



Sam

Reader

Kindergarten

Skills 8

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Sam

Reader

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ISBN 978-1-68391-014-5

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Skills 8 Reader

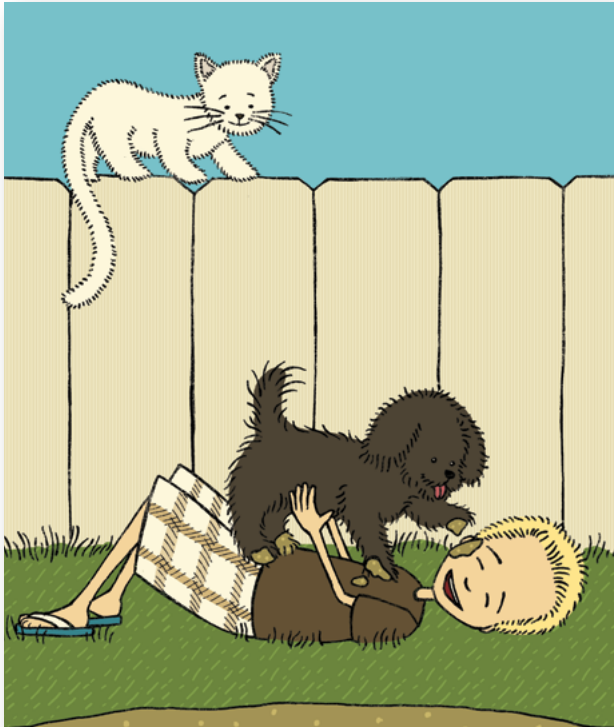
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Sam and the Fish

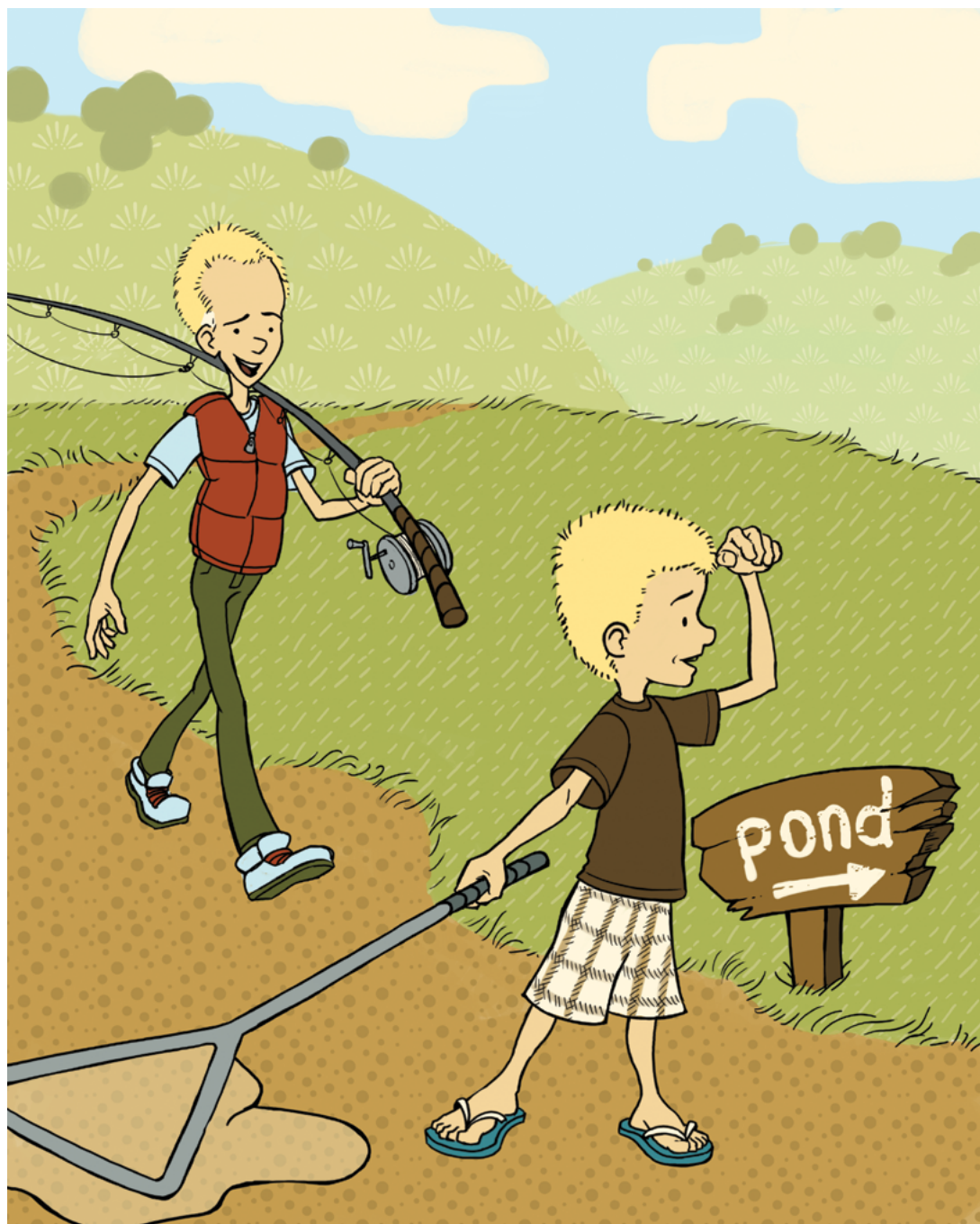
This is Sam.



Sam and his dad fish in a pond.

Sam's dad brings a rod.

Sam brings a net.



Sam and his dad sit and sit.

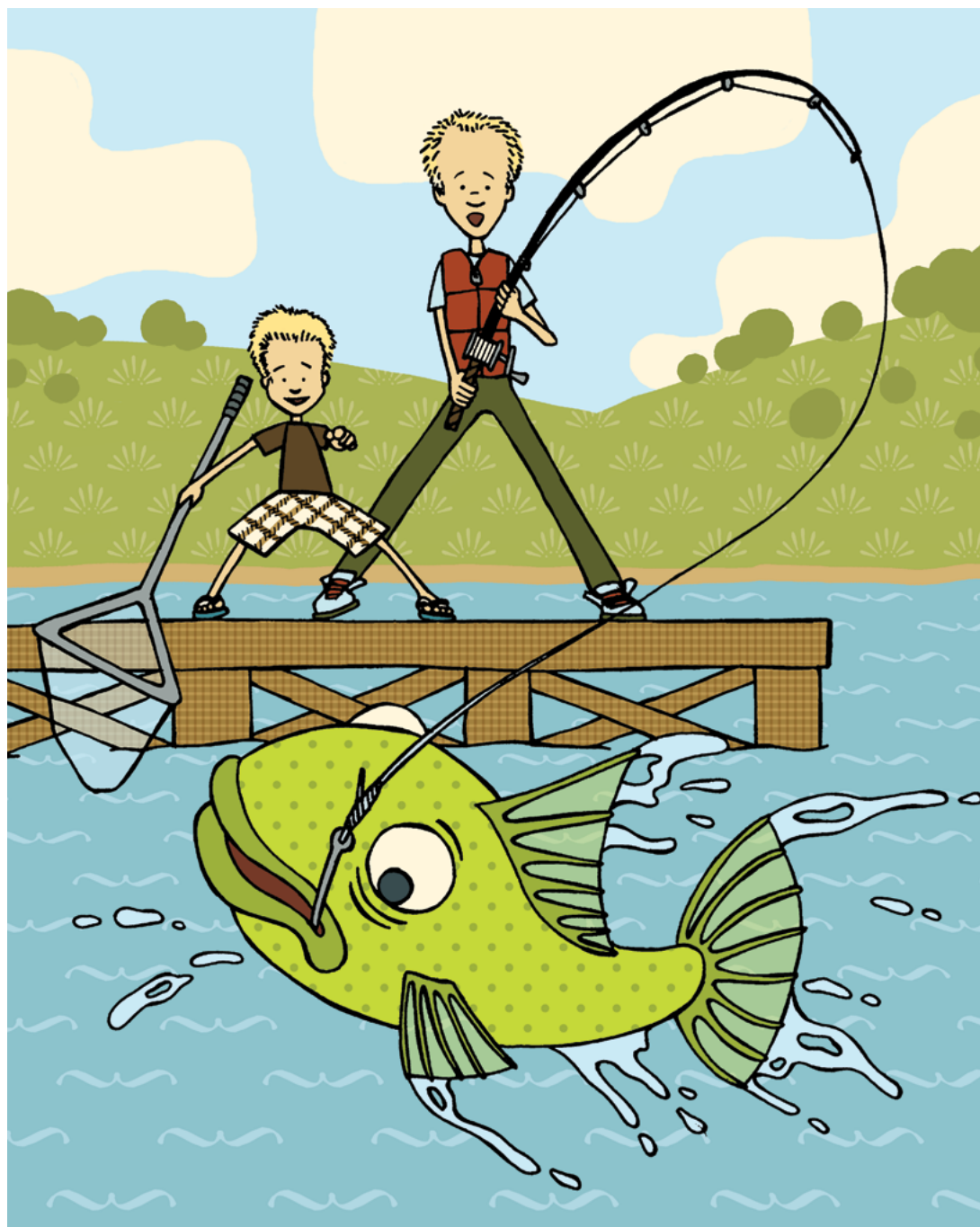
Then, zap!

Sam's dad gets a fish.

The fish jumps.

The fish twists and swims.

Sam's dad tugs on the rod.



Thee fish swims past Sam.

Sam swings his net.

Sam lifts up thee net.

Thee fish is in thee net!

Sam and his dad grin.



Fun at the Pond

Sam is at the pond with his pals.

Six frogs rest in the wet mud.

Sam runs at the frogs.

The frogs hop in the pond.



Sam's pal, Chad, digs up a crab.

Thee crab gets mad at Chad.

Thee crab snips at Chad's hands.

Chad drops thee crab.



Jen lifts up a log and spots a bug.

Thee bug is long with lots of legs.

Thee bug runs and digs in thee sand.

Thee pond is lots of fun.



Sam's Pets

Sam has pets.

One of his pets is a dog.

One of his pets is a cat.

One of his pets is a bug.



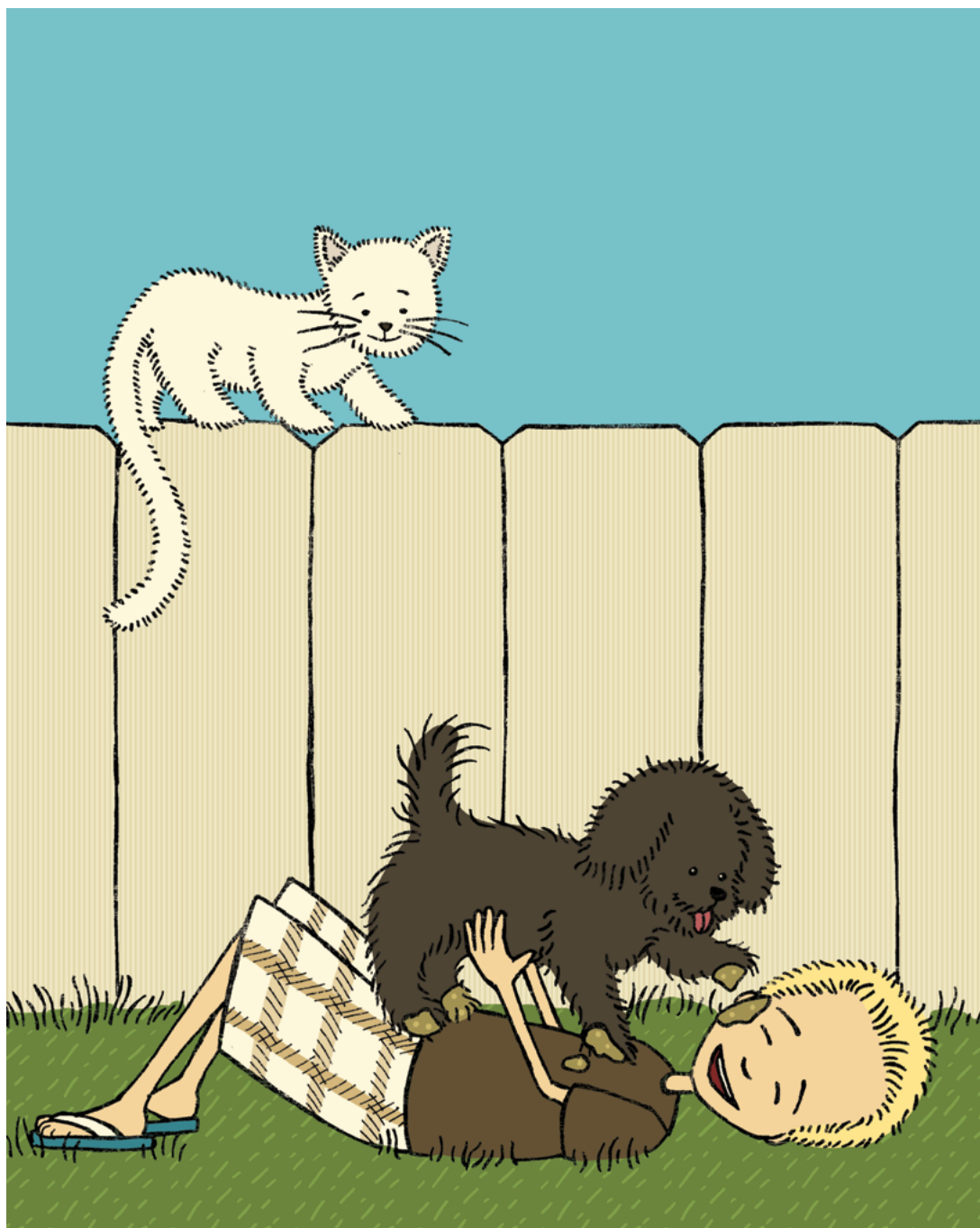
This is Sam's dog, Max.

Max runs and jumps.

Max digs in thee mud.

Max rubs mud on Sam.

Max yelps at thee cat.



This is Sam's cat, Tim.

Tim sips milk from a dish.

Tim naps on Sam's bed.

Tim runs from Max.



This is Sam's bug, King Tut.

King Tut hops from plant to plant.

King Tut chomps on bugs.

King Tut runs from Tim.



Tasks

Sam has a long list of tasks.

Sam must scrub a bunch of cups.

Sam must help his dad trim shrubs.

Sam must mop the steps.



Sam scrubs all of the cups.

Scrub, scrub, scrub.



Sam helps his dad trim shrubs.

Snip, snip, snip.

The sun is hot.

Sam gets hot.



Sam spots a fan on thee rug.

Sam flops on thee rug and naps.

Then his mom spots him.

Sam's mom taps him with thee
mop.

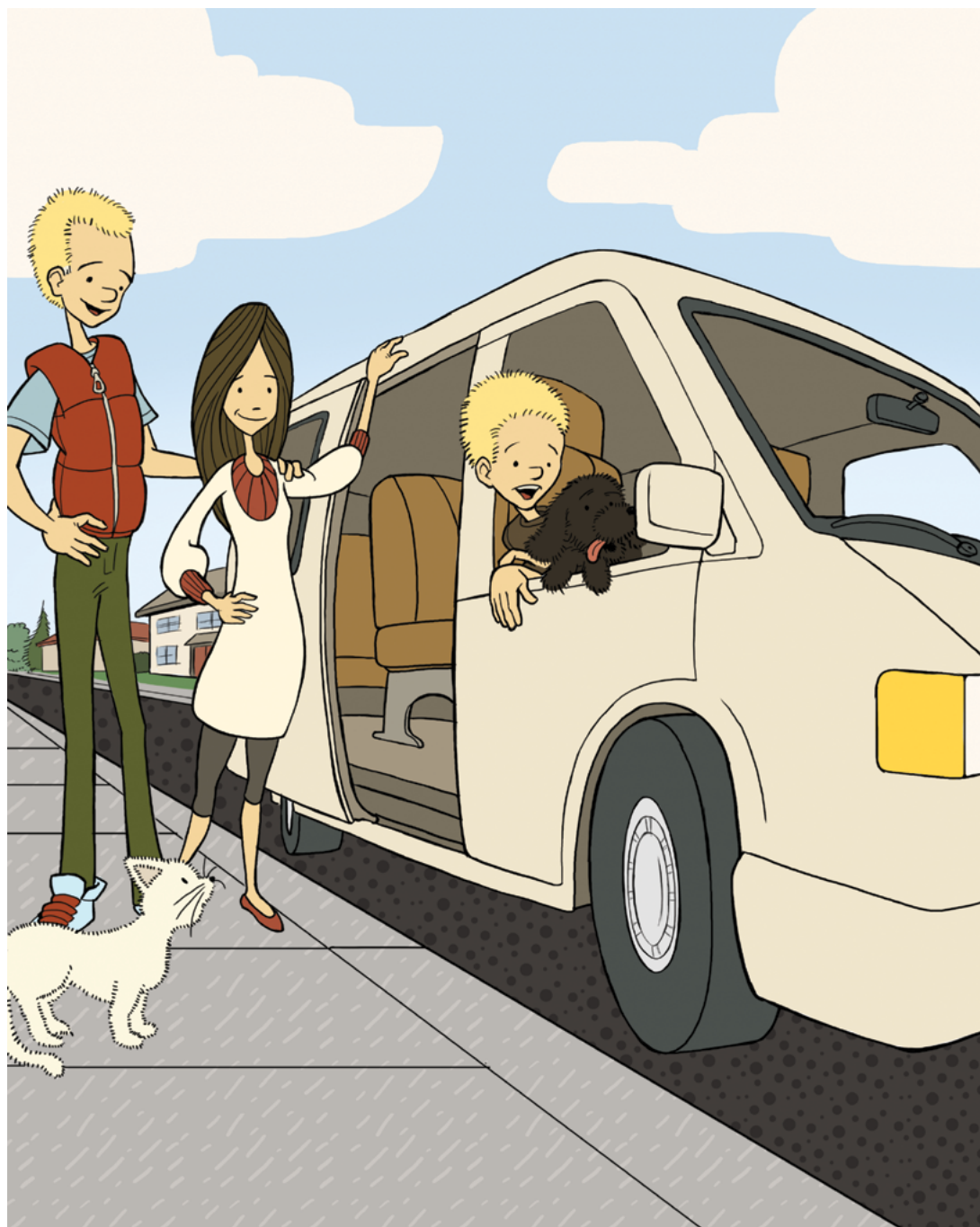
Sam jumps up. Sam picks up thee
mop.



The Van

Sam's mom has a van.

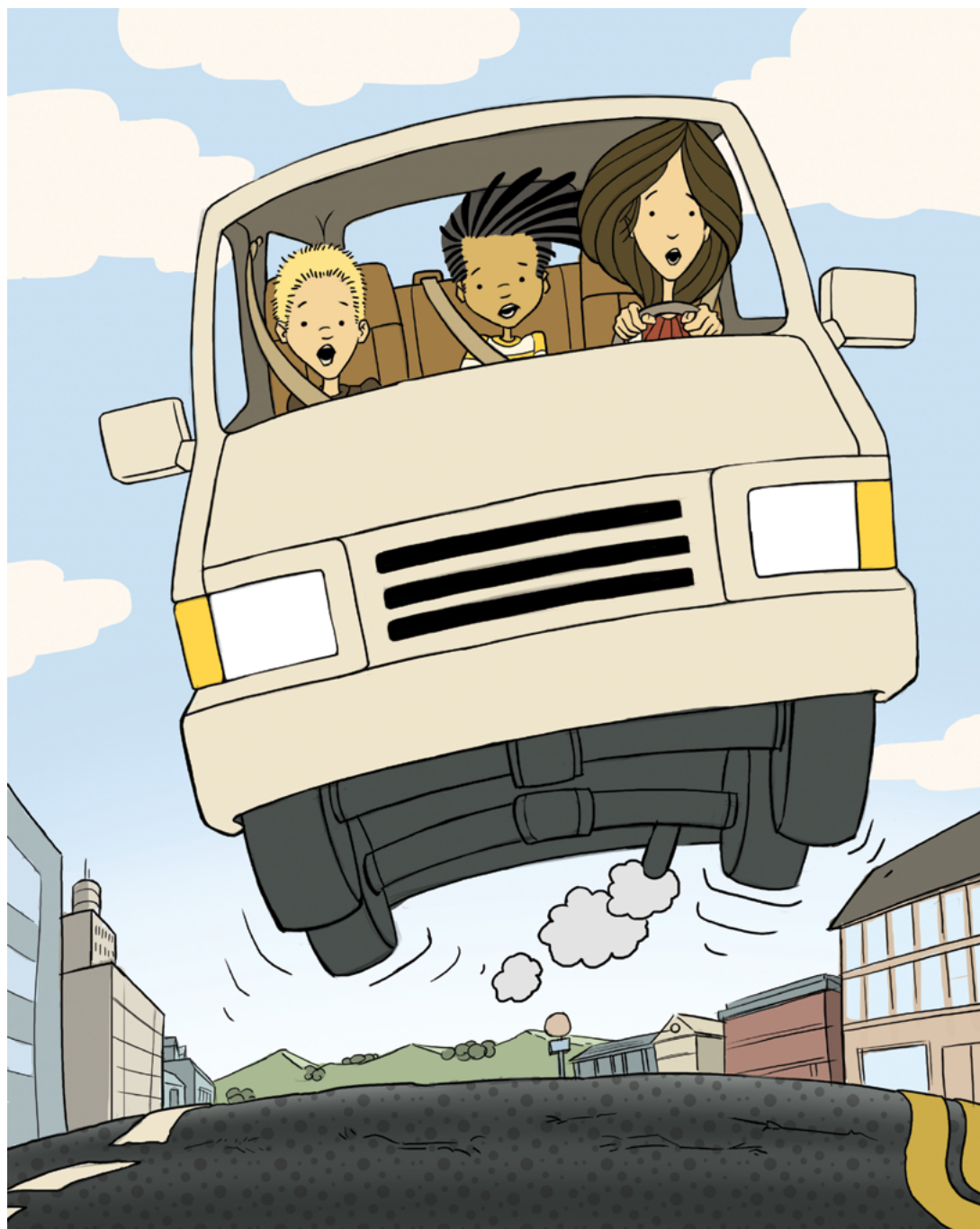
Sam is in the van.



Sam and his mom got his pal,
Chad.

Then thee van hit a big bump.

Thee van will jump up, up, up.



Then, slam!

The e van hit the e land.

Crash!

Smash!

Crunch!

Snap!

Pop!



The the van was bent.

The the van had lots of dents.

The the van did not run.



Sam's mom got a fix-it man.

The fix-it man had a big fix-it kit.

The fix-it kit did not help much.

The fix-it man did not fix the van.



Sam's mom got a cab.

The e kids got in the e cab.

Sam's mom was sad.

Sam held his mom's hand.

Then Sam sang his mom a song.

"Mom," Sam sang,

"a van is just a van!"



On the Bus

Theu van is in theu fix-it shop.

Sam's mom must get on theu bus.

Theu bus pulls in at the bus stop.

Sam's mom gets on and sits in
back.

Theu bus bumps up theu hill.

Sam's mom hangs on with one
hand.



Sam's mom rings the bell.

The bus stops at the next stop.

Sam's mom gets off.



Sam in Class

Sam sits in Miss Mack's class.

The kids will print till class ends.

Then the bell will ring.

Sam will run and jump in the pond.



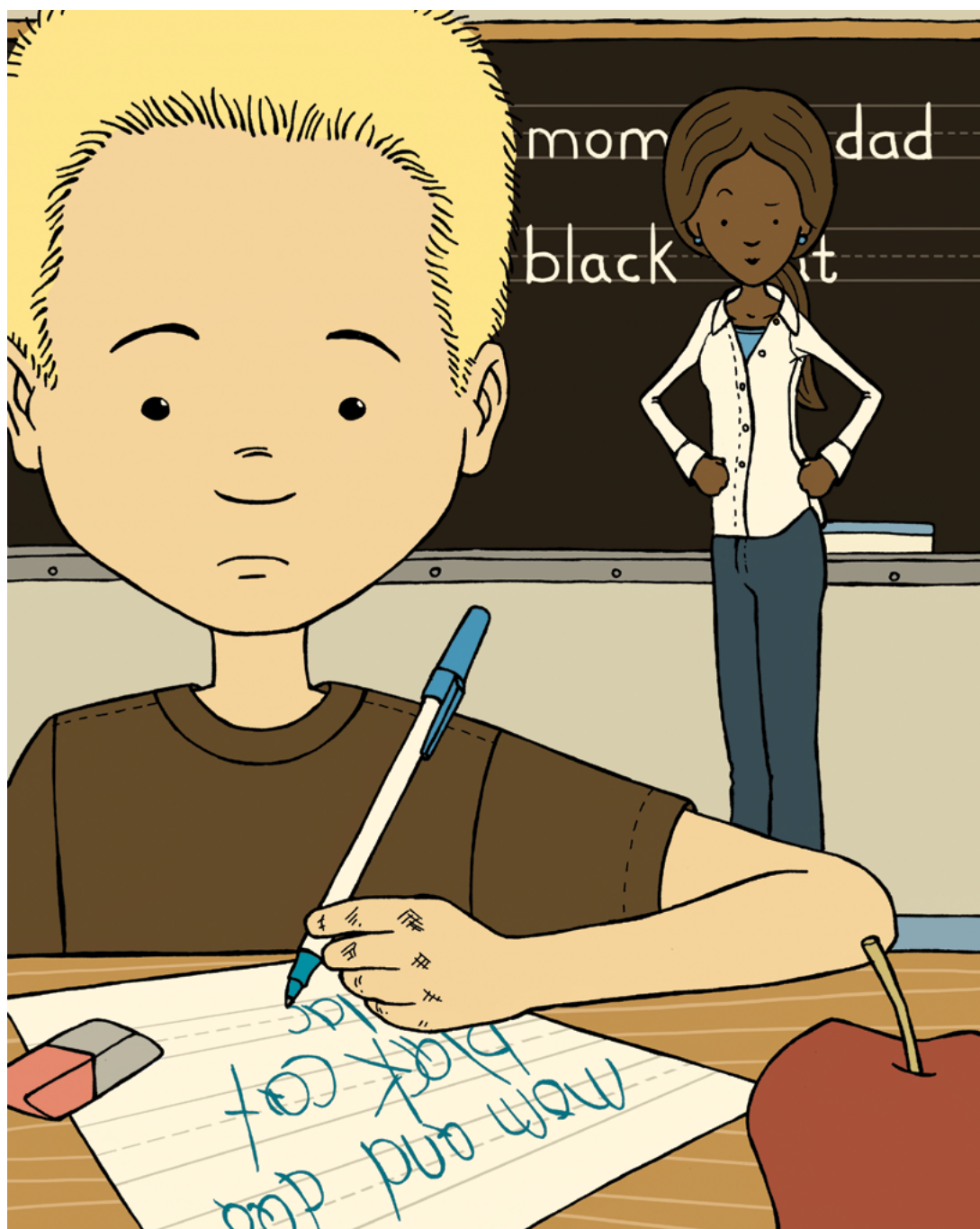
Miss Mack has the class print.

The kids print *black cat*.

Miss Mack checks Sam's print.

"That's a mess!" quips Miss Mack.

"Fix it!"



The bell rings.

Sam jumps up and grabs his bag.

Miss Mack tells Sam,

“Sit and print!”



Sam sits and prints.

Will Miss Mack let him swim?

Sam can't tell.



Miss Mack tells Sam,

“Print one last thing.

Print *splash in the* pond.”

Sam grins at Miss Mack.

Miss Mack grins back at him.

Sam prints *splash in the* pond.

Then Miss Mack sends him off.

Sam yells, “Miss Mack is the best!”



The Chills

Sam met Chad at theu pond.

Chad left his pants on theu sand.

Sam left his pants on a big rock.

Chad got in.

Splash!

Then Sam got in.

Splish!



Sam and Chad went swimming
in the pond.

The sun was hot,

but the pond was not.

Chad and Sam got the chills.



Sam ran up on the rock
and got his pants.

Chad ran up on the sand,
but Max, the dog, had his pants.

Chad ran and got his pants
back from Max.



Stop that Bus!

Sam's mom runs in and yells,

“Sam, get up!”

Sam jumps up.



Sam's mom hands him his pants.

Sam jumps in his pants.

Sam's mom hands him his pack.

Sam slips the e pack on his back.

Sam's mom hands him his lunch.

Sam grabs it.



Sam and his mom run fast.

“That’s the bus!” Sam yells.

Sam’s mom huffs and puffs.

“Stop the bus!” Sam yells.



Thee kids on thee bus spot Sam.

One of them yells, “That’s Sam.

Stop thee bus!”

Thee bus stops.

Sam is in luck.

Sam gets on thee bus.



Sam and the Duck

Sam's **class** is on a trip.

The **class** is at the dock.

Miss Mack spots Ken, the fish man.



“Ken,” Miss Mack asks,

“Can the the kids dig in the the sand?”

Ken nods.

“Yes, the the kids can dig in the the sand, but the the kids must not pet the the duck.

That duck is a bad duck.

That duck pecks at kids.”



Miss Mack tells theu kids,

“Class, let’s not pet theu duck.”

Sam and Chad dig in theu sand.

Chad digs up a ring.

Sam lifts theu ring up.

Theu ring glints in theu sun.

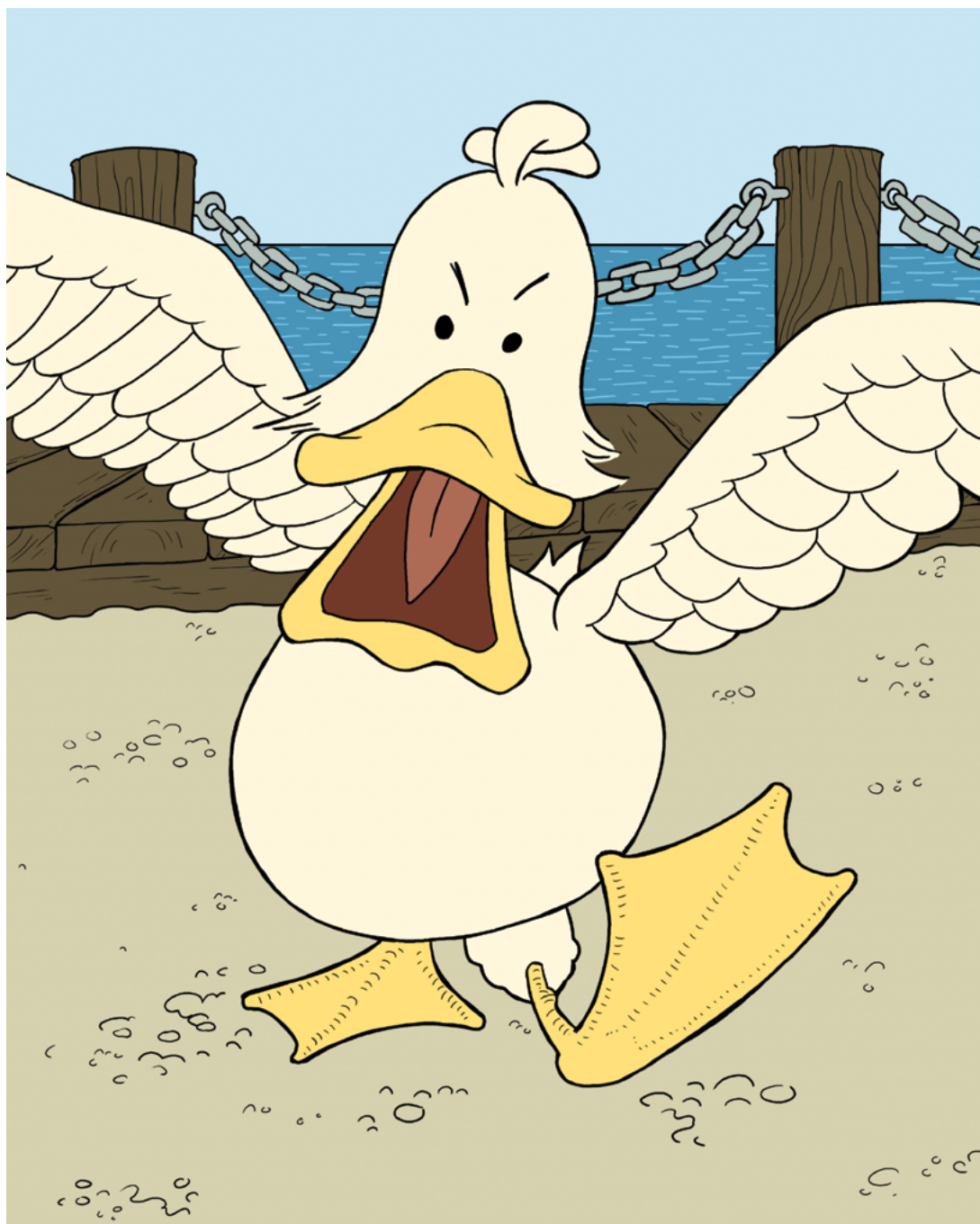


The duck spots the ring.

The duck quacks and runs at Sam.

“Sam!” Miss Mack yells,

“It’s that bad duck, the one that pecks!”



The e duck runs up and pecks at Sam's hand.

Then it runs off with the e ring.

“Man!” yells Chad.

“That is one bad duck!”



Max in the Mud

Max tracks mud on the deck.

Sam's mom yells, "Bad dog!"



Sam's mom has Sam get a mop.

Sam gets a mop and mops up
the mud.



Sam's mom sniffs Max.

Ug!

The e dog smells bad!



Sam gets Max in the e bath tub.

Sam's mom scrubs him.

Then, at last, Max smells fresh!



The Band

Sam's dad is in a **jazz** band.

That's him in the back.

Chad's dad is in the band with him.

That's him on the drums.

Chad's dad's **boss** is in the band, as well.

That's him on the left, in the hat.



Sam's dad plucks at his strings.

Chad's dad bangs on his drums.

Thee kids clap and yell.

Thee band is a big hit!



The Chick

Sam and Chad got up on a
rock.

On top of the the rock was a gull's
nest.

The gull had a chick.

The gull fed the the chick a bit of
fish.

Then the gull left.



The chick fell from its nest.

Plop!

The chick got stuck in a crack.

Sam and Chad got the chick.

Then Chad set it back in its nest.



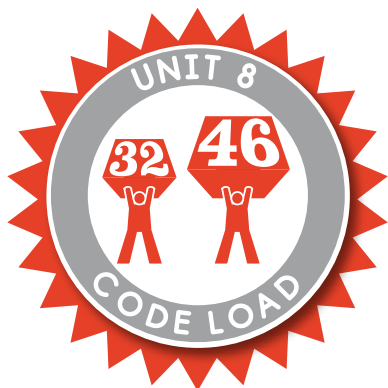
About this Book

This book has been created for use by students learning to read with the Core Knowledge Reading Program. Readability levels are suitable for early readers. The book has also been carefully leveled in terms of its “code load,” or the number of spellings used in the stories.

The English writing system is complex. It uses more than 200 spellings to stand for 40-odd sounds. Many sounds can be spelled several different ways, and many spellings can be pronounced several different ways. This book has been designed to make early reading experiences simpler and more productive by using a subset of the available spellings. It uses *only* spellings students have been taught to sound out as part of their phonics lessons, plus a handful of Tricky Words, which have also been deliberately introduced in the lessons. This means the stories will be 100% decodable if they are assigned at the proper time.

As the students move through the program, they learn new spellings and the “code load” in the decodable Readers increases gradually. The code load graphic on this page indicates the number of spellings students are expected to know in order to read the first story of the book and the number of spellings students are expected to know in order to read the final stories in the book. The columns on the opposite page list the specific spellings and Tricky Words students are expected to recognize at the beginning of this Reader. The bullets at the bottom of the opposite page identify spellings, Tricky Words, and other topics that are introduced gradually in the unit this Reader accompanies.

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Code Knowledge assumed at the beginning of this Reader:

VOWEL SOUNDS AND SPELLINGS:	CONSONANT SOUNDS AND SPELLINGS:	CAPITAL LETTERS:
<i>/i/</i> as in <i>sk<u>i</u>m</i>	<i>/m/</i> as in <i>ri<u>m</u></i>	C, D, F, I, J, L, M, P, S, T, V
<i>/e/</i> as in <i>be<u>d</u></i>	<i>/t/</i> as in <i>go<u>t</u></i>	
<i>/a/</i> as in <i>ta<u>p</u></i>	<i>/d/</i> as in <i>d<u>i</u>p</i>	
<i>/u/</i> as in <i>u<u>p</u></i>	<i>/k/</i> as in <i>co<u>t</u>, k<u>i</u>d</i>	OTHER:
<i>/o/</i> as in <i>flo<u>p</u></i>	<i>/g/</i> as in <i>lo<u>g</u></i>	
	<i>/n/</i> as in <i>pe<u>n</u></i>	• Four- and five-letter words
	<i>/h/</i> as in <i>h<u>a</u>m</i>	• 's (for possession)
	<i>/s/</i> as in <i>s<u>i</u>t</i>	• 't (contraction)
	<i>/f/</i> as in <i>fa<u>t</u></i>	• Punctuation (period, comma, exclamation point)
	<i>/v/</i> as in <i>we<u>t</u></i>	
	<i>/z/</i> as in <i>z<u>i</u>p</i>	TRICKY WORDS:
	<i>/p/</i> as in <i>ti<u>p</u></i>	
	<i>/b/</i> as in <i>bu<u>s</u></i>	a, are, blue, down, I, little, look, one, out, the, three, two, yellow
	<i>/l/</i> as in <i>la<u>mp</u></i>	
	<i>/r/</i> as in <i>ri<u>p</u></i>	
	<i>/w/</i> as in <i>we<u>t</u></i>	
	<i>/j/</i> as in <i>jo<u>g</u></i>	
	<i>/y/</i> as in <i>ye<u>s</u></i>	
	<i>/x/</i> as in <i>bo<u>x</u></i>	
	consonant clusters	

Code Knowledge added gradually in the unit for this Reader:

- Beginning with “Sam and the Fish”: Tricky Words *the* and *a*
- Beginning with “Fun at the Pond”: Tricky Words *of* and *all*
- Beginning with “Sam’s Pets”: Tricky Words *one* and *from*; Capital Letters ‘O’ and ‘K’
- Beginning with “The Van”: Tricky Word *was*
- Beginning with “On the Bus”: double-letter spellings for the following consonant sounds:
/k/ as in *clock*, */l/* as in *shell*, */f/* as in *off*
- Beginning with “Sam in Class”: */s/* as in *dress*; Capital Letter ‘W’
- Beginning with “The Chills”: */m/* as in *swimming*
- Beginning with “The Band”: */z/* as in *jazz*

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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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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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ISBN 9781683910145



9 781683 910145