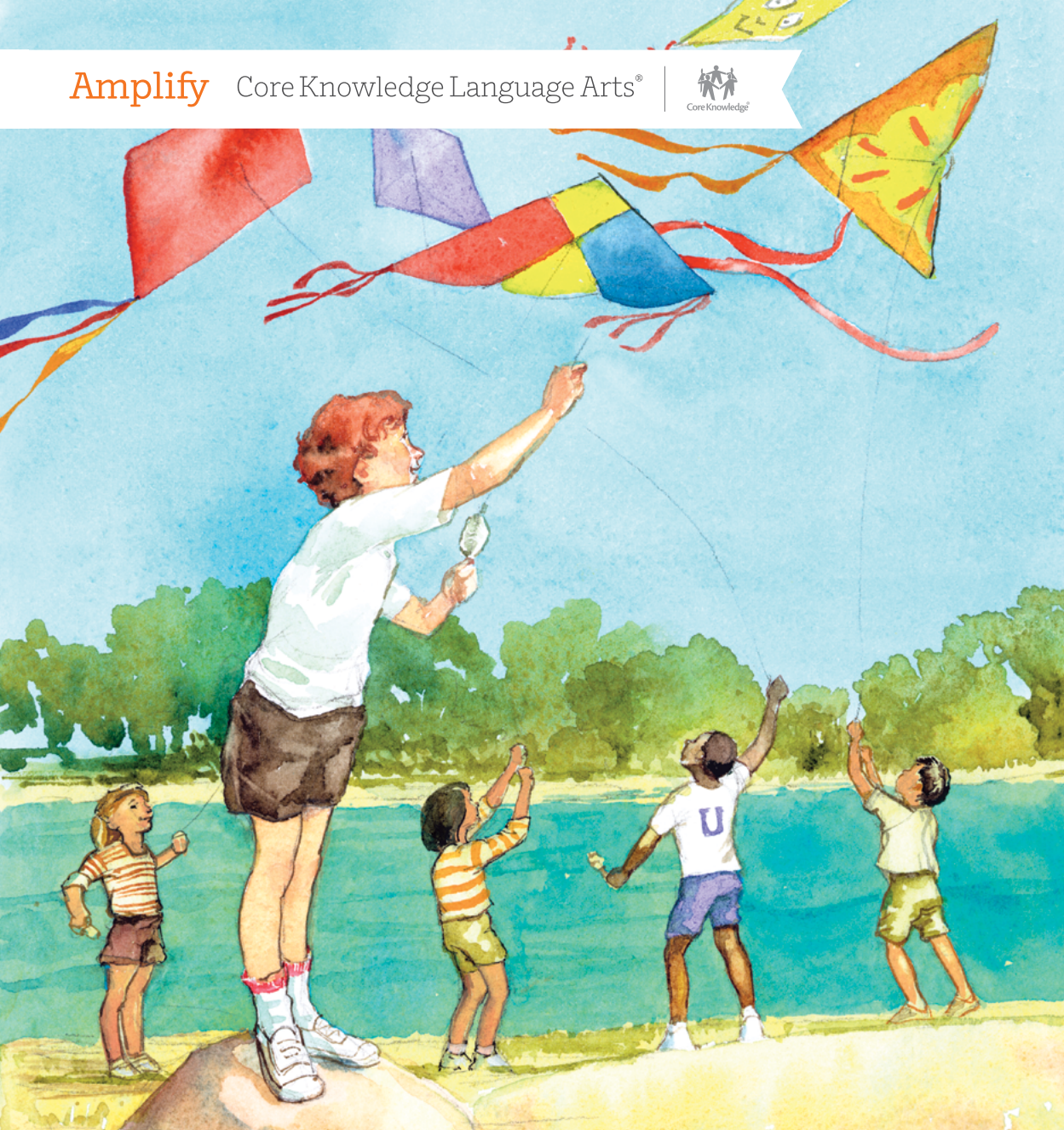




Scott

Reader

Kindergarten

Skills 10

Kindergarten

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Scott

Reader

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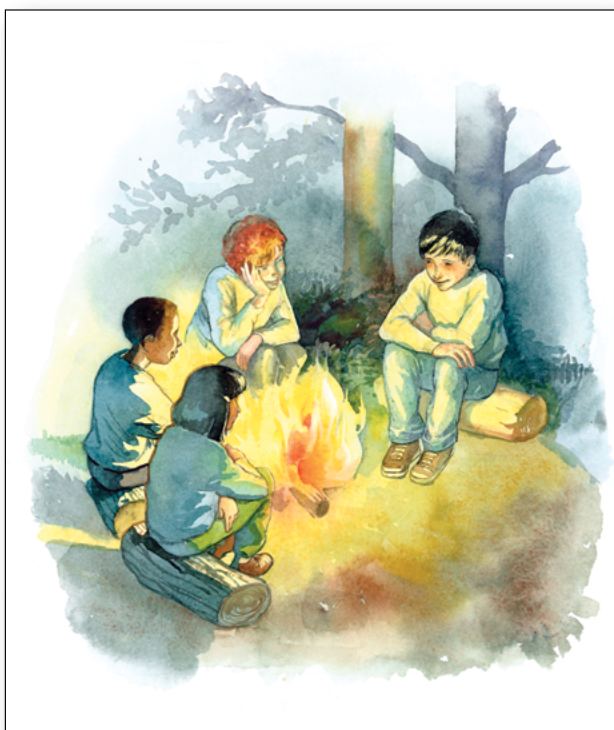
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Scott and Lee

This is Scott **Green**. Scott is ten.

Scott's dad **keeps** a pig in a pen.
Scott's mom **keeps** **three** hens.
Scott **keeps** a **sheep**.

Lee the **Sheep** is Scott's pet.
Scott **feeds** **Lee** and rubs him on
the back. **Lee** is a **sweet** **sheep**.



Red Ants

Lee the **Sheep** had a bad **week** last **week**. Red ants bit him on his legs and **feet**.

Scott had to **sweep** the ants with his hand to get rid of them.



Scott was mad at the ants.

“Ants,” he said, “**Lee** is a **sweet** **sheep**. Feel **free** to munch on plants and **weeds**, but not on **Lee**!”

One of the ants said, “We **feel** bad. We will not munch on **Lee**. We will munch on plants and **weeds**.”



The Bees

The red ants left. But then the bees got Lee! The bees stung Lee on his cheek and on his feet.

Scott ran up to help Lee. Then he went and had a chat with the bees.



“**B**ees,” said Scott, “why sting **L**ee the **S**heep? He is a **s**weet **s**heep.”

One **b**ee said, “**B**ees will be **b**ees.”

One **b**ee said, “I must be me.”

Then Scott got mad. He said, “Sting the pig. Sting the hens! Sting the cat. Sting the dog. But let **L**ee be!” And the **b**ees let **L**ee be.



Cake and Grapes

Scott got a **cake** to **share** with his pal **Jade**. **Jade** got a bunch of red **grapes** to **share** with Scott.

Scott went to **Jade's** and **gave** **Jade** the **cake**. **Jade** **gave** Scott the **grapes**. Then the kids sat and **ate**. **Jade ate** all of Scott's **cake**. Scott **ate** all of **Jade's** **grapes**.



Fun in the Sand

Scott is with **Jade** and **Dave**.
The kids dig in the sand. They
shape the sand. They **make** a sand
man.

A big **wave** hits. The kids can't
save their sand man from the
wave. The sand man gets wet. He
slumps. He sags. He drips.

The sand man is a mess. But
the kids are not sad. They run and
splash in the **waves**.



Skates

Jade got skates when she was six. Scott just got his last week. He is scared to get up on his skates.

“Is this safe?” Scott asks. “What if I trip and get a scrape? What if I hit a tree? What if I see a snake?”

“It is safe!” says Jade. “Just skate.”

Jade helps Scott skate. Scott slips once. Then he gets the hang of it.

“Jade,” he yells, “it’s fun to skate!”



A Fine Hike

Scott is on a hike with Clive and Clive's dad. They hike three miles up a big hill.

At the top of the hill, Clive's dad says, "This is where we will camp." He drops his pack on the grass. Scott and Clive help him set up the tent.



At **five**, Scott and Clive **hike** to the **lake** to fish. They get **five** fish!

At dusk, the kids **hike** back to camp. Clive's dad **makes** a **fire**. The kids munch on hot dogs.

At **nine**, they get in their tent. They are all **tired**. They smile as they **sleep**.



The Bike Ride

Scott's sis, Meg, likes to ride a bike. Once Meg went on a bike ride with Scott. Meg's tire hit a rock and she fell off the bike.

Meg was brave. She did not yell. She did not sob. She got back on the bike. Then she said, "Let's ride!"

"Meg," Scott said, "I am glad my sis is so brave!"

That made Meg smile with pride!



The Plane Ride

Scott's dad rents a **plane**. He asks Scott and Meg to **ride** with him in the **plane**. The kids **smile** and nod.

The kids get in the **plane**. They click on their belts. Then their dad **takes** off. The **plane** picks up **speed**. By the **time** it gets to the end of the strip, it lifts up.



The kids can **see** lots of things
from the plane.

“That’s Big **Lake!**” says Scott. “But
it’s not so big from up here, is it? It
seems like it’s just a frog pond!”

“What’s that?” Meg asks.

“That’s a truck,” says Scott.

“A truck?” says Meg. “But it’s the
size of a dot!”

Scott and Meg **smile**. It’s fun to
ride in a **plane**.



The Gift

Scott and Meg's mom is named Liz. She stops off at Hope's Dress Shop.

"Hope," Liz says, "I **need** a doll's dress. The dress on Meg's doll has a bunch of **holes** in it."

"Well," says Hope, "here's a dress. It's a doll's **size**, and it's on **sale**."



“This is just what I **need**!” says Liz. “It will fit Meg’s doll, and Meg **likes green**!”

Hope drops the dress in a bag. Liz hands **Hope** cash. **Hope** hands the bag to Liz.

Hope is glad. She has **made** a **sale**. Liz is glad, as well. She has a gift to **take home** to Meg.



The Sled Ride

“I’ll drive!” said Scott, as he sat on the sled. **Jade** and Meg got on next. **Dave** was the last one on the sled. He sat in back.

The sled slid off. It went fast.

“Scott,” **Jade** said, “**steer** to the left! There’s a big **stone** there by the—”

Smack! The sled hit the **stone**.
The kids fell off.



Scott went to check on **Jade**.

“Ug!” **Jade** said. “I **feel** like I **broke** all the **bones** in my leg!”

“Hop on the sled,” Scott said. “I will drag it **home**.”

Meg went to check on **Dave**.

Dave said, “I **froze** my nose!”

“Hop on the sled with **Jade**,” said Meg. “Scott and I will drag it **home**.”



Scott's Snack Stand

Scott has a snack stand. Last **week**, he **rode** his **bike** to a shop to get nuts to sell at his stand. He got **three** big bags of nuts. The nuts cost him a lot of cash.

Scott slid the bags in his **tote** bag. Then he **rode** **home**.

When he got **home**, he got his mom to help him **make** hot spice nuts on the **stove** top.



Then Scott set up his stand.

“Hot **spice** nuts!” he said. “Get a bag of hot **spice** nuts! Just one buck!”

A kid **came** by and got a bag of nuts. Then a man got a bag. Then the man’s **wife** got a bag. He **made** back the **five** he had spent on nuts, plus ten in cash!



In the Pet Shop

Scott is in a pet shop. He spots a chimp in a pen. The chimp hangs from a branch. Then he jumps up on a big red cube and grins at Scott.

Scott sings a tune to the chimp. The chimp waves back. Scott likes the chimp, and the chimp seems to like him!



“Mom,” Scott says, “this chimp is so cute. He got up on his cube and waved at me! Can I take him home?”

“No,” says his mom. “My home is a chimp-free zone.”

Scott stares at the chimp. His mom can see that he is sad, so she tells him he can get a fish.

Scott is so sad he can't take the chimp home, but he is glad he gets to take a fish home.



Scott Bakes a Cake

Scott's mom **bakes** **cakes** with Meg.

"Scott," she says, "you can help us with this **cake**, if you **like**."

Scott shrugs. "Well," he says, "if you can **use** my help, I will help."

"It will be fun," says his mom. "You can crack the eggs."



Scott cracks thre**ee** eggs and drops them in the dish.

Scott asks if he can mix up the eggs. Then he asks if he can add in the **cake** mix.

“Well,” his mom says, “if you add the **cake** mix, then Meg gets to frost the **cake**.”

“Can I help Meg frost it?” Scott asks.

Mom and Meg smile.

Meg says, “**See**, Scott. It’s fun to **bake a cake!**”



The Cave

Scott and Jade are on a hike.
Jade spots a cave and peeks in.

“Are there bats in there?” Scott asks.

“I can’t tell,” Jade says, “but I hope so! I like bats!”

“Ick!” says Scott. “Bats are not cute.”



Scott and **Jade** step in the **cave**.

Jade yells, “Bats, where are you? **Wake** up!”

Scott says, “Let the bats **sleep**.”

Just then a bat **glides** up. It flaps its wings. It dips and spins.

Jade **stares** at the bat and **smiles**.

Scott ducks and yells, “**Hide!**
A bat!”



The Skiff Ride

“Let’s **take** a ride in my skiff,” says Scott.

“What’s a skiff?” asks Ling.

“Um, it’s **like** a ship,” says Scott, “but not so big.”

The kids run to the dock. They can swim well, but, to be **safe**, they slip on **life** vests. Scott and Ling get in the skiff.



Scott **steers** the skiff. He **steers** it to the west **side** of the **lake**. The skiff **glides** in the wind.

Ling spots lots of fun things.

“I **see** ducks by that **pine tree!**”
she yells.

“Is that a fish?” Scott asks.

“There’s a **crane!**” Ling adds.

She says, “Scott, this is so much fun!”



Lunch Trades

Dave checks his lunch bag.
“No!” he fumes. “It’s ham. I ate
ham all week! Will you trade, Ling?”

“I’ll trade my hot dog,” Ling says,
“but not my chips. Will you trade
your lunch, Scott?”

“I will trade,” Scott says, “but
you will not like what Mom gave
me.”



“Why?” asks Ling. “What’s in your bag?”

“A fish **bone**, a lump of fat, and a wet sock,” says Scott.

“No to all of **those**!” says Ling.

“Ug!” says **Dave**. “No **trade**!”

As Ling and **Dave** **trade**, Scott keeps his bag. He does not tell Ling and **Dave** what he has in his bag. He has chips, ham, a bun, and a bunch of red grapes. Scott **likes** all of the things in his bag. He will not **trade** them.



Mike's Tale

The kids sat by a fire.

“Let's all tell **tales**,” said Ling.

“Then we can **vote** on which **tale** is the best!”

“Let me tell **mine**!” Mike said.

“My tale will **scare** you.”

“No!” said **Dave**, “You can't **scare** me!”



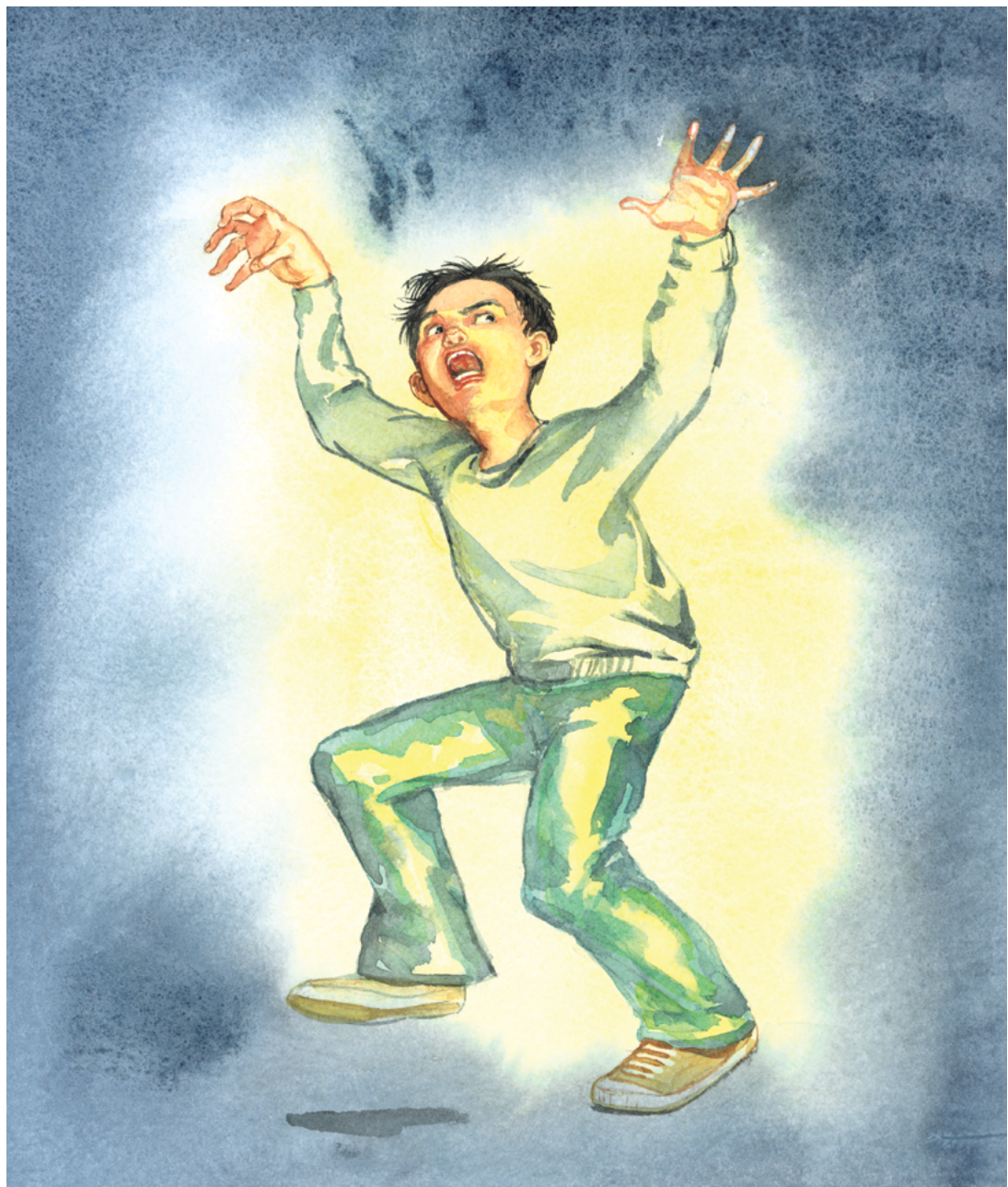
“Well,” said Mike, “we will see!”
“There’s a Grump,” Mike said, “that **makes** its **home** **close** to this spot. It’s big. It has long fangs. It **sleeps** when the sun is up and **wakes** when the sun sets. The Grump can smell kids. It **likes** to grab them and . . .”

Just then, there was a snap.

“What was that?” Dave said.

“It was just a twig,” Ling said.

“But what **made** it snap like that?” said Dave.



Dave was scared.

“EEEEEEEEEEEEEEEEEEEE!” he said.
“IT’S THE GRUMP! RUN! RUN FROM
THE GRUMP!”

Dave got up to run, but Ling
said, “It’s not the Grump! It’s just
Meg!”



Green Grove Glade

Dave and Scott hike to Green Grove Glade with their moms and dads.

They stop at the gate and a man says, “Moms and dads, rest here where you can see your kids as they run, jump, and slide.”

Scott and Dave are glad this is a spot for kids. They are glad their moms and dads are close if they get tired.



The kids swing on the swings.
They **slide** on the **slides**. They **ride**
on the **rides**. When they get **tired**,
they get thei moms and dads and
hike back to thei **homes**.

“Was it fun, Scott?” his mom asks
when they get **home**.

Scott nods and **smiles**.

“What was it **like**?” she asks.

Scott grins and quips, “It was
fun, Mom! **Green Grove Glade** is a
fun spot for kids!”



The Boss

“Meg,” Scott says, “when Mom and Dad are on their trip, I will be the boss here.”

“You are not the boss of me!” says Meg.

“I’m the boss!” says Scott.

“You are not!” says Meg.



Scott glares at Meg. Meg glares back at him. Just then Mom steps in and taps Scott on the back. “Scott,” she says, “meet Jen. Jen will be the boss till Dad and I get back.”

“Meg’s boss?” Scott asks.

“Meg’s boss and Scott’s boss,” his mom says.

“Rats!” says Scott. “When will I get to be the boss?”



The King of Kites

“What’s that?” Dave asks.

“It’s a kite I made,” says Scott.

“Can I help you test it?” Dave asks.

“Yes,” says Scott.

The kids take the kite close to the lake to test it. Scott grabs the string. Then he runs as fast as he can.



The wind grabs Scott's kite. The kite zips up. It rides on the wind. It shines in the sun. The wind lifts it up till it is just a speck.

Dave cheers.

"Scott," he yells, "you are the man! That kite you made is the best kite of all time! You are the King of Kites!"



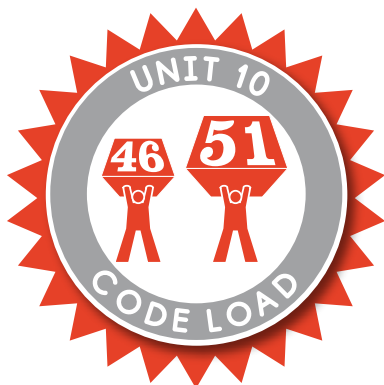
About this Book

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/ as in <i>sk<u>i</u>m</i> /e/ as in <i>b<u>e</u>d</i> /a/ as in <i>t<u>a</u>p</i> /u/ as in <i><u>u</u>p</i> /o/ as in <i>fl<u>o</u>p</i>	/m/ as in <i>ri<u>m</u></i> /t/ as in <i>go<u>t</u></i> /d/ as in <i><u>d</u>ip</i> /k/ as in <i>c<u>o</u>t, <u>k</u>id</i> /g/ as in <i>l<u>o</u>g</i> /n/ as in <i>pe<u>n</u></i> /h/ as in <i><u>h</u>am</i> /s/ as in <i>s<u>i</u>t</i> /f/ as in <i>f<u>a</u>t</i> /v/ as in <i><u>v</u>et</i> /z/ as in <i><u>z</u>ip</i> /p/ as in <i>ti<u>p</u></i> /b/ as in <i><u>b</u>us</i> /l/ as in <i><u>l</u>amp</i> /r/ as in <i><u>r</u>ip</i> /w/ as in <i><u>w</u>et</i> /j/ as in <i><u>j</u>og</i> /y/ as in <i><u>y</u>es</i> /x/ as in <i>bo<u>x</u></i> consonant clusters	All TRICKY WORDS: a, all, are, blue, down, from, here, I, little, look, no, once, one, out, said, says, so , the, there, three, to, two, was, were, what, where, which, why, yellow

Code Knowledge added gradually in the unit for this Reader:

- Beginning with “Scott and Lee”: the sound /ee/ spelled ‘ee’
- Beginning with “Red Ants”: Tricky Words *he*, *she*, and *we*
- Beginning with “The Bees”: Tricky Words *be* and *me*
- Beginning with “Cake and Grapes”: the sound /ae/ spelled ‘a_e’, Tricky Words *they* and *their*
- Beginning with “A Fine Hike”: the sound /ie/ spelled ‘i_e’
- Beginning with “The Bike Ride”: Tricky Word *my*
- Beginning with “The Plane Ride”: Tricky Word *by*
- Beginning with “The Gift”: the sound /oe/ spelled ‘o_e’
- Beginning with “In the Pet Shop”: the sound /ue/ spelled ‘u_e’, Tricky Words *you* and *you’re*

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Erin O'Donnell, Senior Designer

Contributors

Ann Andrew, Desirée Beach, Leslie Beach, Brian Black, Stephanie Cooper, Tim Chi Ly, Nicole Crook, Stephen Currie, Kira Dykema, Carol Emerson, Jennifer Flewelling, Mairin Genova, Marc Goldsmith, Christina Gonzalez Vega, Stephanie Hamilton, Brooke Hudson, Carrie Hughes, Sara Hunt, Rowena Hymer, Jason Jacobs, Leslie Johnson, Annah Kessler, Debra Levitt, Bridget Looney, Christina Martinez, Sarah McClurg, Julie McGeorge, Evelyn Norman, Chris O'Flaherty, Cesar Parra, Leighann Pennington, Heather Perry, Tim Quiroz, Maureen Richel, Jessica Richardson, Carol Ronka, Laura Seal, Cynthia Shields, John Starr, Carmela Stricklett, Alison Tepper, Karen Venditti, Carri Waloven, Michelle Warner, Rachel Wolf

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Consulting Project Management Services

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Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

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Contributors to Earlier Versions of These Materials

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

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Writers

Matt Davis, Core Knowledge Staff

Illustrators and Image Sources

All illustrations by Gail McIntosh

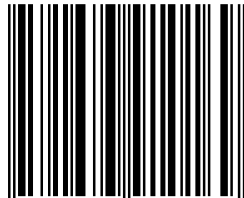


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