she says.

Her mom adds, "Martez just needs to ask his mom and dad."

Kay jumps up and shouts, "I can't wait to tell Martez!"



Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

A House in the Clouds

1. What did **Kay** and Martez see?

- They three shrines.
- They saw three snakes.
- They saw three stars.

Page _____

2. What did **Kay** and Martez have to grab on to when they made their **way** to the top?

- Kay** and Martez had to grab on to a **chain**.
- Kay** and Martez had to grab on to a rope.
- Kay** and Martez had to grab on to Mr. Gomez.

Page _____

3. What do **Kay's** mom and dad look like from the top?

- Kay's** mom and dad look like bugs.
- Kay's** mom and dad look like **goats**.
- Kay's** mom and dad look like flakes.

Page _____

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

4. What did the Aztecs use the shrines for?

Page _____

4. Would you like to get up to the top of the shrine?
Why or why not?

Plan Template
The steps tell you how to:
1.
2.
3.
4.
5.
Result:

Draft

The steps tell you how to _____

1.

2.

3.

4.

5.

Directions: Have students draft instructions on how to draw the sun or how to feed a pet. Have the student write complete sentences.

Result: If you do all of the steps, then

The Market

1. What were some things that were on sale at the market?

Page _____

2. What did **Kay**'s mom spot that she liked at the market?

- Kay**'s mom liked a basket.
- Kay**'s mom liked a green hat.
- Kay**'s mom liked a red mask with glitter.

Page _____

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

3. Did Kay's mom think she could get the mask for less than the price tag said? Why or why not?

Page _____

4. Why do you think the man sells the mask for less than fifteen?

Check the Draft

Step by Step

1. Check that you named your steps with a title.	
2. Check that you wrote a starting sentence.	
3. Check that you wrote what to do as step one.	
4. Check that you wrote what to do next.	
5. Check that you wrote what to do last.	
5. Check that you finished with the result.	
6. Aa, Bb, Cc and ? . !	
8. Check that the words are spelled well.	

Fix the sentences by adding ? . ! ,

1. The rainforest is hot wet and has a thick **layer** of trees
2. Martez yells makes noises and slides down the zip line
3. Can **Kay**'s dad rent the masks fins and tanks
4. **Kay** sees fish crabs and a starfish on her dive
5. The Aztecs had a sun god a moon god and a **rain** god
6. Are there trinkets knickknacks and baskets at the market

A Rainforest Ride

1. What is the **rain**forest like?

Page _____

2. Where is the zip line? Is it safe?

Page _____

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

3. What does Martez do on the zip line?

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

Page _____



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A House in the Clouds

The next day, Mister Gomez takes Martez, Kay, and Kay's mom and dad on a trip.

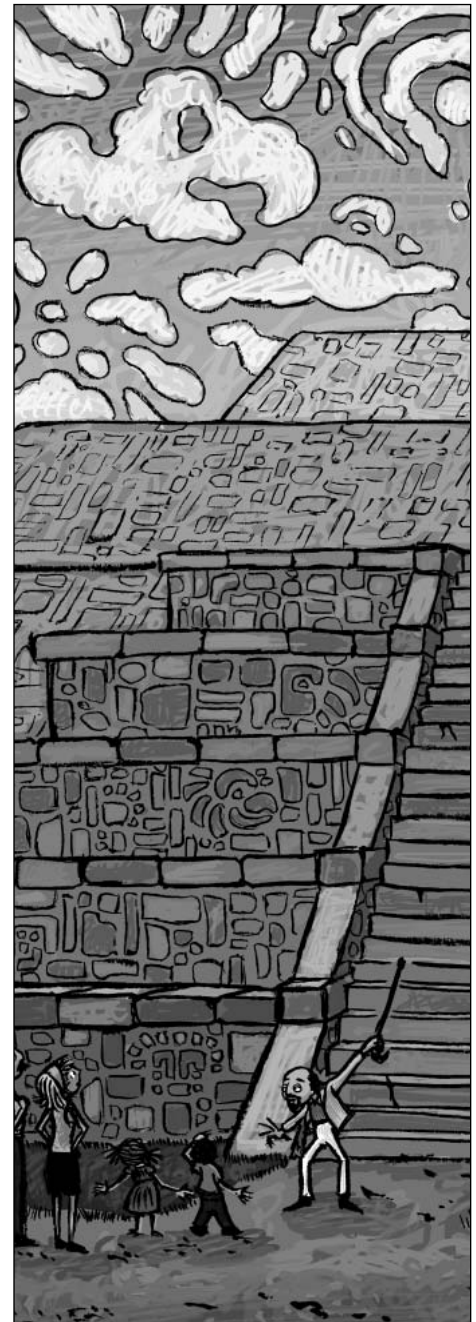
In the car, Mister Gomez says, “You will like this next place. The stones there have stood there for much, much longer than the last stones.”

When they get to the site, the children see three vast piles of stone, all of which rise to a point and seem to scrape the clouds. One of them is so big that Kay and Martez have to tilt their necks all the way back to see the top of it.

“Goodness!” says Kay's mom.

“Cool!” says Martez.

“Was this a shrine?” Kay's mom asks.



“Yes,” says Mister Gomez. “This was a shrine to a snake god. That one there was a shrine to the sun god. And that one was a shrine to the moon god.”

“Were they Aztec shrines?” Martez asks.

“Sort of,” Mister Gomez says. “The Aztecs came after. The shrines were set up **way** back in the past. But the Aztecs came here and added to the shrines. This was an important place for them. They came here to offer gifts to their gods.”

“Can we get to the top of one of them?” asks **Kay**.

“Yes, you can,” says Mister Gomez, “if your mom and dad **say** it’s fine. But you must grab on to the rope.”

Kay and Martez make their **way** to the top.

It takes them a long time to get there. From the top, they can see for miles and miles.

Martez yells, “**Kay** and I have a house in the clouds!”

Kay says, “Look! Mom and Dad look like bugs from up here!”

Kay waves her hands at her mom and dad. They wave back.



Sheet A**Shark and Wee Fish**

4

Shark swam by the reef. Sharp teeth glittered in his mouth. He shouted to the fish, “I will have a hundred of you for my lunch!”

13

24

30

The fish were scared. They went and hid in a cave.

41

“Shark will not get us in here!” one of the fish said. “He is too big to swim in.”

53

60

After a while, one of the fish went out to check and see if Shark had left. His name was Wee Fish.

71

82

Wee Fish swam out of the cave. He soon found himself face to face with Shark.

92

98

Shark snarled, “Here’s a nice fish for my lunch!”

107

Wee Fish had to think fast.

113

“Stop!” he shouted in his loudest voice. “I am the king of this reef! All of the fish here are scared of me, and you should be, too!”

123

136

141

Shark smiled. Wee Fish was just three inches long. Shark was ten feet long. He had teeth in his mouth that were bigger than Wee Fish.

150

161

167

“Is this some sort of joke?” Shark said. “Why
would fish be scared of you?”

“Swim next to me and you will see,” Wee Fish said.

Shark swam with Wee Fish. They came upon some
spotted fish. When the spotted fish saw Shark, they
got scared and swam off.

Shark and Wee Fish swam up to some striped fish.
When the striped fish saw Shark, they got scared and
swam off.

“Well, well,” said Shark to himself. “It’s odd, but it
looks like the fish are scared of Wee Fish, just as he
said.” (Shark did not see that the fish were scared of
him.)

Shark and Wee Fish swam up to some silver fish.
When the silver fish saw Shark, they got scared and
swam off.

Then Shark started to think. “All of the fish are
scared of Wee Fish,” he said to himself. “Perhaps I
should be scared of him, too.”

All of a sudden, Shark felt scared. He swam off.
And from then on, he never went back to that reef.

Sheet B

1. Why did the fish hide in a cave?
 - A. They were scared of Wee Fish.
 - B. They were scared of Shark.
 - C. There was fish food in the cave.

2. Shark said he would have Wee Fish for lunch.
What did Wee Fish tell him?
 - A. He said that it was not nice for Shark to munch on fish.
 - B. He said that all of the fish were scared of him and Shark should be, too.
 - C. He said that Shark was nice looking.

3. Who is bigger, Wee Fish or Shark?
 - A. Wee Fish is bigger.
 - B. Shark is bigger.
 - C. They are the same size.

4. What did the spotted fish do when they saw Wee Fish and Shark?
- A. They smiled at them.
 - B. They got scared and swam off.
 - C. They shouted at Wee Fish.
5. What were the striped fish scared of?
- A. They were scared of Wee Fish.
 - B. They were scared of Shark.
 - C. They were scared of the spotted fish.
6. Why did Shark swim off at the end?
- A. He was scared of Wee Fish.
 - B. He was sick of hunting for fish.
 - C. There were no fish left for him to catch.
7. Which statement best sums up what happened in this tale?
- A. Shark tricked Wee Fish.
 - B. Shark ate Wee Fish.
 - C. Wee Fish tricked Shark.

Grade 1 CKLA End-of-Year Summary

Teacher Name _____ Student Name _____

Benchmarks

Silent Reading Comprehension Assessment:

Students who answer **4 or fewer out of 7** correctly appear to have **poor preparation** for Grade 2.

Students who answer **5 out of 7** questions correctly appear to have **adequate preparation** for Grade 2.

Students who answer **6 or 7 out of 7** questions correctly have **good-outstanding preparation** for Grade 2.

Optional Oral Reading Comprehension Assessment (on Repeated Reading)

Students who answer **3 or fewer out of 6** correctly appear to have **poor preparation** for Grade 2.

Students who answer **4 out of 6** questions correctly appear to have **adequate preparation** for Grade 2.

Students who answer **5 or 6 out of 6** questions correctly have **good-outstanding preparation** for Grade 2.

Fluency Assessment:

Students who score in the **25th or lower percentile** are **below grade level**.

Students who score in the **50th percentile** are **on grade level**.

Students who score in the **75th–90th** or above percentile are **above grade level**.

Word Reading in Isolation Assessment:

Students who read **40 or fewer words out of 60** correctly have **poor preparation** for Grade 2.

Students who read **41–49 out of 60** correctly have **adequate preparation** for Grade 2.

Students who read **50 or more out of 60** correctly have **good-outstanding preparation** for Grade 2.

Test Scores	
Silent Reading Comprehension Score	_____ /7 and _____ % Accuracy
Optional Oral Comprehension Score (on Repeated Reading) W.C.P.M.	_____ /6 and _____ %-ile Rank
Word Reading in Isolation	_____ /60 and _____ % Accuracy

Recommended Placement for Next Year

_____ Needs intensive remediation

_____ Below level

_____ On level

_____ Above level

Missed Letter-Sound Correspondence

List missed letter-sound correspondences (from Worksheet 21.2):

Other Notes (missing literal or evaluative questions, confidence level, etc.)

The Dive

1. Where do **Kay**, Martez, and **Kay's** mom and dad visit?

Page _____

2. Name some things that **Kay** and Martez do at the Gulf of Mexico.

Page _____

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

3. What do they see when they dive and look at the reef?

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

Page _____

4. Would you like to dive in the Gulf of Mexico? Why or why not?

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

Shark and Wee Fish

4

Shark swam by the reef. Sharp teeth glittered in his mouth. He shouted to the fish, “I will have a hundred of you for my lunch!”

13

24

30

The fish were scared. They went and hid in a cave.

41

“Shark will not get us in here!” one of the fish said. “He is too big to swim in.”

53

60

After a while, one of the fish went out to check and see if Shark had left. His name was Wee Fish.

71

82

Wee Fish swam out of the cave. He soon found himself face to face with Shark.

92

98

Shark snarled, “Here’s a nice fish for my lunch!”

107

Wee Fish had to think fast.

113

“Stop!” he shouted in his loudest voice. “I am the king of this reef! All of the fish here are scared of me, and you should be, too!”

123

136

141

Shark smiled. Wee Fish was just three inches long. Shark was ten feet long. He had teeth in his mouth that were bigger than Wee Fish.

150

161

167

“Is this some sort of joke?” Shark said. “Why
would fish be scared of you?”

“Swim next to me and you will see,” Wee Fish said.

Shark swam with Wee Fish. They came upon some
spotted fish. When the spotted fish saw Shark, they
got scared and swam off.

Shark and Wee Fish swam up to some striped fish.
When the striped fish saw Shark, they got scared and
swam off.

“Well, well,” said Shark to himself. “It’s odd, but it
looks like the fish are scared of Wee Fish, just as he
said.” (Shark did not see that the fish were scared of
him.)

Shark and Wee Fish swam up to some silver fish.
When the silver fish saw Shark, they got scared and
swam off.

Then Shark started to think. “All of the fish are
scared of Wee Fish,” he said to himself. “Perhaps I
should be scared of him, too.”

All of a sudden, Shark felt scared. He swam off.
And from then on, he never went back to that reef.

Name _____

W.C.P.M. Calculation Worksheet

Student: _____

Date: _____

Story: *Shark and Wee Fish*

Total words in story (including title): 341

<p>Words</p> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; width: 80px; height: 40px; margin-right: 10px;"></div> Words Read </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; width: 80px; height: 40px; margin-right: 10px;"></div> Uncorrected Mistakes </div> <hr style="width: 100%; border: 1px solid black; margin: 5px 0;"/> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 80px; height: 40px; margin-right: 10px;"></div> Words Correct </div>	<p>Time</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 50%;">Minutes</td> <td style="text-align: center; width: 50%;">Seconds</td> </tr> <tr> <td style="text-align: center;"><div style="border: 1px solid black; width: 60px; height: 30px;"></div></td> <td style="text-align: center;"><div style="border: 1px solid black; width: 60px; height: 30px;"></div></td> </tr> <tr> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> </tr> <tr> <td style="text-align: center;"><div style="border: 1px solid black; width: 60px; height: 30px;"></div></td> <td style="text-align: center;"><div style="border: 1px solid black; width: 60px; height: 30px;"></div></td> </tr> <tr> <td colspan="2" style="text-align: center;"><hr style="border: 1px solid black;"/></td> </tr> <tr> <td style="text-align: center;"><div style="border: 1px solid black; width: 60px; height: 30px;"></div></td> <td style="text-align: center;"><div style="border: 1px solid black; width: 60px; height: 30px;"></div></td> </tr> <tr> <td colspan="2" style="text-align: center;">Elapsed Time</td> </tr> <tr> <td style="text-align: center;">↓</td> <td style="text-align: center;">↓</td> </tr> <tr> <td style="text-align: center;">(<div style="border: 1px solid black; width: 40px; height: 25px;"></div> × 60)</td> <td style="text-align: center;">+ <div style="border: 1px solid black; width: 40px; height: 25px;"></div> = <div style="border: 1px solid black; width: 60px; height: 25px;"></div></td> </tr> <tr> <td></td> <td style="text-align: right;">Time in Seconds</td> </tr> </table>	Minutes	Seconds	<div style="border: 1px solid black; width: 60px; height: 30px;"></div>	<div style="border: 1px solid black; width: 60px; height: 30px;"></div>	-	-	<div style="border: 1px solid black; width: 60px; height: 30px;"></div>	<div style="border: 1px solid black; width: 60px; height: 30px;"></div>	<hr style="border: 1px solid black;"/>		<div style="border: 1px solid black; width: 60px; height: 30px;"></div>	<div style="border: 1px solid black; width: 60px; height: 30px;"></div>	Elapsed Time		↓	↓	(<div style="border: 1px solid black; width: 40px; height: 25px;"></div> × 60)	+ <div style="border: 1px solid black; width: 40px; height: 25px;"></div> = <div style="border: 1px solid black; width: 60px; height: 25px;"></div>		Time in Seconds
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W.C.P.M.

	÷		× 60 =	
Words Correct		Time in Seconds		W.C.P.M.

Compare the student's W.C.P.M. score to national norms for Spring of Grade 1 (Hasbrouck and Tindal, 2006):

Reading Time for this story	W.C.P.M	National Percentiles for Spring, Grade 1
3:05	111	90th
4:10	82	75th
6:45 (or 265 words at 5:00)	53	50th
8:30 (or 200 words at 5:00)	40	
12:10 (or 140 words at 5:00)	28	25th
22:30 (or 75 words at 5:00)	15	10th

At the Airport

1. How much cash did **Kay**'s dad have left at the end of the trip?

Page _____

2. How did **Kay**'s dad act at the **airport**?

Page _____

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

3. Where had **Kay's** dad tucked his passport?

- He had tucked it in his pants pocket.
- He had tucked it in a bag.
- He had tucked it in his jacket pocket.

Page _____

4. What did **Kay** tell her dad at the end?

Page _____

Word Reading in Isolation Assessment

	a	b	c	d	e
1	throne	weekday	large	rinse	blanket
2	mermaid	brushed	etch	frigid	spark
3	fanned	bouncing	ginger	sleeve	write
4	oak	topsoil	absence	coached	fence
5	choice	knotted	wheel	smooth	tribute
6	landscape	whisper	squawk	cancel	arch
7	honk	object	involve	trace	ordered
8	excuse	zone	bedside	woolen	pitchfork
9	saying	gather	knock	shimmer	waist
10	wrist	horse	gained	loaded	iceberg
11	suspense	air	concept	yawn	shrank
12	short	outlook	sprout	transform	challenge

Word Reading in Isolation Scoring Sheet					
	a	b	c	d	e
1	throne	weekday	large	rinse	blanket
	/th/ r/ /oe/ /n/	/w/ /ee/ k/ • /d/ /ae/	/l/ /ar/ /j/	/r/ /i/ /n/ /s/	/b/ /l/ /a/ /ng/ • /k/ /e/ /t/
2	mermaid	brushed	etch	frigid	spark
	/m/ /er/ • /m/ /ae/ /d/	/b/ /r/ /u/ /sh/ /t/	/e/ /ch/	/f/ /r/ /i/ /j/ • /i/ /d/	/s/ /p/ /ar/ /k/
3	fanned	bouncing	ginger	sleeve	write
	/f/ /a/ /n/ /d/	/b/ /ou/ /n/ /s/ • /i/ /ng/	/j/ /i/ /n/ • /j/ /er/	/s/ /l/ /ee/ /v/	/r/ /ie/ /t/
4	oak	topsoil	absence	coached	fence
	/oe/ /k/	/t/ /o/ /p/ • /s/ /oi/ /l/	/a/ /b/ • /s/ /e/ /n/ /s/	/k/ /oe/ /ch/ /t/	/f/ /e/ /n/ /s/
5	choice	knotted	wheel	smooth	tribute
	/ch/ /oi/ /s/	/n/ /o/ /t/ • /e/ /d/	/w/ /ee/ /l/	/s/ /m/ /oo/ /th/	/t/ /r/ /i/ /b/ • /ue/ /t/
6	landscape	whisper	squawk	cancel	arch
	/l/ /a/ /n/ /d/ • /s/ /k/ /ae/ /p/	/w/ /i/ /s/ • /p/ /er/	/s/ /qu/ /aw/ /k/	/k/ /a/ /n/ • /s/ /e/ /l/	/ar/ /ch/
7	honk	object	involve	trace	ordered
	/h/ /o/ /ng/ /k/	/o/ /b/ • /j/ /e/ /k/ /t/	/i/ /n/ • /v/ /o/ /l/ /v/	/t/ /r/ /ae/ /s/	/or/ • /d/ /er/ /d/
8	excuse	zone	bedside	woolen	pitchfork
	/e/ /x/ • /k/ /ue/ /s/	/z/ /oe/ /n/	/b/ /e/ /d/ • /s/ /ie/ /d/	/w/ /oo/ /l/ • /e/ /n/	/p/ /i/ /ch/ • /f/ /or/ /k/
9	saying	gather	knock	shimmer	waist
	/s/ /ae/ • /i/ /ng/	/g/ /a/ /th/ • /er/	/n/ /o/ /k/	/sh/ /i/ /m/ • /er/	/w/ /ae/ /s/ /t/
10	wrist	horse	gained	loaded	iceberg
	/r/ /i/ /s/ /t/	/h/ /or/ /s/	/g/ /ae/ /n/ /d/	/l/ /oe/ /d/ • /e/ /d/	/ie/ /s/ • /b/ /er/ /g/
11	suspense	air	concept	yawn	shrank
	/s/ /u/ /s/ • /p/ /e/ /n/ /s/	/ae/ /r/	/k/ /o/ /n/ • /s/ /e/ /p/ /t/	/y/ /aw/ /n/	/sh/ /r/ /a/ /ng/ /k/
12	short	outlook	sprout	transform	challenge
	/sh/ /or/ /t/	/ou/ /t/ • /l/ /oo/ /k/	/s/ /p/ /r/ /ou/ /t/	/t/ /r/ /a/ /n/ /s/ • /f/ /or/ /m/	/ch/ /a/ /l/ • /e/ /n/ /j/

Directions: Have students sort the words according to the spellings that stand for the /ae/ sound.

Dave	Gail	planes	plain	saying
wait	same	game	play	
gray	pain	days	train	

/ae/ → 'a_e'

/ae/ → 'ai'

/ae/ → 'ay'

Directions: Have students sort the words according to the spellings for the /oe/ sound.

road	toad	home	stone
boat	tone	coat	bone

/oe/ → 'o_e'

/oe/ → 'oa'

Name _____

Cut out the word cards and stick them on Worksheet PP4.

Monday

weekday

pails

raisins

wait

raining

haystack

nails

trains

daytime

Sort the word cards from Worksheet PP3 by their spellings for /ae/ and stick them in the boxes.

/ae/ → 'ay'						
/ae/ → 'ai'						

Name _____

Cut out the word cards and stick them on Worksheet PP6.

road

explode

smoke

rode

toad

stove

bathrobe

jokes

oak

wrote

float

Name _____

Sort the word cards from Worksheet PP5 by their spellings for /oe/ and stick them in the boxes.

<i>/oe/</i> → 'o_e'	<i>/oe/</i> → 'oa'

Sort the words by their spellings for /æ/.

airplane	tray	drained	paying	spray
driveway	playground	armchair	mailbox	grains

/æ/ → 'ai'

- - - - -

- - - - -

- - - - -

- - - - -

/æ/ → 'ay'

- - - - -

- - - - -

- - - - -

- - - - -

Sort the words by their spellings for /oe/.

r oads	poke	th r oat	home	t oast
s oaked	joke	gr o aning	dome	throne

/oe/ → 'o_e'

- - - - -

- - - - -

- - - - -

- - - - -

- - - - -

- - - - -

- - - - -

- - - - -

- - - - -

/oe/ → 'oa'

- - - - -

- - - - -

- - - - -

- - - - -

- - - - -

- - - - -

- - - - -

- - - - -

- - - - -

Name _____

Directions: Have students color the boxes that contain words with the /a/ sound as in hat in one color and the boxes that contain words with the /ae/ sound as in paper in another color.

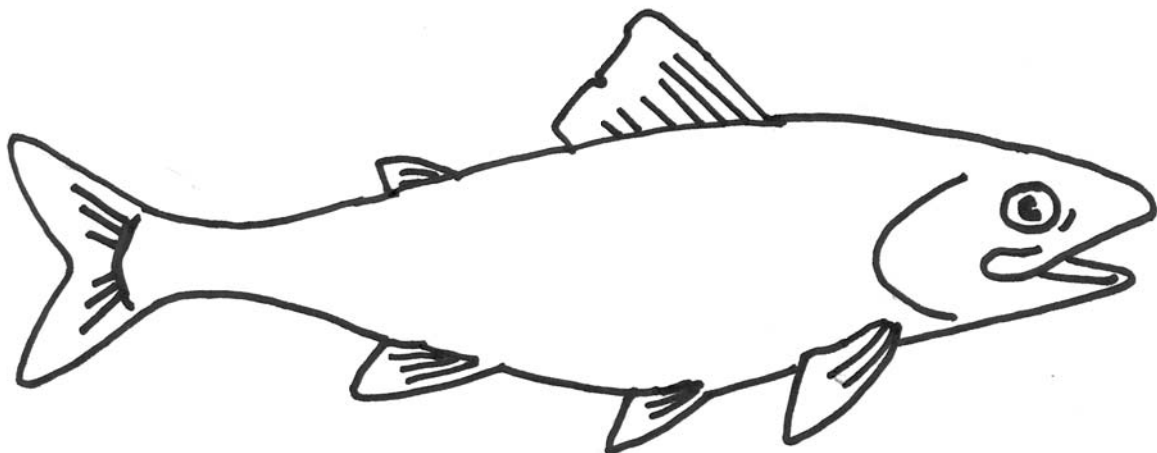
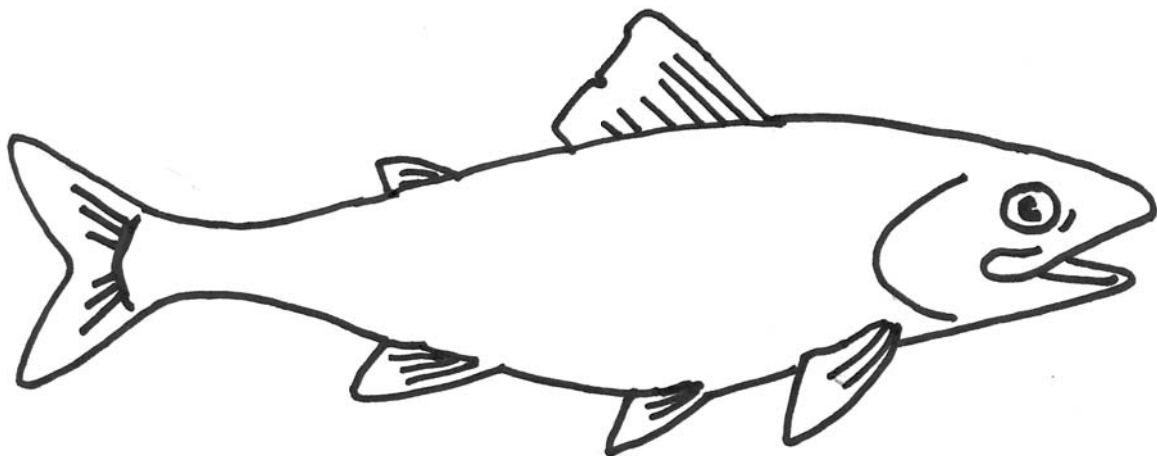
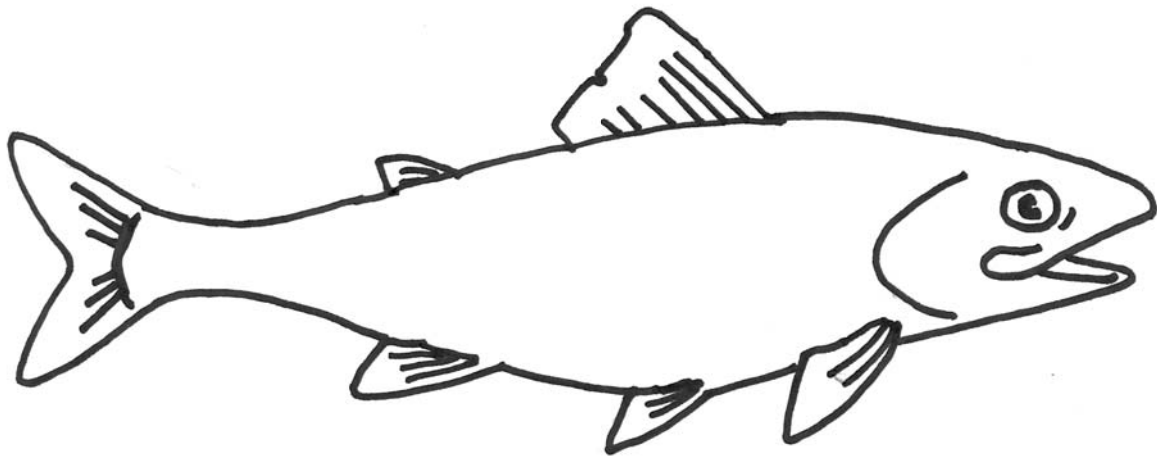
rate	match	dancer
glance	late	backpack
pace	Shane	lame
make	camped	banks

Name _____

Directions: Have students color the boxes that contain words with the /o/ sound as in hot in one color and the boxes that contain words with the /oe/ sound as in home in another color.

throne	comic	frosting
knock	poked	doghouse
holes	close	spoke
wrote	pocket	contest

Template for Fishing Pond Exercise



Mark the words that are said. Then write them on the lines.

1. got goat

2. change chain

3. plain path

4. tone toned

5. bare pair

6. play plain

7. coat boat

8. rain road

9. say stay

Write *yes* or *no* on the lines.

1. Is **oak** from a tree?

2. Do plants have **brains**?

3. Can you doze in a **chair**?

4. Do you sleep on a **boat**?

5. Can you think with your nose?

6. Can a stone **float**?

7. Is the word *Jane* a name?

8. Can you **stay** at a home?

9. Can **toads** **play** soccer?

10. Is **toast** green?

11. Can you **sail** in a **boat**?

12. Do whales have **nails**?

13. Is summer hotter than winter?

14. Is the word *cat* a noun?

15. Are **coals** hot?

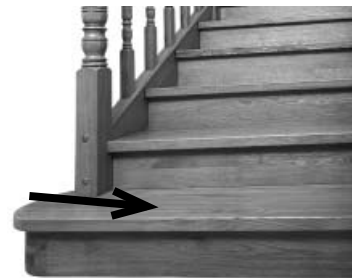
16. Can you make an **airplane**?

Match the words to the pictures and write them on the lines.

bath	goat	stairs
chair	home	hay
coat	goal	hair







Match the words to the pictures and write them on the lines.

rain	rope	airplane
oak tree	toad	train
playground	soap	dance







Match the words to the pictures and write them on the lines.

1. **goat**



2. **mailbox**



3. **toaster**



4. **snail**



5. **coat**



1. Dave **Kay** and **Gail** are my pals.
2. In the winter you need a hat mittens and a thick **coat**.
3. Panthers snakes and moles can be all black.
4. I'd like to have a cat a **goat** or a **toad** for a pet.
5. I had to write stamp and **mail** a letter yesterday.
6. Shirts can be green red or pink.
7. I like **toast** with jam cheese and chips for a snack.

Directions: Have the student read the sentences and insert the missing commas.

CORE KNOWLEDGE LANGUAGE ARTS

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Unit 7

Workbook

Skills Strand
GRADE 1