

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.

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 15 sets of three horizontal lines (top solid, middle dashed, bottom solid).

Name _____

Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

Mark the sentences that match the pictures.

| | | |
|----|---|--|
| 1. |  | <ul style="list-style-type: none"><input type="radio"/> She is on ice skates.<input type="radio"/> He is sledding. |
| 2. |  | <ul style="list-style-type: none"><input type="radio"/> The dog is in the yard.<input type="radio"/> The dog is in the pool. |
| 3. |  | <ul style="list-style-type: none"><input type="radio"/> This is an airplane.<input type="radio"/> This is an airport. |
| 4. |  | <ul style="list-style-type: none"><input type="radio"/> This is a barge.<input type="radio"/> This is a car. |
| 5. |  | <ul style="list-style-type: none"><input type="radio"/> This is a rain jacket.<input type="radio"/> This is for swimming. |

| | | |
|-----|---|---|
| 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**



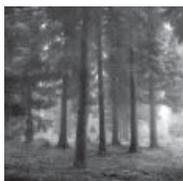
5. **crayon**



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.

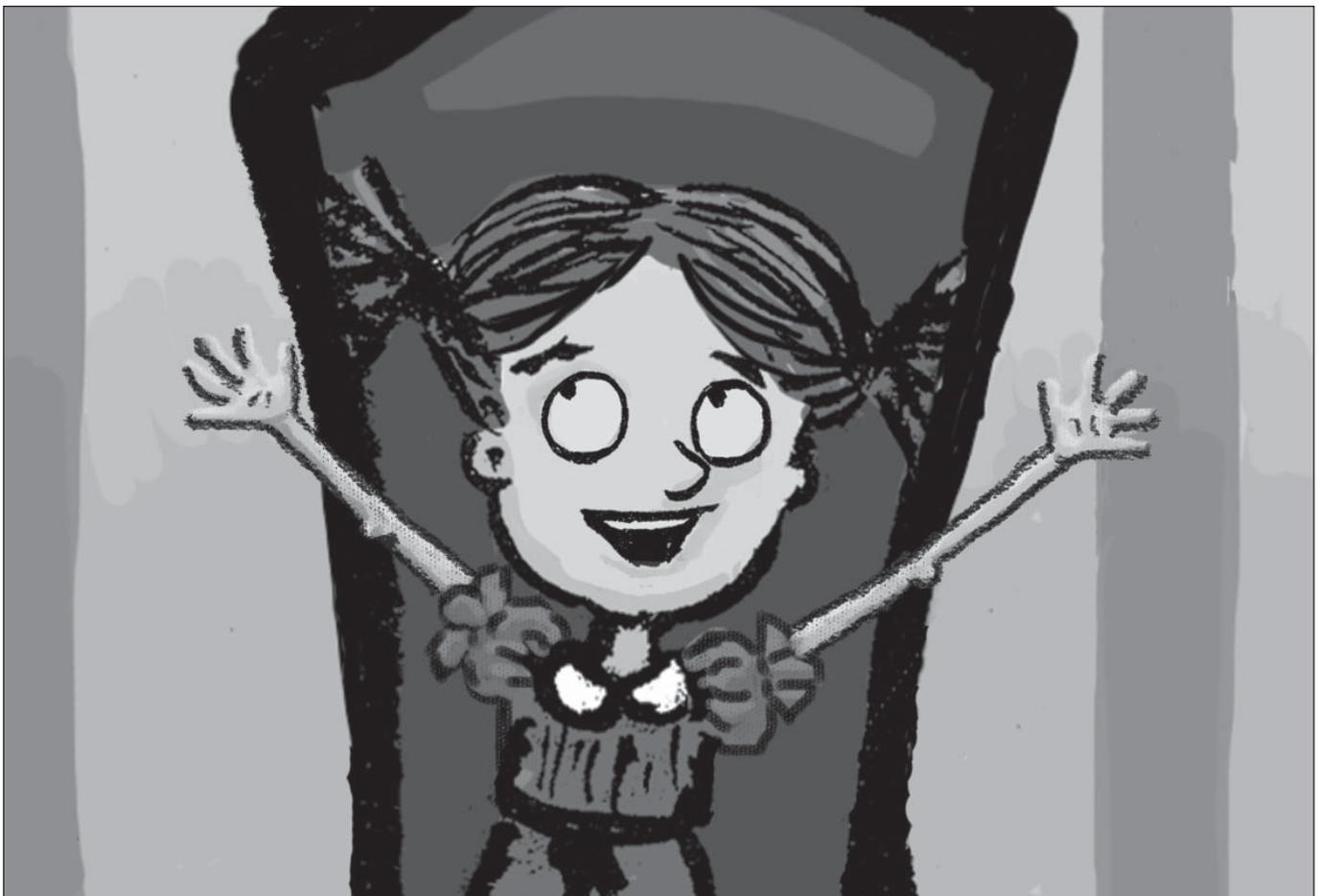
Kay nods.

“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.

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.

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

Page _____

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

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

Page _____

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

| | Root Word | <i>-ed</i> Word | <i>-ing</i> 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.

**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.

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.

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

/oe/

oa
boat

o_e
home

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.

Name _____

12.2

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.

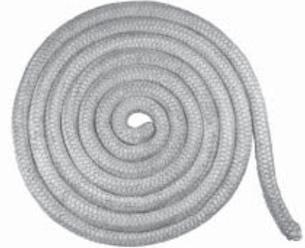
coil
coat
playground

lawn
round
soap

hook
train
spoon





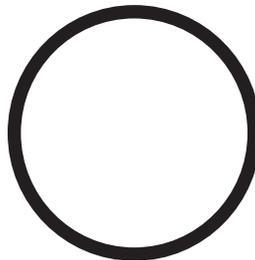














The Vote

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.

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,

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.

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!"



Name _____

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.

| |
|----------------------------|
| 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.

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.

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.



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.

A House in the Clouds

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

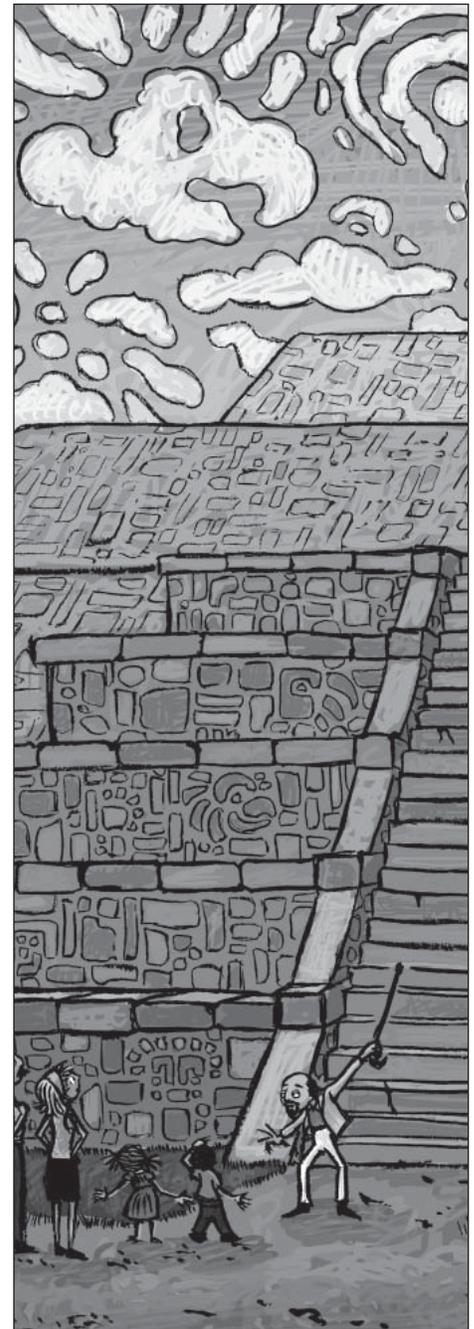
In the car, Mister Gomez says, "You will like this next place. The stones there have stood there for much, much longer than the last stones."

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.

Name _____

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.

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; font-size: small;">Minutes</td> <td style="text-align: center; font-size: small;">Seconds</td> <td></td> </tr> <tr> <td style="text-align: center; border: 1px solid black; width: 60px; height: 40px;"></td> <td style="text-align: center; border: 1px solid black; width: 60px; height: 40px;"></td> <td style="text-align: right; font-size: small;">Finish Time</td> </tr> <tr> <td style="text-align: center; border: 1px solid black; width: 60px; height: 40px;"></td> <td style="text-align: center; border: 1px solid black; width: 60px; height: 40px;"></td> <td style="text-align: right; font-size: small;">Start Time</td> </tr> <tr> <td style="text-align: center; border: 1px solid black; width: 60px; height: 40px;"></td> <td style="text-align: center; border: 1px solid black; width: 60px; height: 40px;"></td> <td style="text-align: right; font-size: small;">Elapsed Time</td> </tr> <tr> <td colspan="2" style="text-align: center; padding-top: 10px;"> $(\text{ } \times 60) + \text{ } = \text{ }$ </td> <td style="text-align: right; font-size: small;">Time in Seconds</td> </tr> </table> | Minutes | Seconds | | | | Finish Time | | | Start Time | | | Elapsed Time | $(\text{ } \times 60) + \text{ } = \text{ }$ | | Time in Seconds |
| Minutes | Seconds | | | | | | | | | | | | | | | |
| | | Finish Time | | | | | | | | | | | | | | |
| | | Start Time | | | | | | | | | | | | | | |
| | | Elapsed Time | | | | | | | | | | | | | | |
| $(\text{ } \times 60) + \text{ } = \text{ }$ | | Time in Seconds | | | | | | | | | | | | | | |

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.

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 _____

PP3

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

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 /ae/.

| | | | | |
|----------|------------|----------|---------|--------|
| airplane | tray | drained | paying | spray |
| driveway | playground | armchair | mailbox | grains |

/ae/ → 'ai'

/ae/ → 'ay'

| | |
|-----------|-----------|
| _____ | _____ |
| - - - - - | - - - - - |
| ===== | ===== |
| _____ | _____ |
| - - - - - | - - - - - |
| ===== | ===== |
| _____ | _____ |
| - - - - - | - - - - - |
| ===== | ===== |
| _____ | _____ |
| - - - - - | - - - - - |
| ===== | ===== |
| _____ | _____ |
| - - - - - | - - - - - |
| ===== | ===== |
| _____ | _____ |
| - - - - - | - - - - - |
| ===== | ===== |

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.

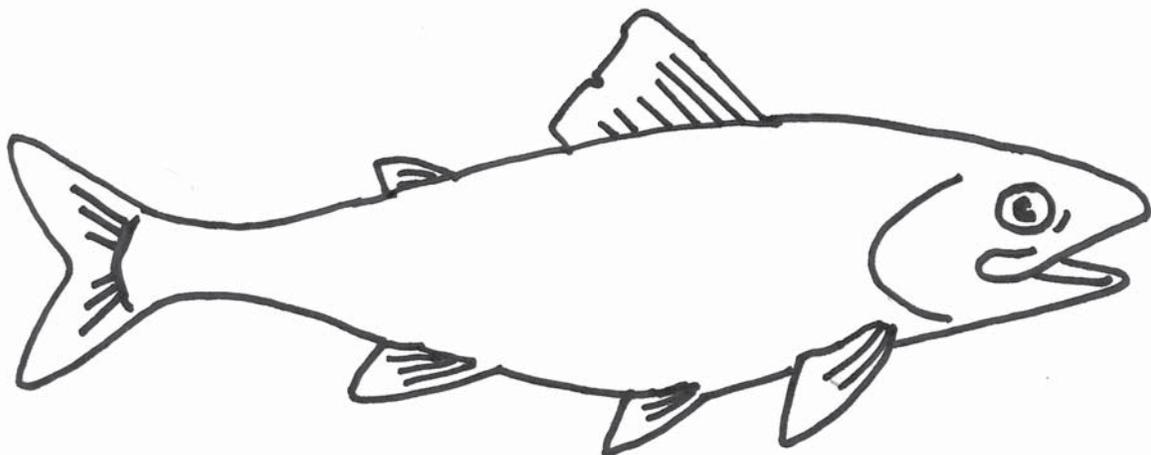
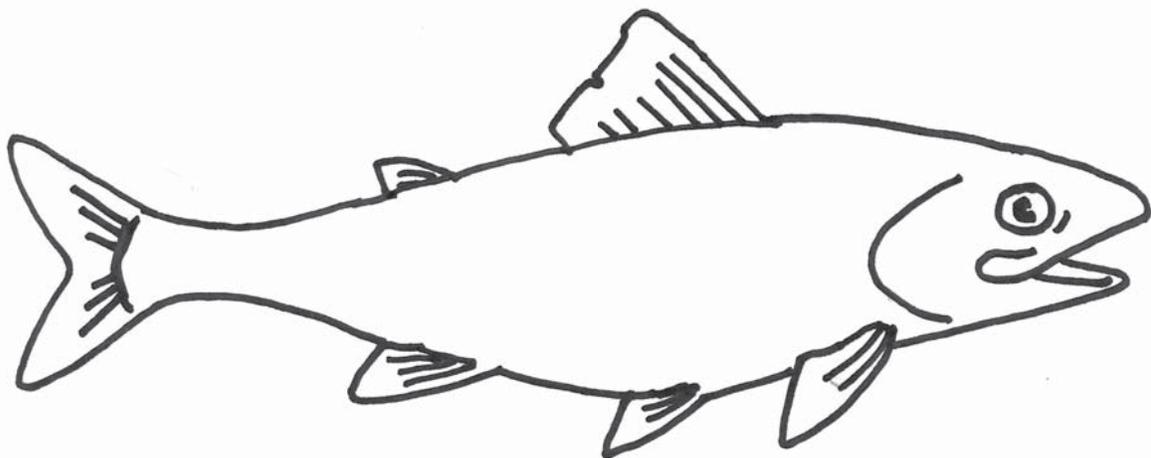
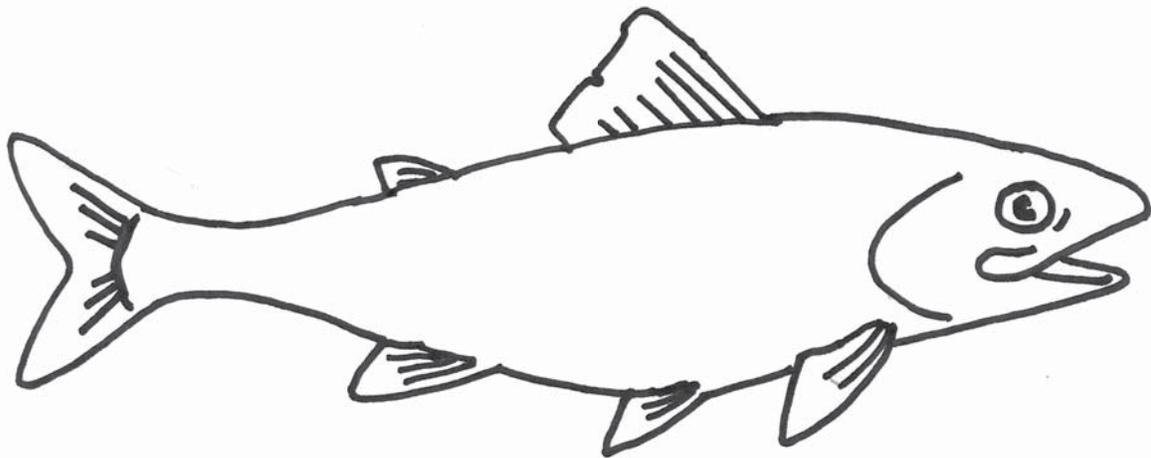
| | | |
|--------|--------|----------|
| rate | match | dancer |
| glance | late | backpack |
| pace | Shane | lame |
| make | camped | banks |

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.

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Unit 7

Workbook

Skills Strand
GRADE 1