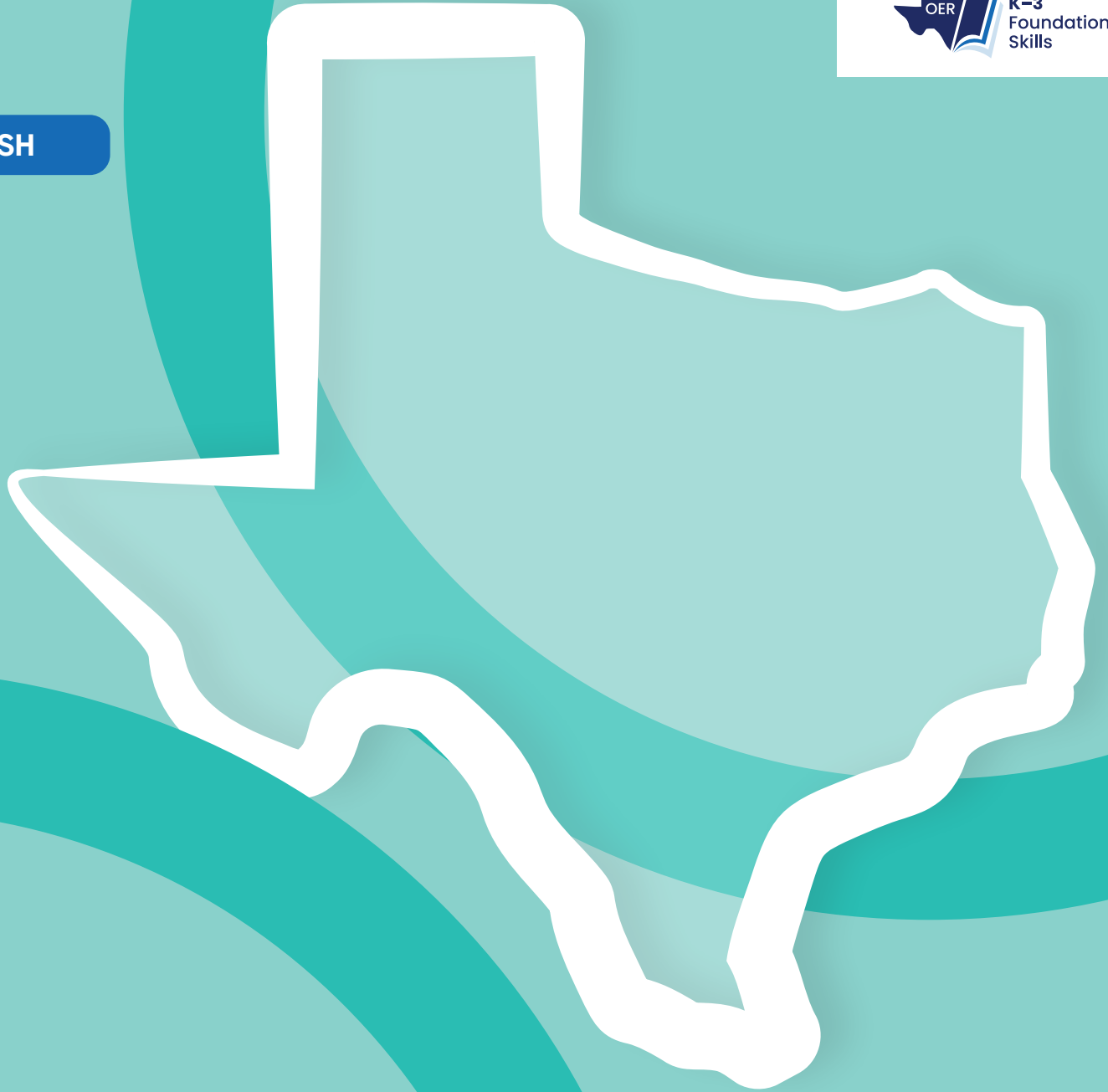


ENGLISH



GRADE 1 FOUNDATIONAL SKILLS UNIT 2

Gran | Big Book

EDITION 1

Grade 1

Foundational Skills 2

Gran

Big Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

If you have further product questions or to report an error, please email openeducationresources@tea.texas.gov.

Table of Contents
Gran
Foundational Skills 2 Big Book

Gran's Trips	2
The Pet.	10
King	14
Where Is King?	18
The Swim Meet	26
At the Reef	30
The Bug Glass	36
The Tape.	42
Fuzz and Mel	46
The Sweet Shop.	56
King and Queen	60

The Trip West70

Saved by the Bells.78

Pausing Point (Stories for Assessment and Enrichment)

Splash Dogs82

Tex and Rex88

Gran’s Mud Run.94

Gran’s Trip Home100



Gran's Trips

“When will Gran get here?”
Josh asks.

Jen shrugs.

Just then, Josh and Jen **see** a
cab on the **street**.

“Gran is here!” Jen yells.

When Gran steps from the
cab, Josh and Jen run up to get
a hug.



“Was the trip fun?” Josh asks.

“Which one?” Gran asks. “I went on **three** trips!”

“Where to?” asks Josh.

“One was to the Swiss Alps,” says Gran. “In the Alps, there were **steep** cliffs. I went up to the top of one cliff, but it was slick. I fell and had to cling to the rocks!”

“No!” says Jen.

“Yes!” says Gran. “Here is a snap shot.”



“What was the next trip?” Josh asks.

“I went to Hong Kong,” says Gran.

“What is in Hong Kong?”

“Lots of stuff,” says Gran. “Hong Kong has lots of ships and big lamps.”

“No!” says Josh.

“Yes!” says Gran. “Here is a snap shot.”





“What was the last trip?” asks Jen.

“I went to the gulf to swim with the **eels** and **feed** the fish,” says Gran.

“No!” says Jen.

“Yes!” says Gran. “Here is a snap shot.”

“Which trip was the best?” Josh asks.

“This one!” Gran says. “The one where I get to **see** Josh and Jen!”



The Pet

Gran says, “When I was on my trip, I got a pet.”

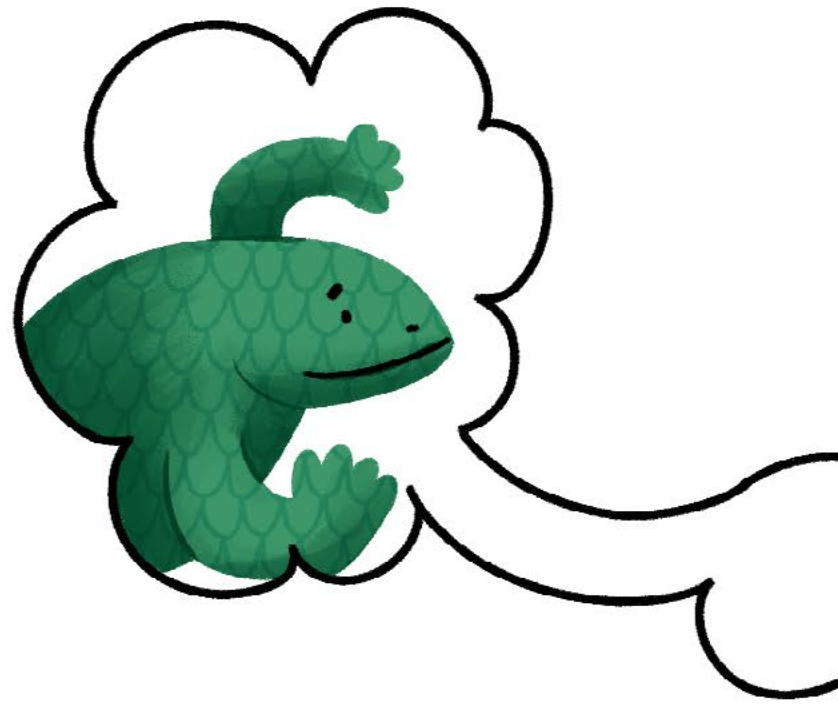
“What can it be?” asks Jen.

“Is it a fish?”

“No,” says Gran.

“Is it a dog?” asks Josh.

“No,” says Gran.





“Is this pet big?” asks Josh.

“Well,” says Gran, “he is not big, but he is long.”

“Has he got **teeth**?” asks Josh.

“He has fangs!” says Gran.

“What are fangs?” asks Jen.

Just then, the bell rings.

Gran says, “That must be him!”



King

Jen yells, “Gran, there is a man here with a big crate.”

Gran says, “It must be King!”

“Who?” asks Jen.

“The pet I got on my trip,” says Gran.

“But what is this King?” asks Josh.





Gran **takes** the lid off the **crate** and lifts up a long, black **snake**.

“**Sweet!**” says Josh. “King is a **snake!**”

“**Eek!**” Jen yells. “I am **scared** of **snakes!**”

Gran says, “King is a **safe snake**. There are **snakes** that can kill us, but King is not one of them. This is a **snake we** can pet.”



Where Is King?

“Help!” Gran yells.

“What is it?” says Jen.

“King is not in his **crate!**” says Gran.

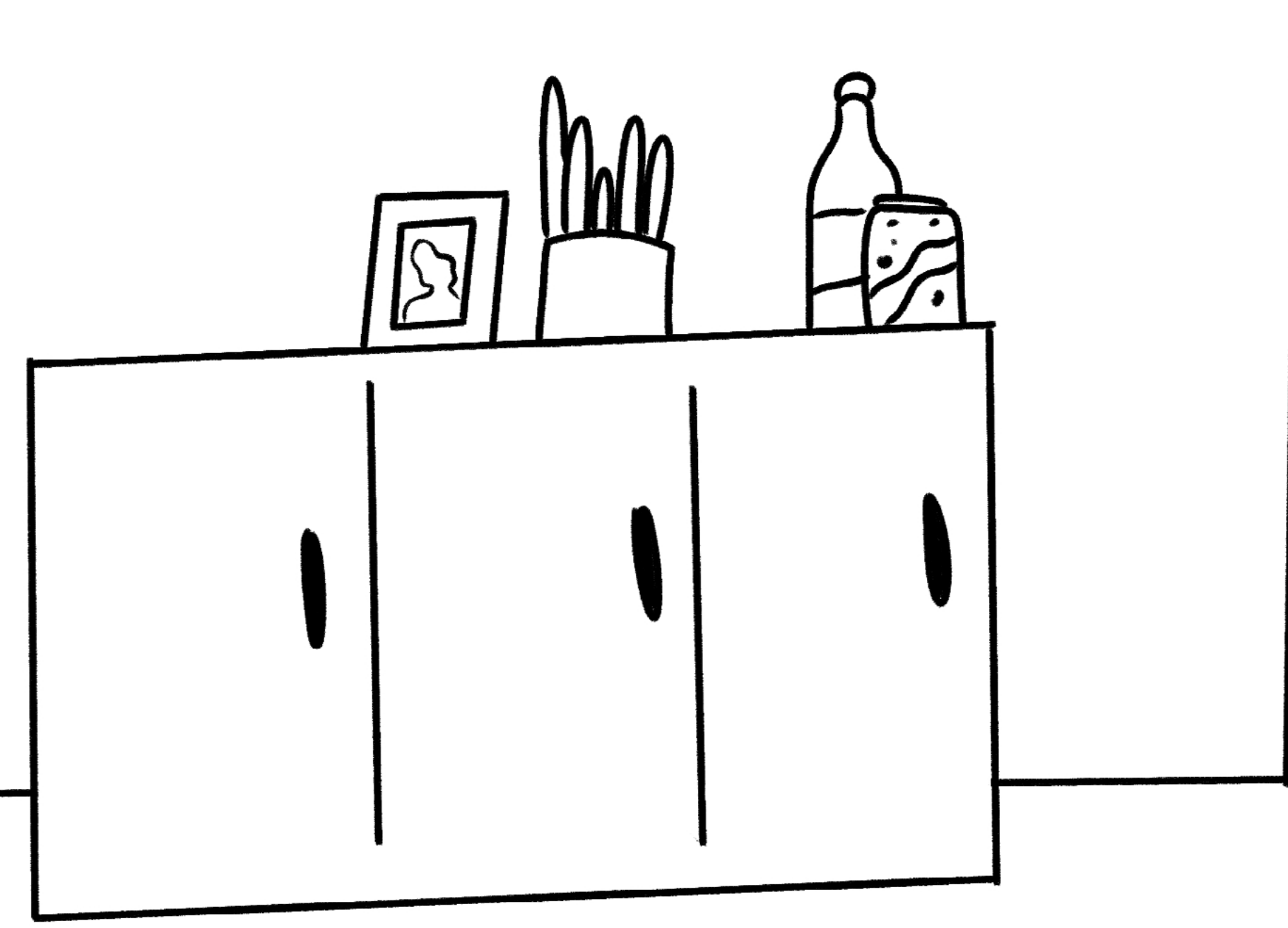
“Where is he?”



Jen checks the pots and pans.

“He is not in here!” she yells.
“Check in the den.”





Josh checks the den.

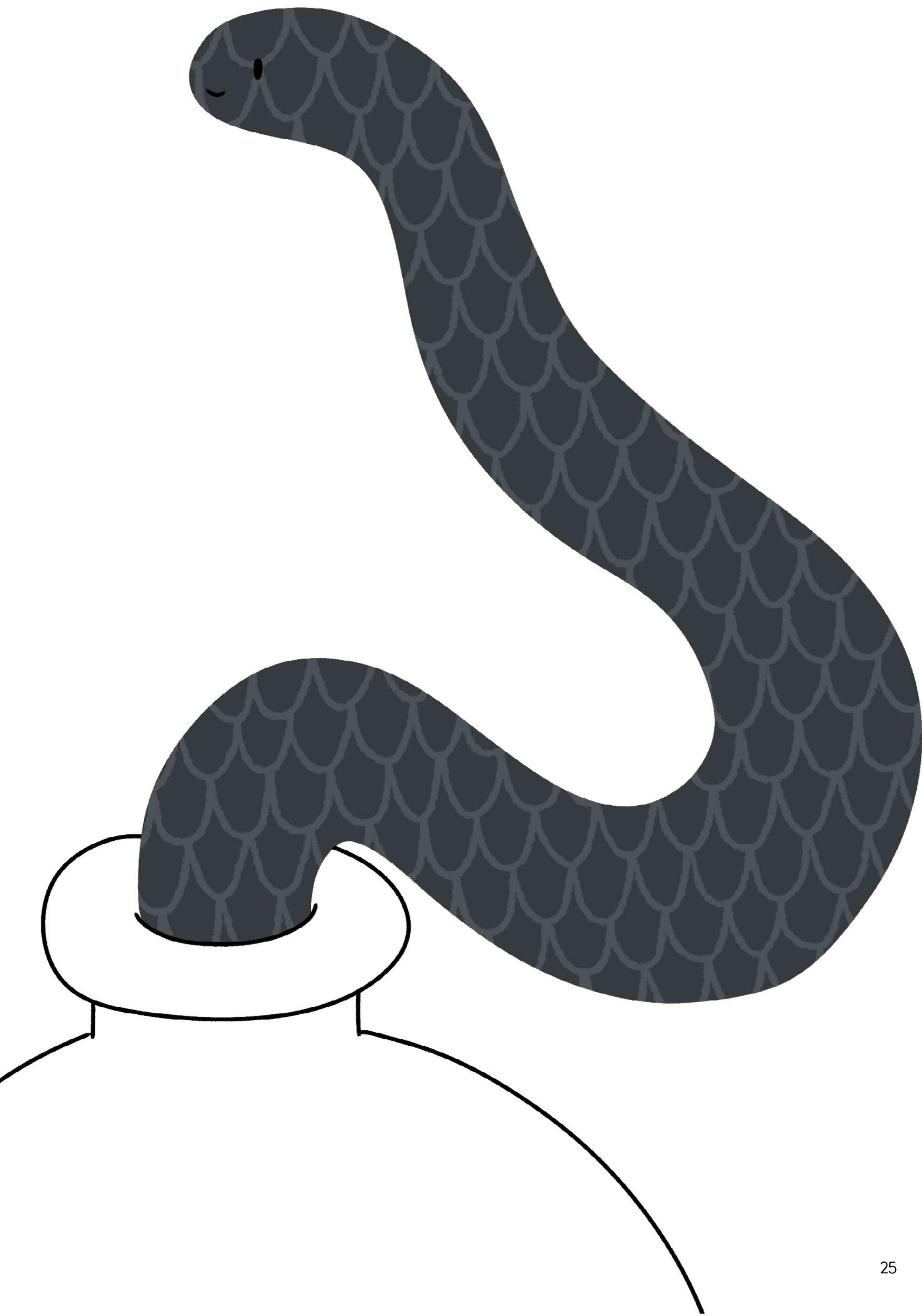
“He is not in here,” he yells. “I bet he went back to the pet shop!”



Just then, King **peeks** up from
a big **vase**.

“There he is!” says Josh.

Gran runs to King and picks
him up. She pets the **snake**. She is
glad to **see** him.



The Swim Meet

Josh and Jen like to swim. They take Gran to their swim meet.

Jen lines up in lane five.

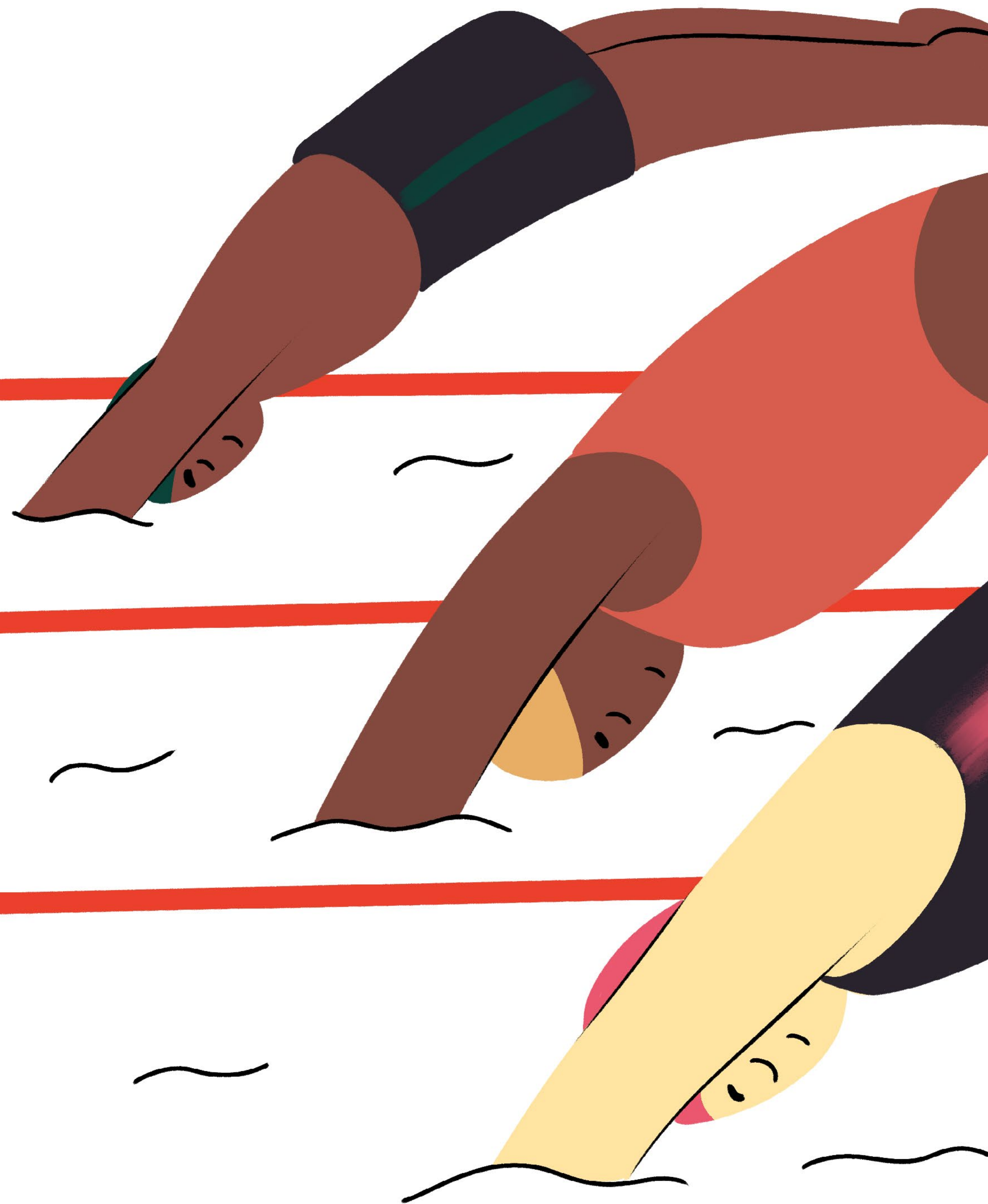
Josh lines up in lane six.

The kids are up on the blocks.

Then there is a beep.

All the kids dive in. Splash!

“Swim!” yells Gran. “Swim fast!”



Josh and Jen swim as fast as they can. They swim and swim. In no time, they **make** it to the end.

“Did Josh win?” asks Gran. “Did Jen win?”

Josh and Jen **wave** and **smile**. They did not win, but they had a lot of fun!



At the Reef

Josh asks Gran what it was like when she went to the reef.

“Well,” Gran says, “it was a lot of fun! I **made** a plan to **meet** my pal Mike. I had to **ride** my bike **nine** miles to the reef to **meet** Mike.”

“That is a long ride!” says Jen.





“When I got there I went on a **dive** to **see** the fish and the **eels**.”

“With **Mike**?” Josh asks.

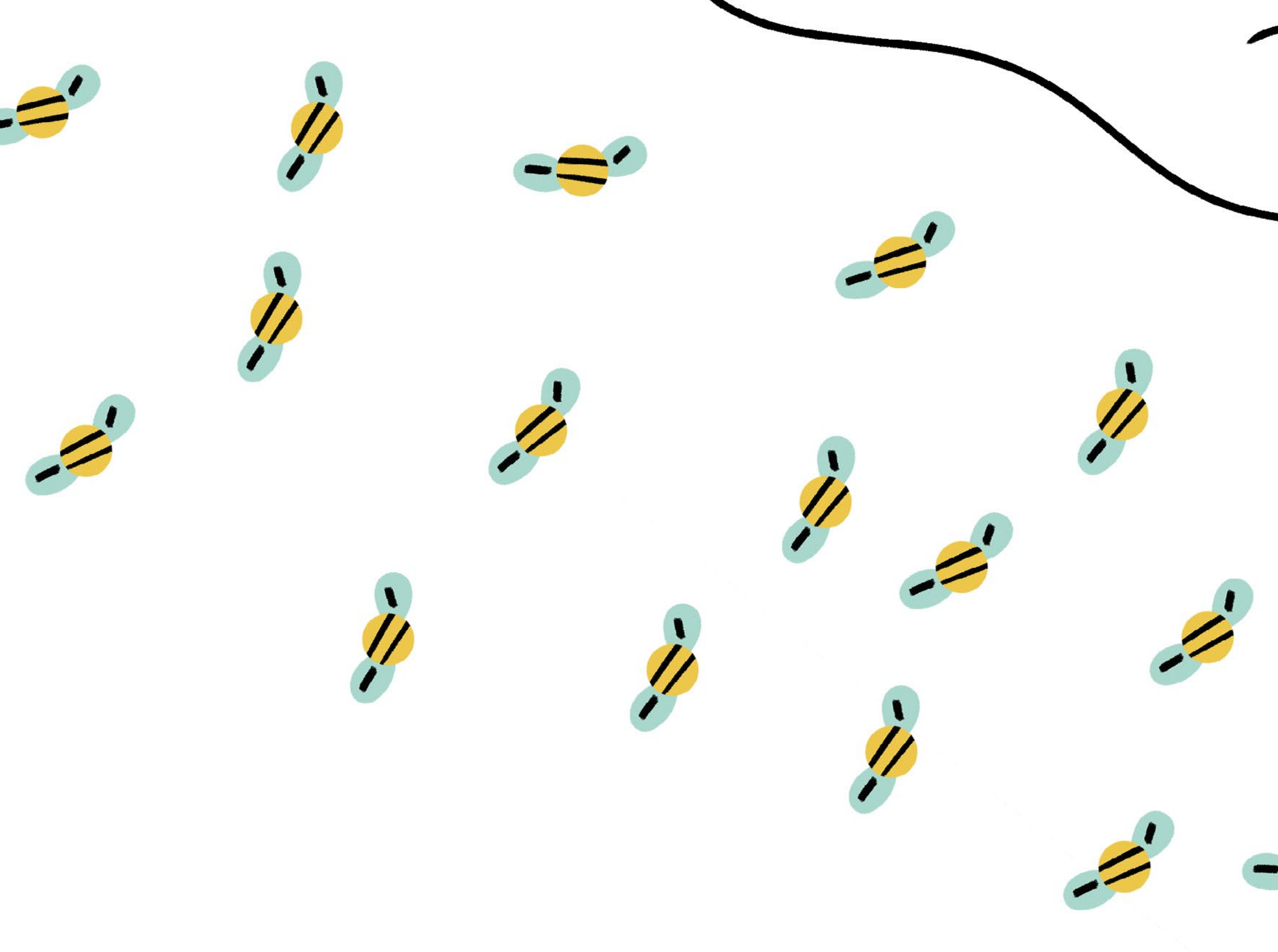
“No,” Gran says. “**Mike** did not **dive** with me. He went to hang glide.”

“Did he **like** it?” Jen asks.

“Not so much,” Gran says with a **smile**.

“Why not?” asks Josh. “It must be lots of fun to hang glide.”





“Did he crash?” asks Jen.

“No, no,” says Gran, “but he did have a bad time. When it was time to land, he hit a hive of bees! He got stung ten times.”

“Yikes!” says Jen.



The Bug Glass

“Gran,” Jen says, “Josh is mad at me.”

“Why is he mad?” Gran asks.

“I **broke** his bug glass.”

“What is a bug glass?”

“A bug glass is something that lets him **see** bugs and ants up **close**.”





Gran checks the bug glass.

“It is not so bad,” she says. “We can fix it with some tape.”

“Josh will still be mad,” Jen says.

“We can **make** him a snack,” says Gran. “And we can **make** the ants a snack, as well.”

Gran hands Jen some chips and grapes. “Here,” she says, “Set **those** on the big **stone** in back.”



Gran yells, “Snack time!”

Josh runs in and grabs a snack. Gran lets him munch on it. Then she she says, “Jen, take Josh to the stone.”

Jen grabs Josh by the hand and takes him to the stone. He He sees his bug glass. Then he he sees a bunch of ants. He He picks up the glass and stares at the ants.

Josh smiles. “The ants like those chips!” he he says. He He hands Jen the glass. “Here!” he he says, “Take a peek!”



The Tape

“Gran,” Jen asks, “what is that?”

“This is a **tape** deck,” Gran says. “And in it is a **tape** with some songs sung by my gran.”

On the **tape** Gran’s gran sings a jazz song. At the end she sings “Pip! Pip! Ting a ling a ling!”

“I like **those** **notes** she sings at the end!” says Jen.

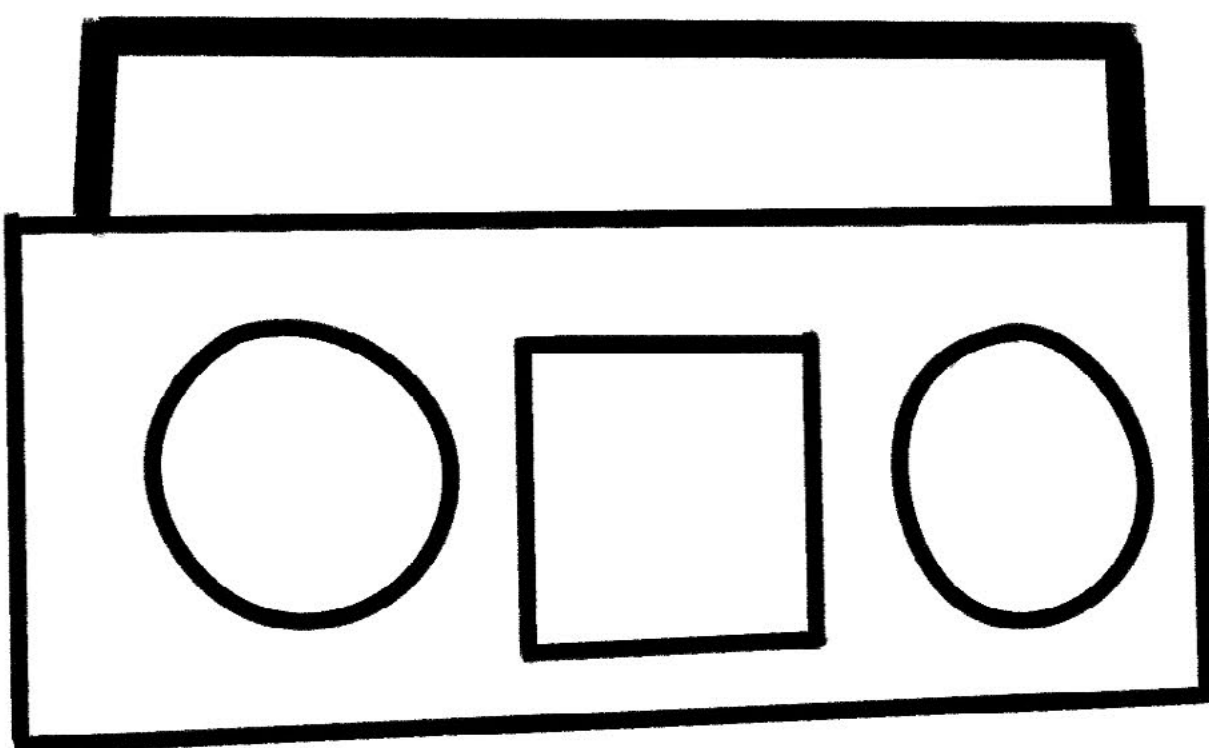
“So do I!” says Gran.



“Gran,” says Jen, “we can act like we are in the band and sing the song!”

“OK,” says Gran. “Run and get a dress. I will grab those shades I like.”

Gran and Jen dress up. Then they sing the song. At the end they sing, “Pip, pip! Ting a ling a ling!”





Fuzz and Mel

The kids are in bed, but they they can not sleep.

“Gran!” Josh yells.

Gran peeks in and asks, “What is it?”

“We can not sleep!” says Josh.
“We can not sleep.”

“Tell us a tale!” says Jen.

“OK,” says Gran. “This is the tale of Fuzz and Mel.”



Once there were two cats
named Fuzz and Mel.

Fuzz was a cute cat who did
his best to be safe at all times.
Mel was a brave cat who had a
fast plane.

“Fuzz!” Mel said, “We can take
a ride in my plane!”

“Um,” Fuzz said, “well . . . the
thing is . . . I like to be safe . . .
and I am not . . .”

“It is safe,” Mel said. “Jump in!”



The plane went up, up, up.

A duck came up next to the plane.

“What a swell duck!” said Fuzz.
“And what a swell plane ride!
Why was I so scared of a plane ride?”





Just then, Mel made the plane zip from side to side.

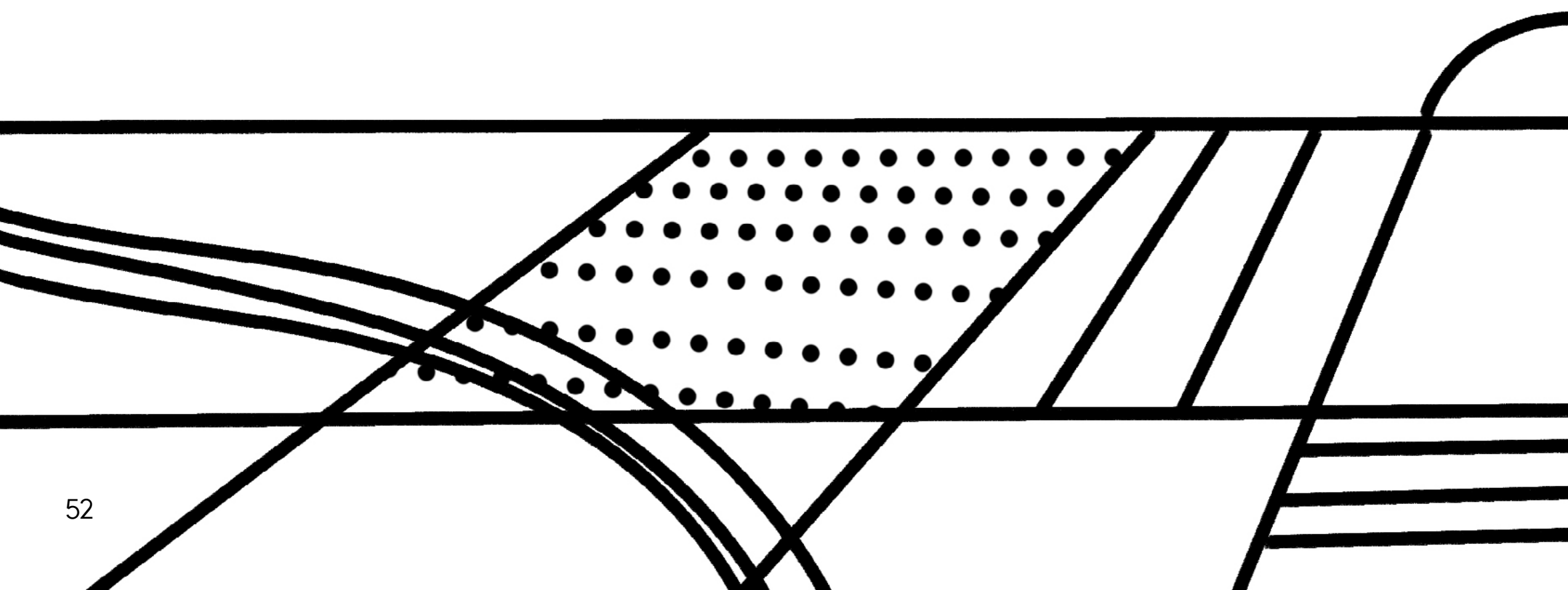
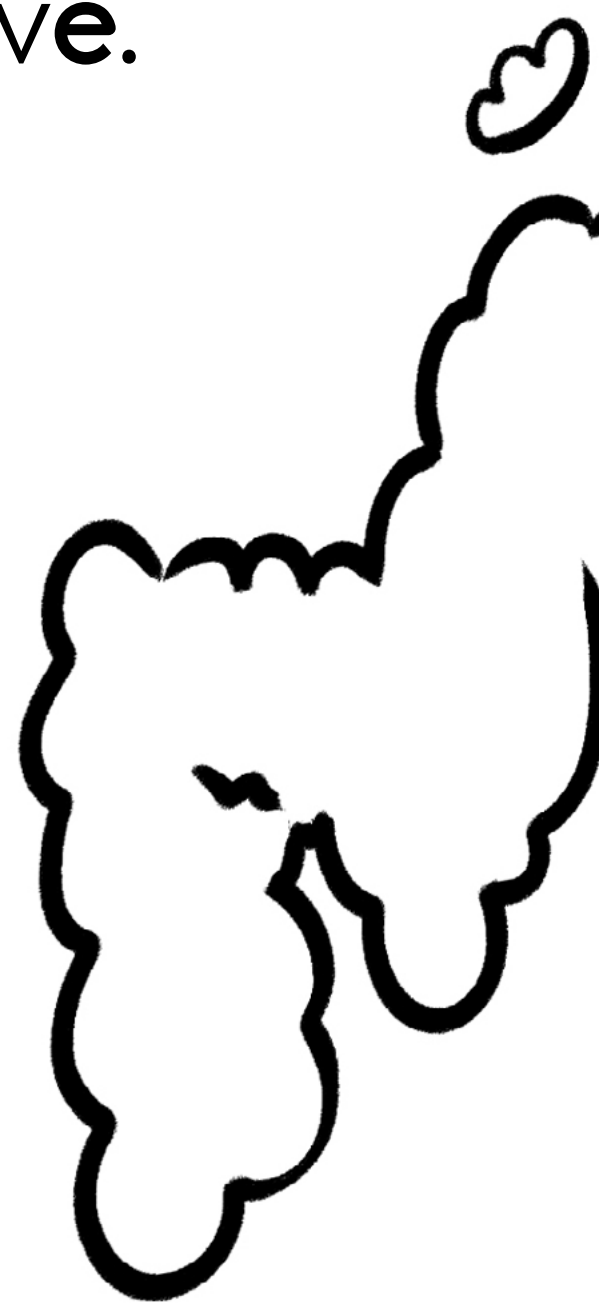
Fuzz did not like that. It did not feel safe to him.

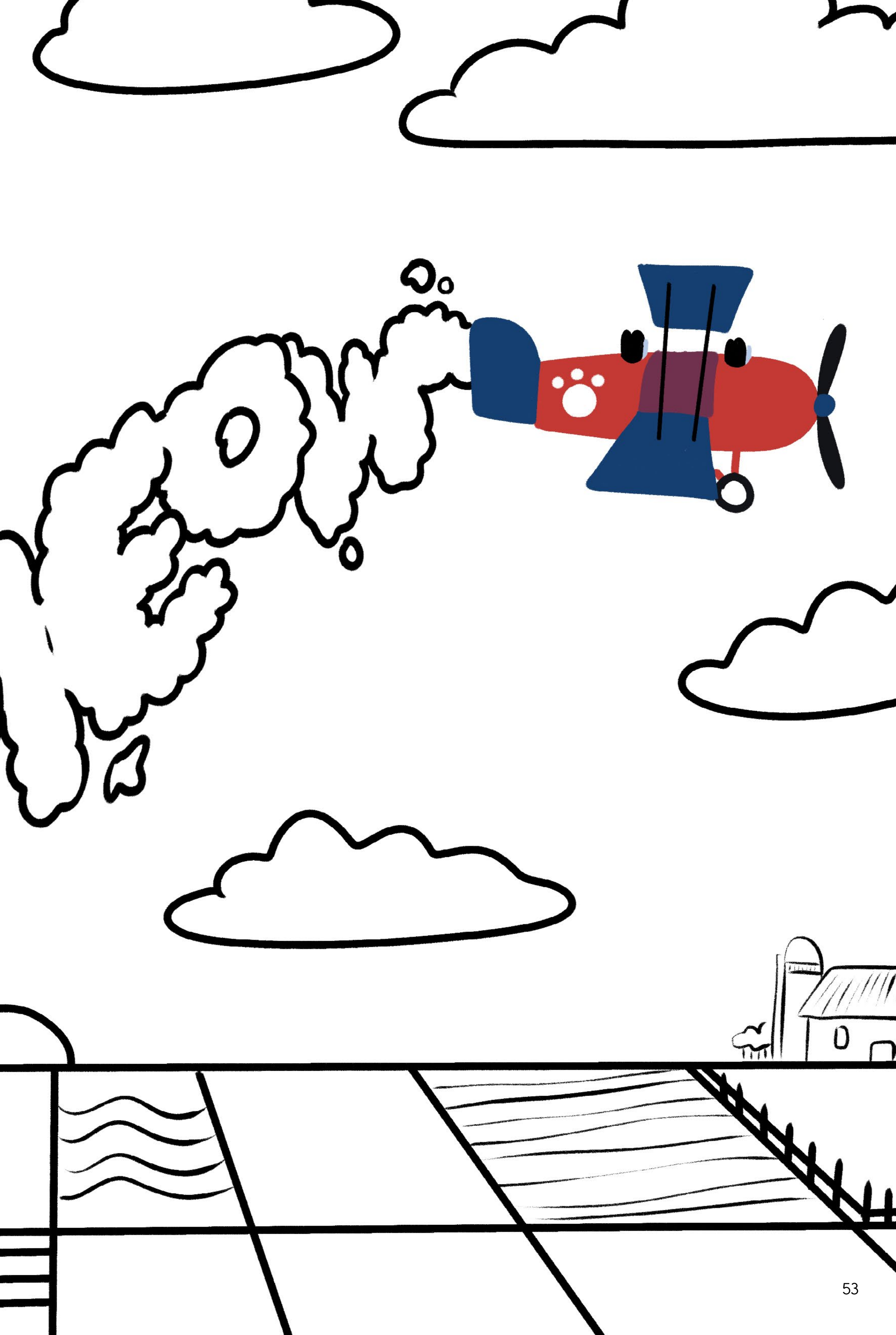
Then Mel made the plane dive.

“ZZZZZZZZZZZZZZ!” went the plane as it dove.

“Stop!” said Fuzz, as he held on to the side of the plane.

“Not safe! Not safe!”





Mel set the plane back on the land.

Fuzz felt sick. He had the shakes.

“Ug,” he said. “That’s the last time I ride in a plane with Mel.”





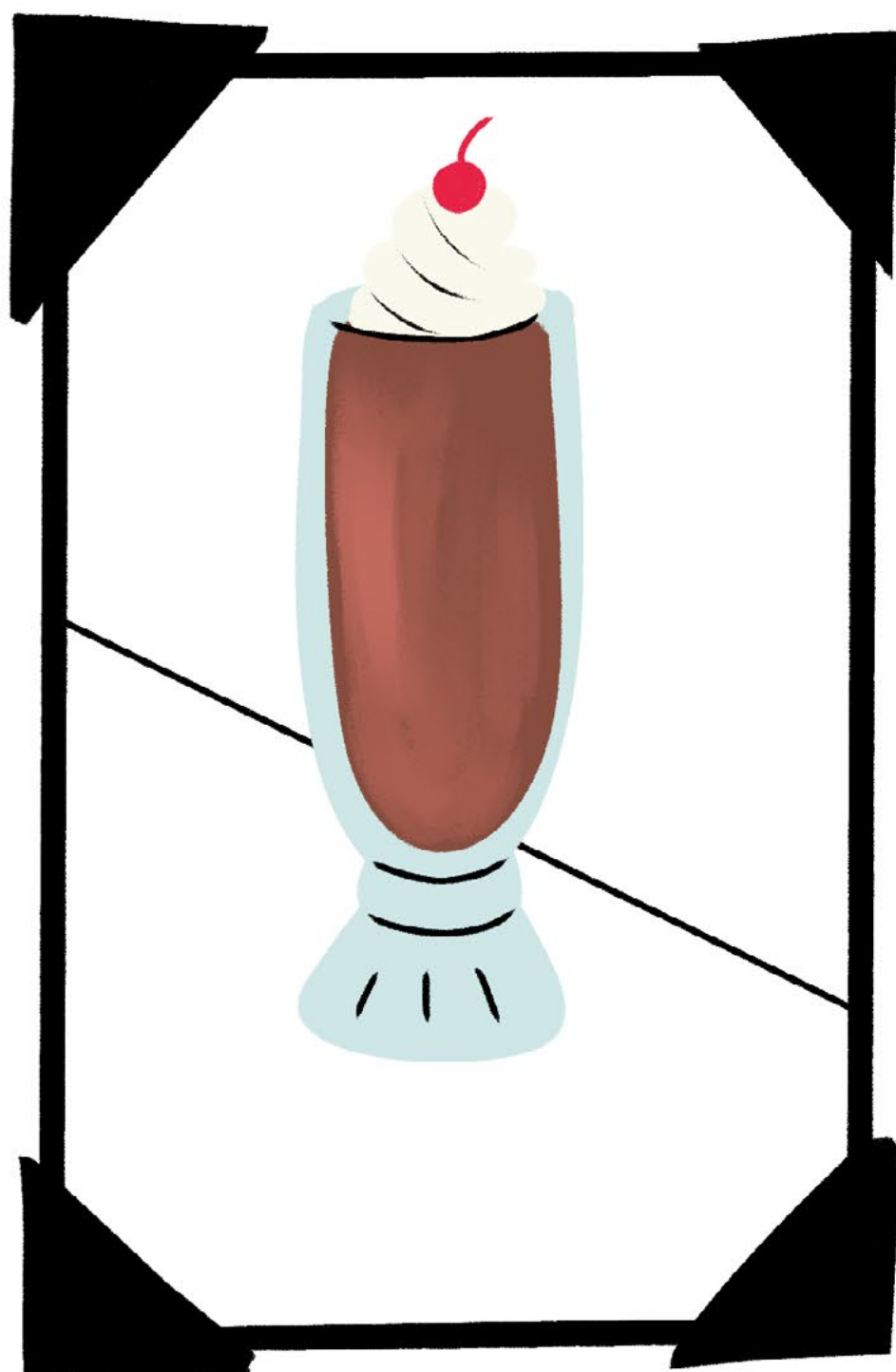
The Sweet Shop

“Gran,” Josh asks, “did you have a job when you were a kid?”

“I did,” says Gran. “My dad had a **sweet** shop and I had a job in the shop.”

“Did you get to **make sweets**?”

“Yes,” says Gran. “I got to **make** milk shakes, **cakes**, and gum drops.”



“Was it fun?” Josh asks.

“Some of it was fun,” says Gran. “But it was not all fun and games. I had to sweep and pick up. And I had to wipe off the cake case.”

“Can you still make cakes?” asks Jen.

“You bet I can!” says Gran. “Do you want to make one?”



King and Queen

“Gran,” Josh says, “will you tell us a tale?”

“Yes!” says Jen. “Tell the one where you had to scare off the mad hog!”

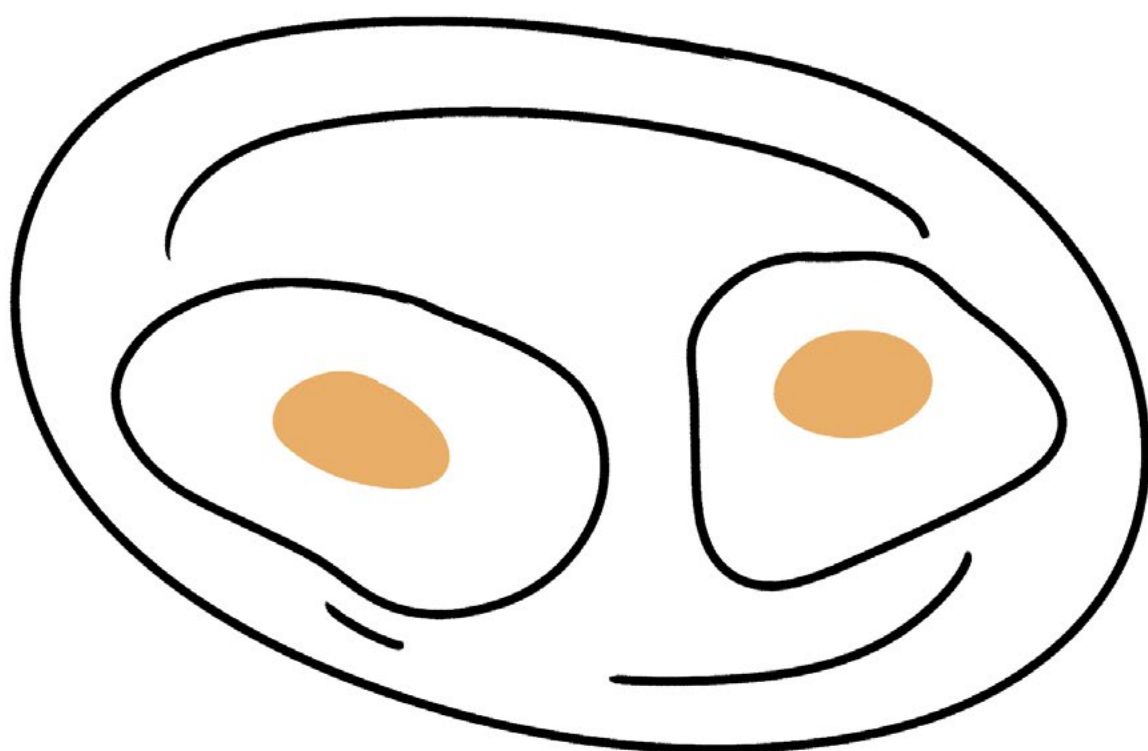
“No!” says Josh. “Tell the one where you were on that ship in the wind and waves!”

“I will tell you a tale I made up,” says Gran. “This is a tale of a king and his queen.”



Once there was a queen who
felt sad. All she did was sulk and
mope.

The king felt sad that his wife was
so sad. He made eggs to cheer up
the queen. But the queen said the
eggs had a bad smell.

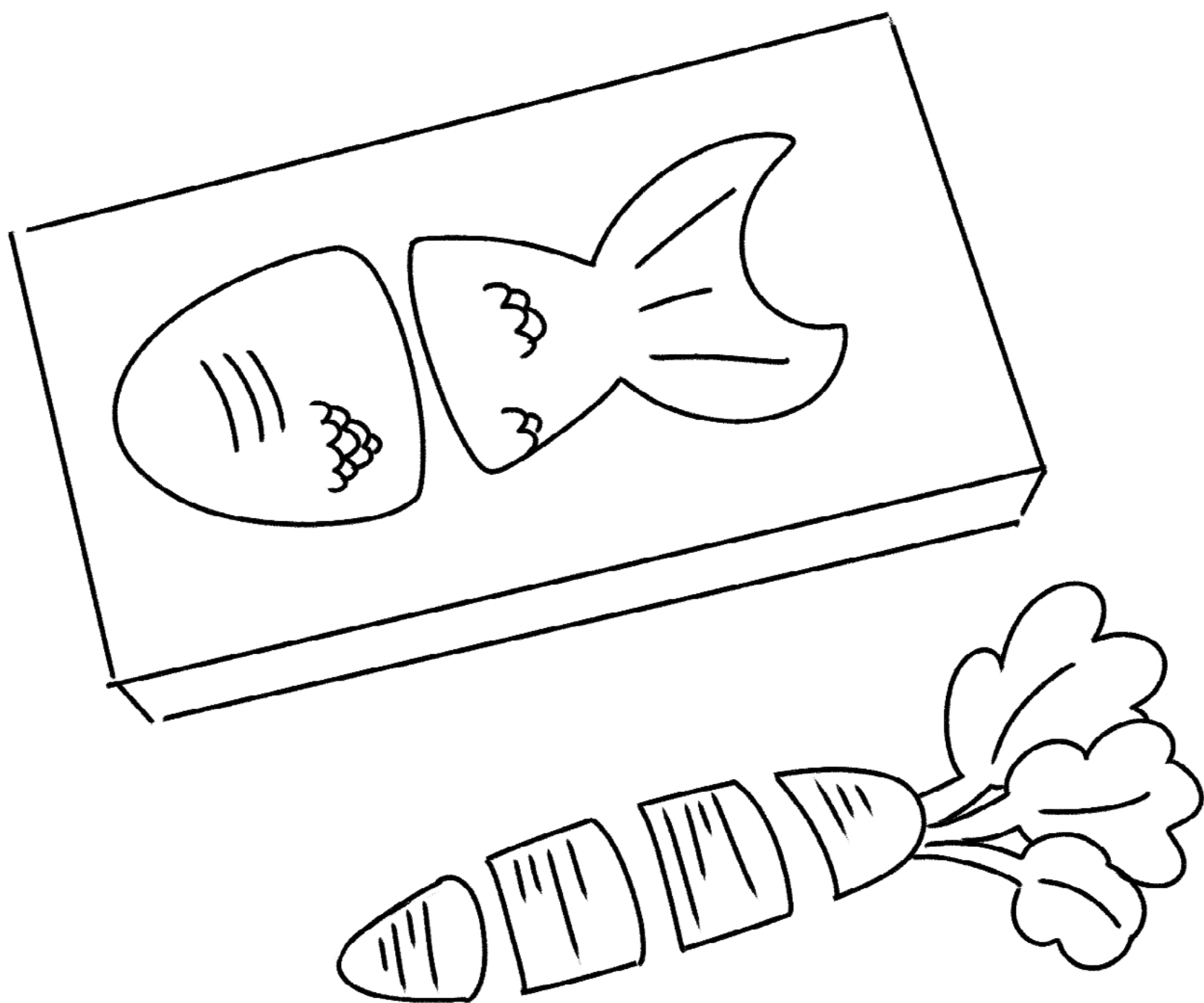




The king made a cake. But the queen did not like it.

The king made gum drops. But the queen did not like them.

By this time, the king was not sad. He was mad. He went back to the stove and made a pot of green slop.





“There!” the king said. “This slop is not fit to **feed** to pigs! The **queen** will **hate** it. But so what?”

The king piled some slop on a **plate**. Then he **gave** the **plate** to the **queen**.

The **queen** had a **bite**.

“Mmmm!” she said. “This is the **best!**”



“Did she like the green slop?”
Jen asks.

“Yep!” says Gran.

“That was an odd tale!” says
Jen.

“Odd but fun!” says Josh.

Gran tucks the kids in. Then
Josh and Jen drift off to sleep.





The Trip West

“I have made plans to take a trip,” says Gran. “My pal Tex has a ranch in the West. It will be a lot of fun!”

Gran smiles, but Josh and Jen are sad.

“We will miss you!” says Jen.

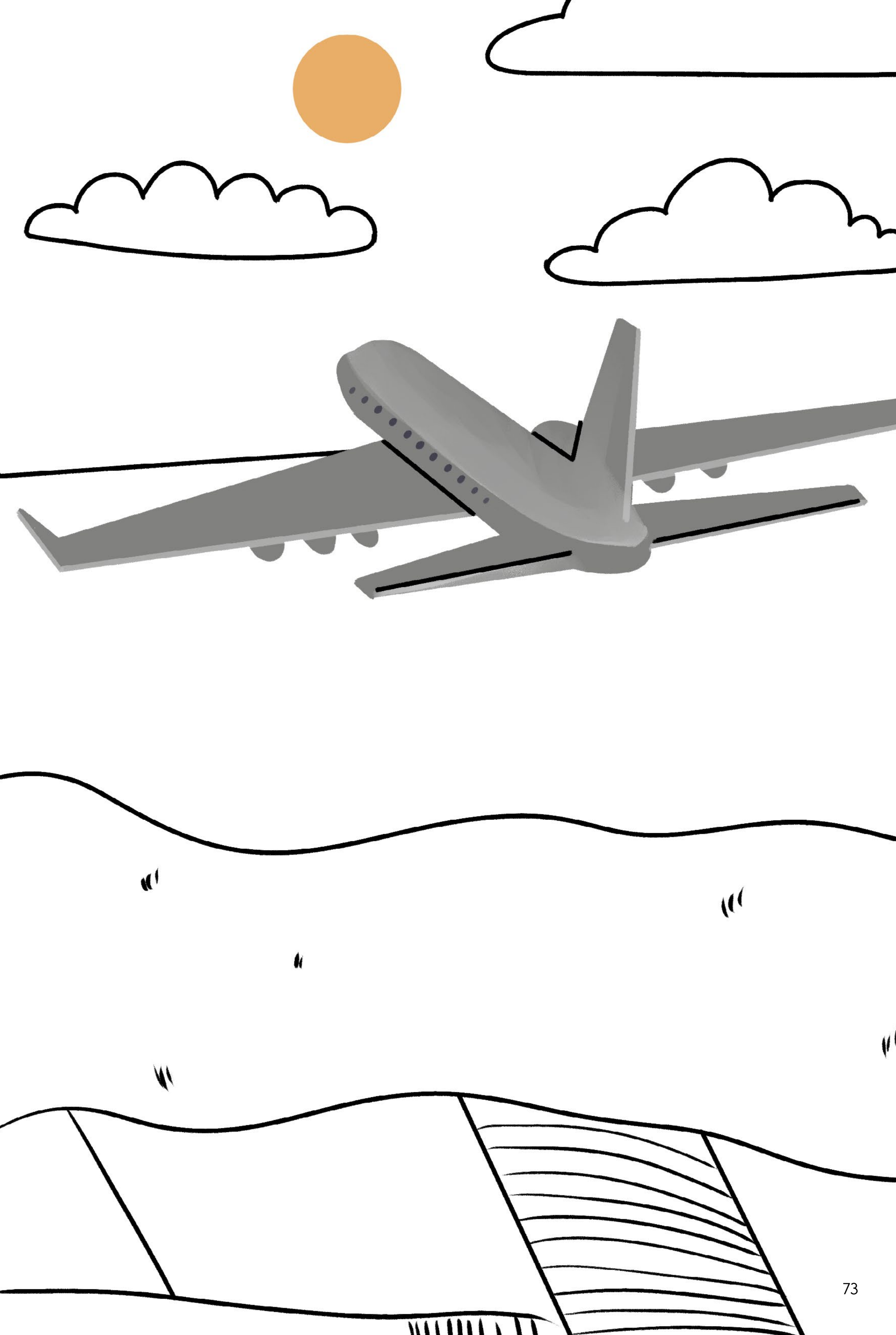
“What will we do here?” says Josh.



“Well,” says Gran, “What if you kids **came** on the trip with me? Your mom and dad said I can **take** you with me.”

“Yes!” the kids yell. “**Take** us with you! **Take** us with you!”

Josh and Jen pack their bags. They get in a cab with Gran. Then they get on a **plane**.

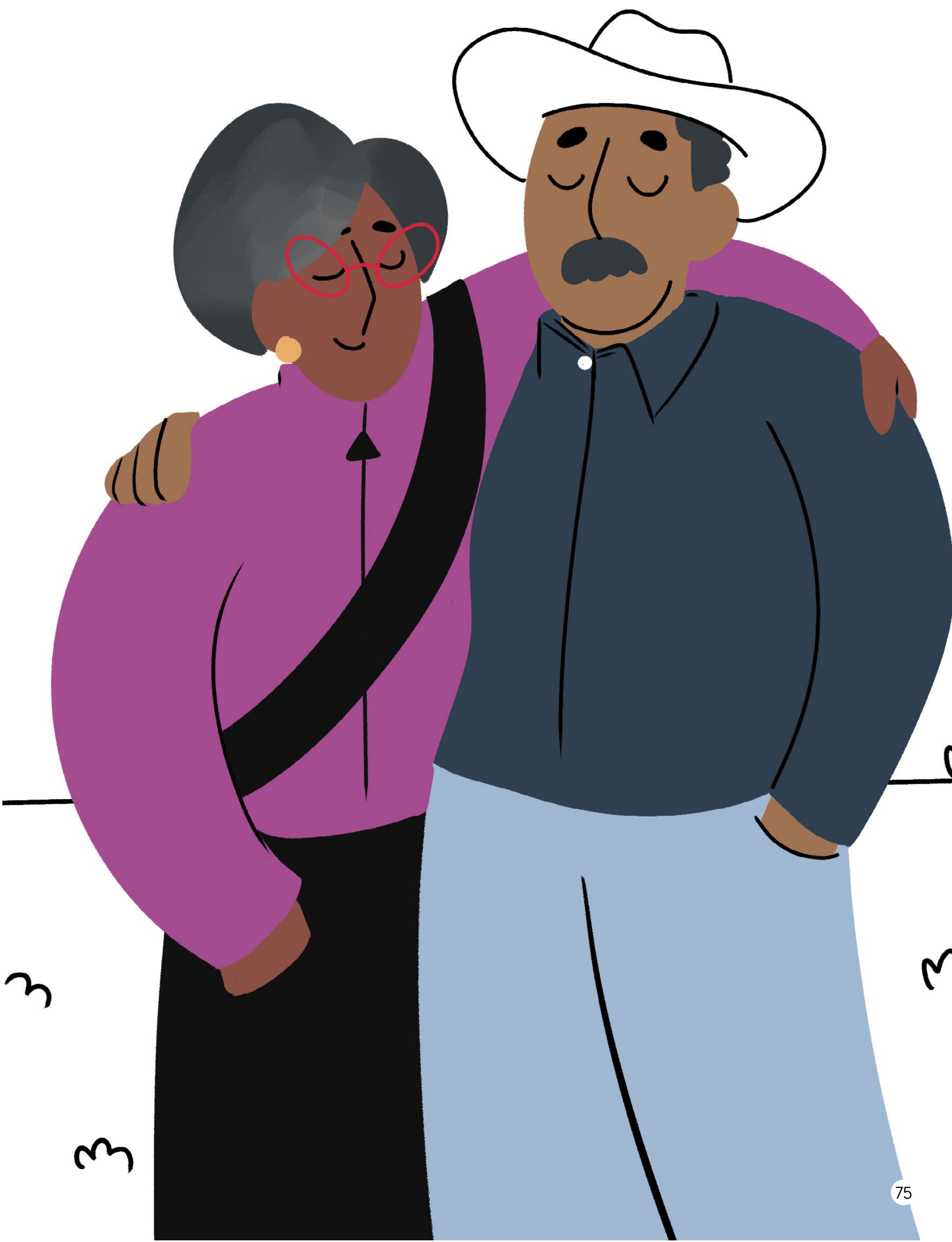


“Will we be **safe** on this **plane**?”
Jen asks.

“Yes,” says Gran. “This will be a **safe plane ride**, not like the one Fuzz had with Mel.”

When the **plane** lands, Gran rents a van and **drives** the kids to the ranch.

Tex is there to **greet** them. He is a big man with a big hat. He **shakes** hands with Josh and Jen. Then he hugs Gran.



At the ranch there is a mule with packs on his back and bells on his neck.

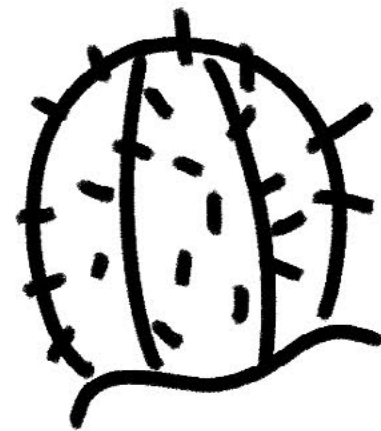
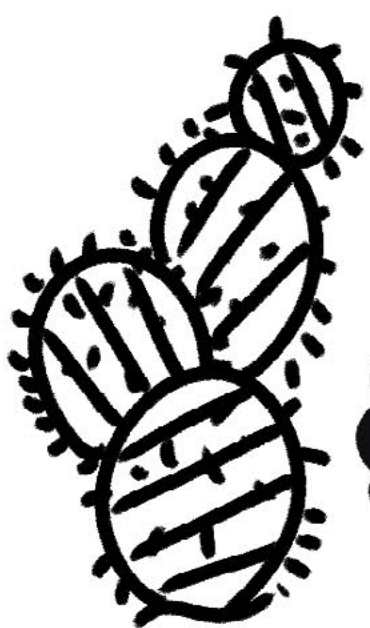
“That is Sam,” says Tex. “He has all the camp stuff in his pack.”

“Will we get to camp?” asks Jen.

Tex nods. “Yup. He has your tent on his back!”

Josh and Jen run to Sam. They pet the mule. Sam **shakes** and his bells ring.

The kids **smile**.



Saved by the Bells

Josh, Jen, and Gran hike off to the camp site with Sam the mule.

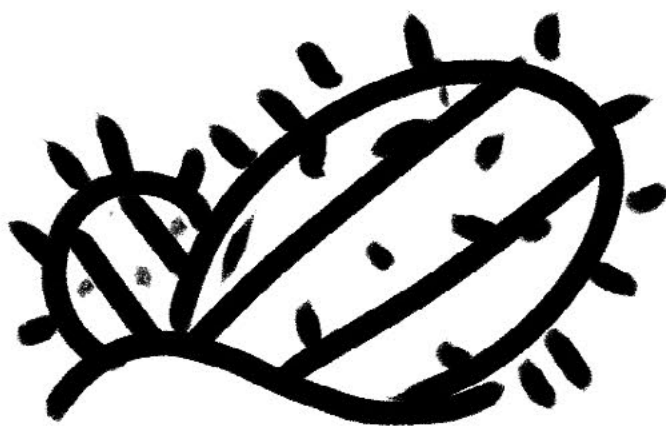
“I will meet you there!” Tex yells.

When they get to the camp site, Josh hangs Sam’s rope on a tree.

The camp site is close to a cave. Gran and the kids peek in the cave.

Drip. Drip. The cave is damp and dim. No sun shines in the cave.

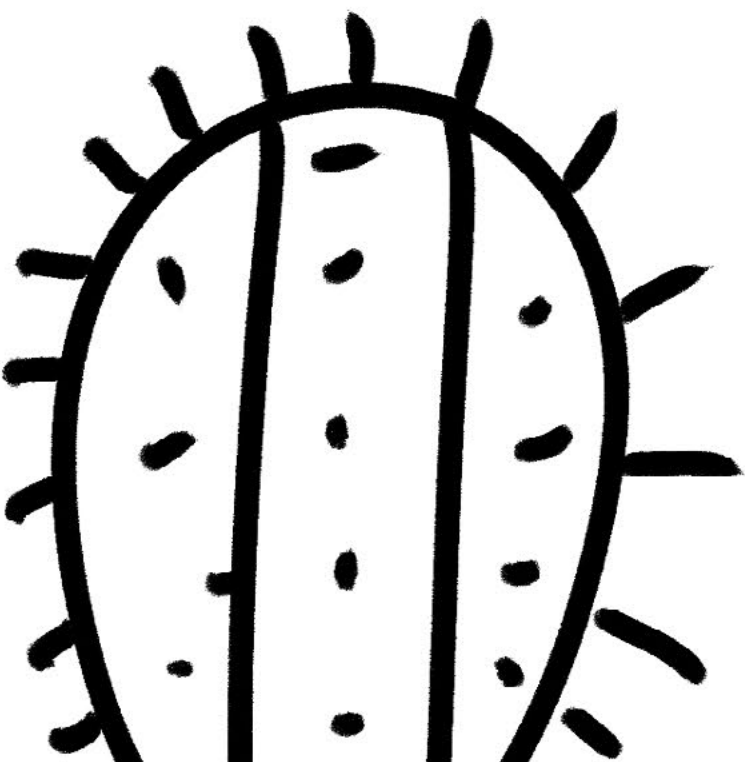
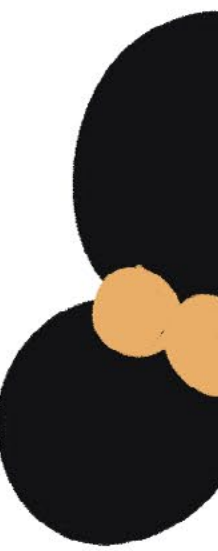




Josh, Jen, and Gran hike **deep** in the **cave**. They get lost. They are a bit **scared**, but just then Sam's bells ring.

Sam's bells help them get back to the camp **site**.

When they get back, Jen hugs the **mule** and says, "Sam, you and your bells **saved** us!"





Splash Dogs

Tex **takes** Gran and the kids to **meet** his dogs, Buck and Pup. Buck is a big black dog. Pup is just a pup.

“We can **take** them to the lake so you can **see** their tricks,” says Tex.

At the lake, Tex grabs a stick.
“Here, Buck!” he yells.

Tex chucks the stick in the lake. Buck runs to the end of the dock and jumps. Splash! Buck swims to the stick and brings it back.



“Can Pup jump?” Jen asks.

“Well,” Tex says, “he can swim, but he has not **made** a jump yet. Let us **see** if we can get him to jump.”

Tex **takes** a stick and chucks it on the land. Pup runs and gets it. Tex pats him on the back.

Next, Tex **takes** a stick and chucks it in the **lake**. The dogs run off, but Pup skids to a stop at the end of the dock. Buck jumps in and gets the stick.



“This time,” Tex says, “keep a hand on Buck and see if Pup will jump.”

Gran grabs Buck and hugs him. Tex chucks the stick in the lake. This time, Pup runs and makes the jump. Splash!

Josh and Jen cheer and clap.

Pup pops up and swims back to the land. But what has he got in his teeth?

“Is that the stick?” Josh asks.

“No!” yells Jen. “Pup has a fish!”



Tex and Rex

Josh and Jen **see** a man in the den. The man has a black hat.

“Tex!” says Jen.

The kids **smile** and **wave**. The man **waves** back.

“We were at the **creek**!” Jen yells. The man just **smiles**.

“There were **deer** tracks at the **creek**!” Josh yells. The man nods, but then he runs off.



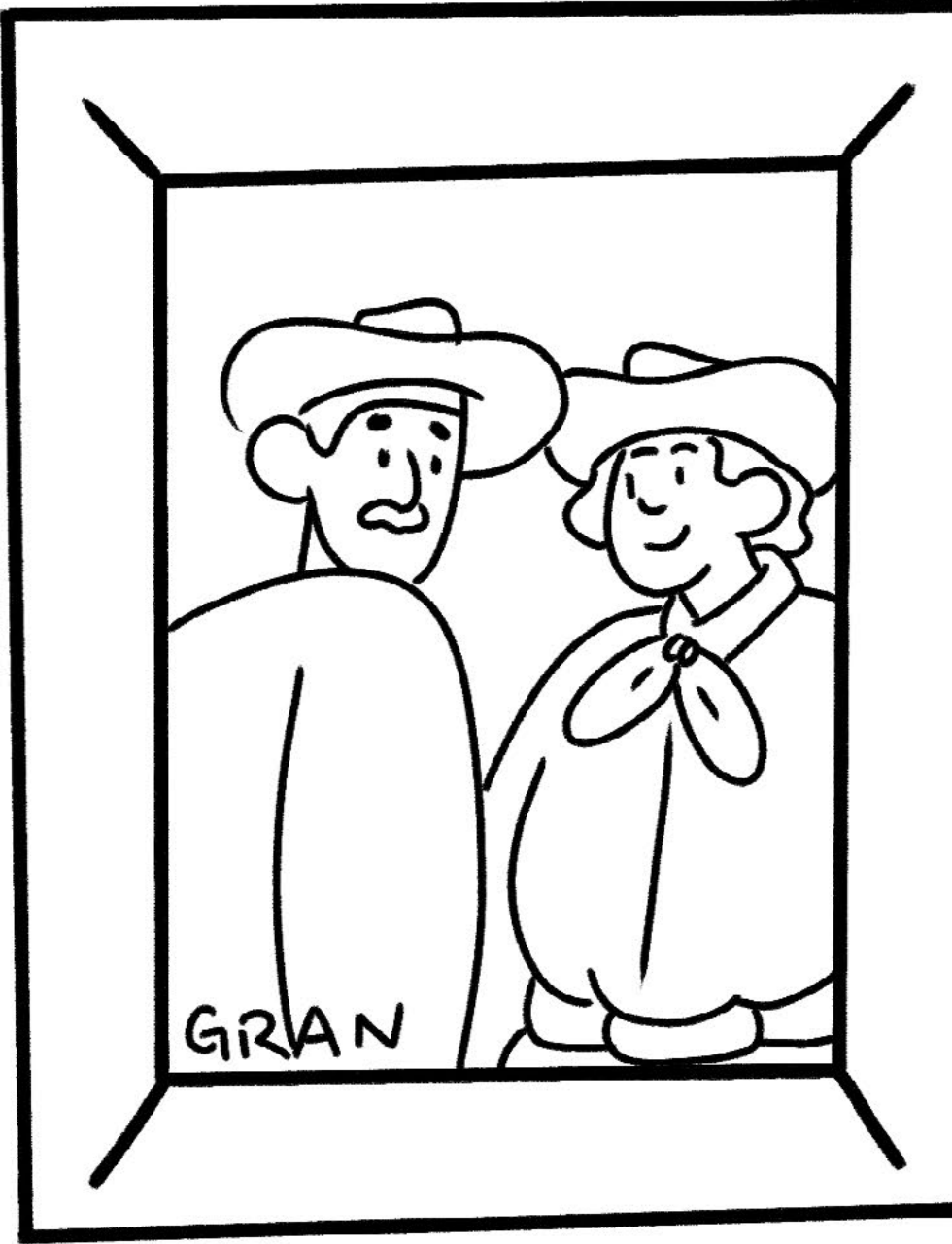
“Gran,” Jen asks, “is Tex mad at us?”

“Mad?” Gran asks. “Why?”

“He **seems** odd,” says Jen. “I said we went to the **creek** and he just **smiled**.”

“And I said there were **deer** tracks at the **creek** and all he did was nod,” says Josh.

“It was Tex, but he did not act **like** Tex,” says Jen.



Just then, Gran grins. “We **need to take** a trip to the shed,” she says.

When Gran and the kids get to the shed, they **see** Tex. Then they **see** the man in the black hat.

Jen **stares** at Tex and says, “If you are Tex, then who is that?”

“Kids,” says Gran with a big smile, “**meet** Rex. Rex and Tex are twins!”



Gran's Mud Run

Gran, Tex, and the kids are at a track. Gran is all set to drive in a Mud Run. Three trucks are lined up side by side.

A man waves a flag and the trucks take off.

Gran is fast. She drives past the red truck and the black truck. She spins the tires and slings lots of mud on the black truck. Splat!

Josh and Jen cheer.

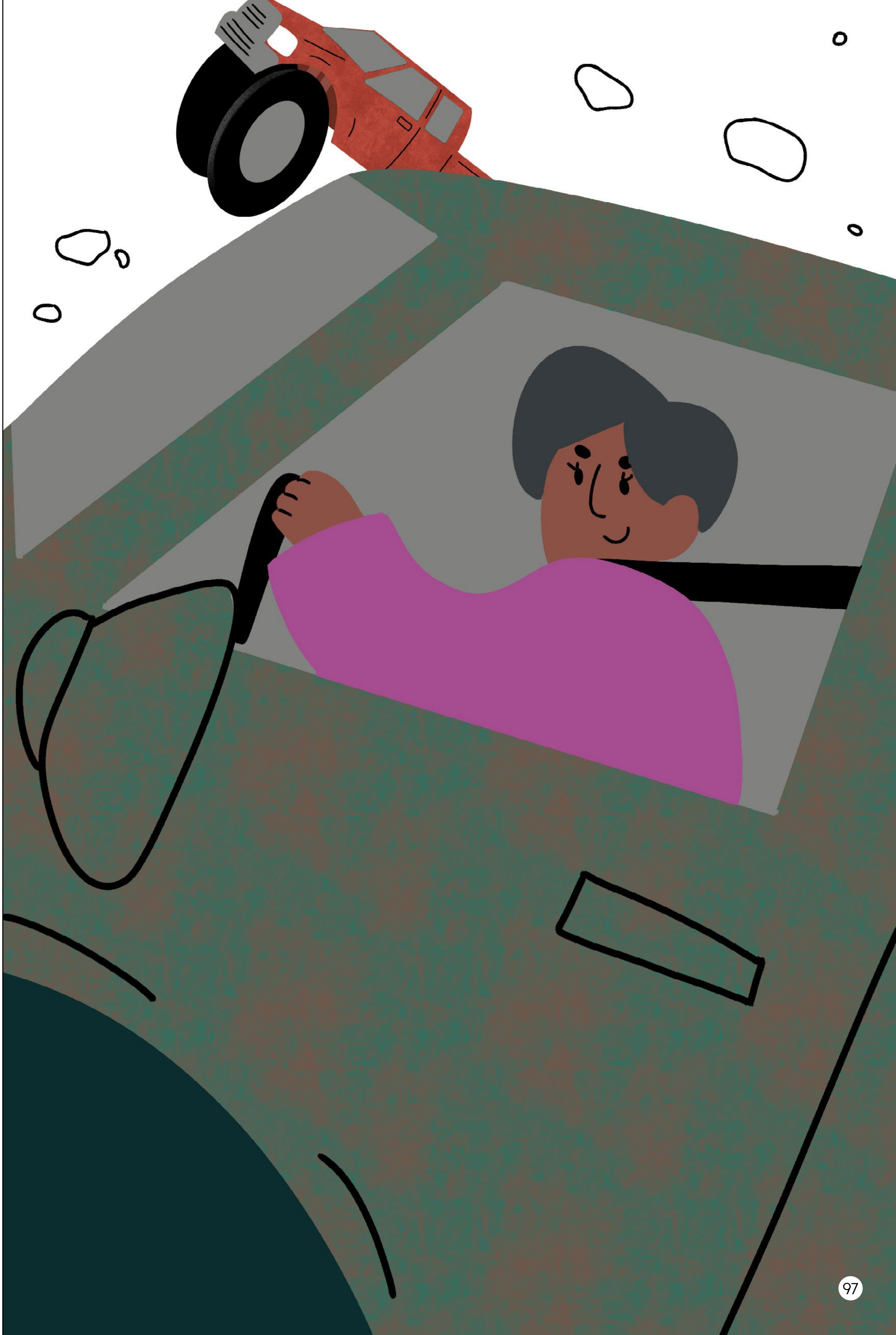


Gran drives five laps. Then she gets stuck in deep mud.

The red truck speeds by. Then the black one zips past. Gran rocks the truck. It hops from the trench.

Gran steps on the gas. With three laps left, she zips past the black truck.

With one lap left, Gran is just in back of the red truck. The red truck slings lots of mud on Gran's truck. Gran can not see much, but she steps on the gas.



The red truck and Gran's green truck cross the line side by side.

Gran hops from the truck and yells, "Did I win?"

"Yes!" the kids yell.

Gran wipes off some mud and asks, "What is my prize?"

A man runs up with the prize. He hands Gran a tire brush, a big box of rags, and some truck wax.

"Just what I need!" says Gran.



Gran's Trip Home

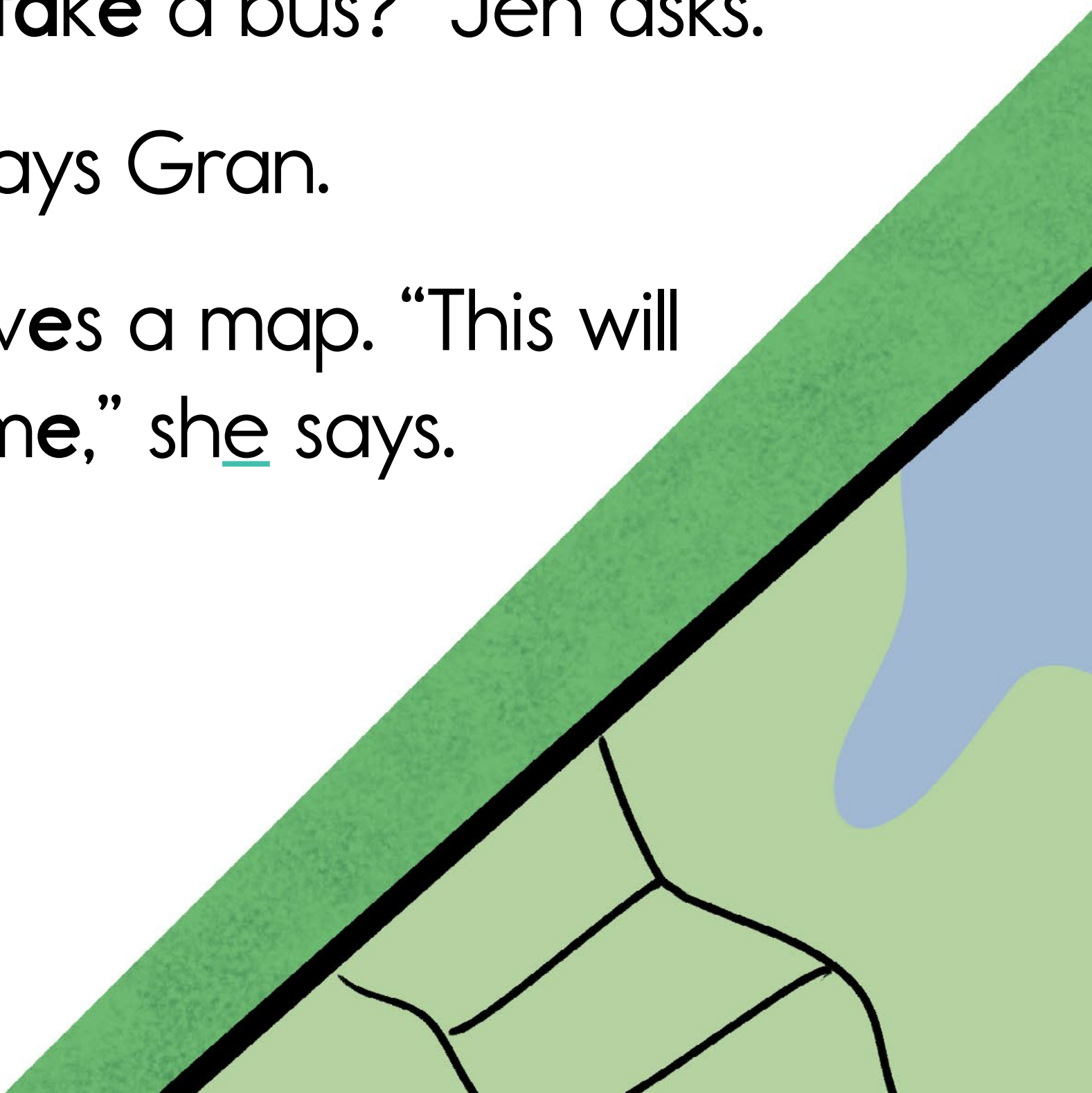
Gran hugs Josh and Jen.

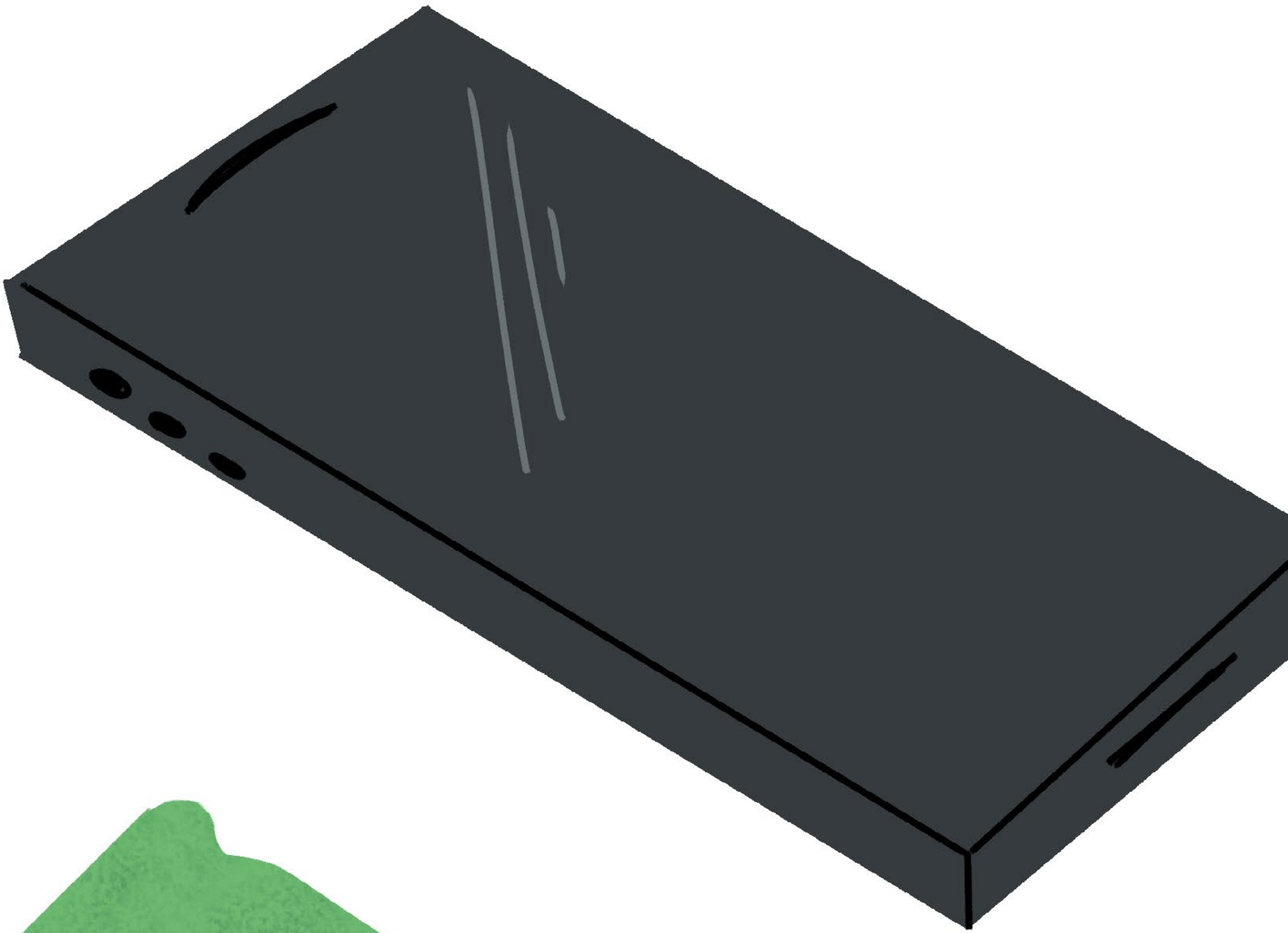
“Tex will **take** you kids back in his truck,” she says.

“Will you **take** a bus?” Jen asks.

“**Nope**,” says Gran.

Gran **waves** a map. “This will get me **home**,” she says.





“**See** here?” she says. “We are here. I will **ride** my **bike** to **Three** **Mile** Gulch, which is here on my map. It will **take** me a **week** to get there.”

“A **week**!” says Josh.

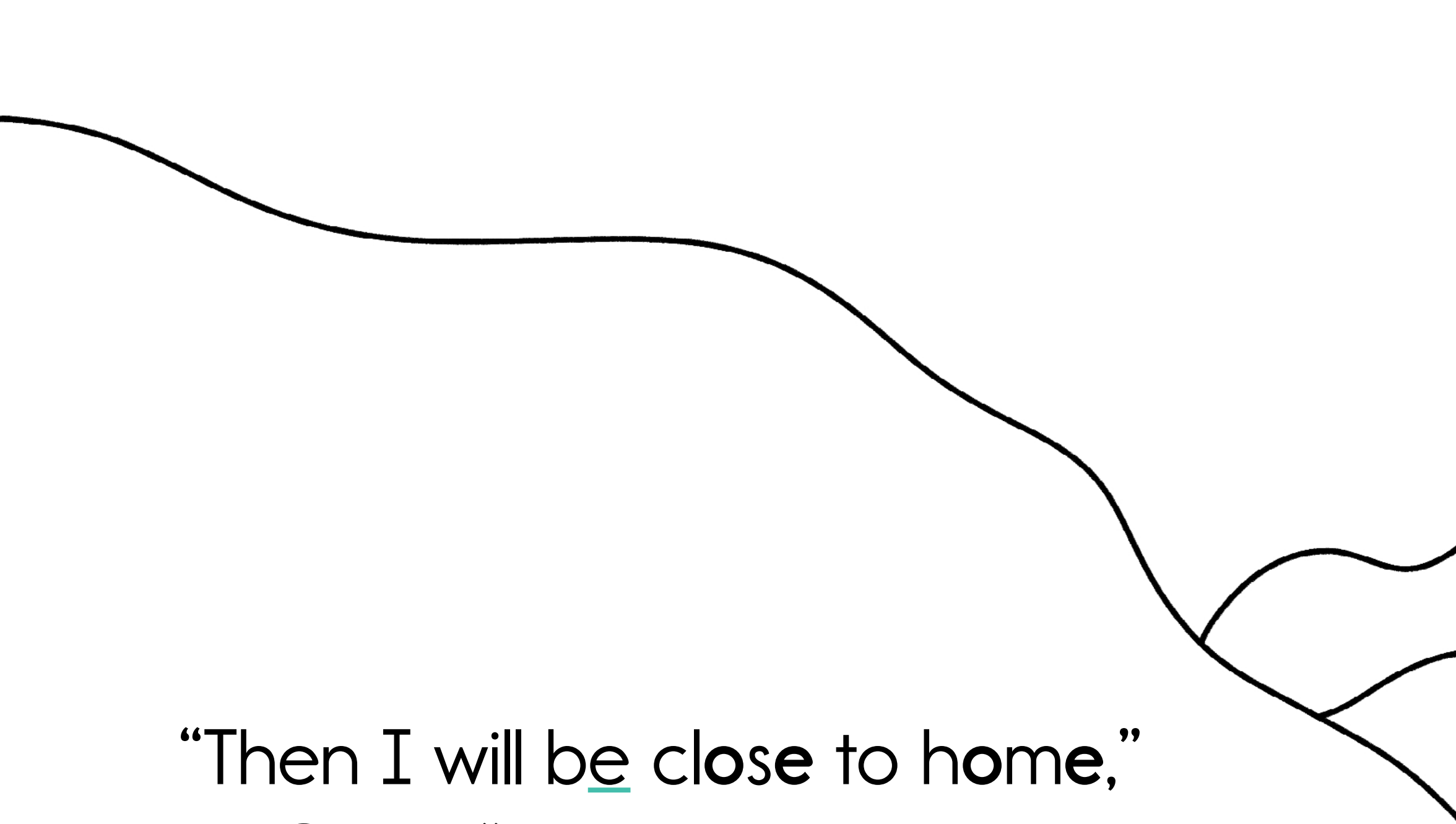
Gran nods.

“I will **use** my **rope** to cross the gulch,” Gran says. “Then I will **hike** up to **Pine** Hill. It’s just **nine** miles.”

“**Nine** miles!” says Josh.



iti



“Then I will be close to home,”
says Gran. “It is just ten miles
from Pine Hill to my home.”

“Ten miles!” says Jen.

“You kids have got one heck of
a gran!” says Tex.

As Gran sets off, the kids wave.

Gran waves back. “**See** you back
at **home!**” she yells.

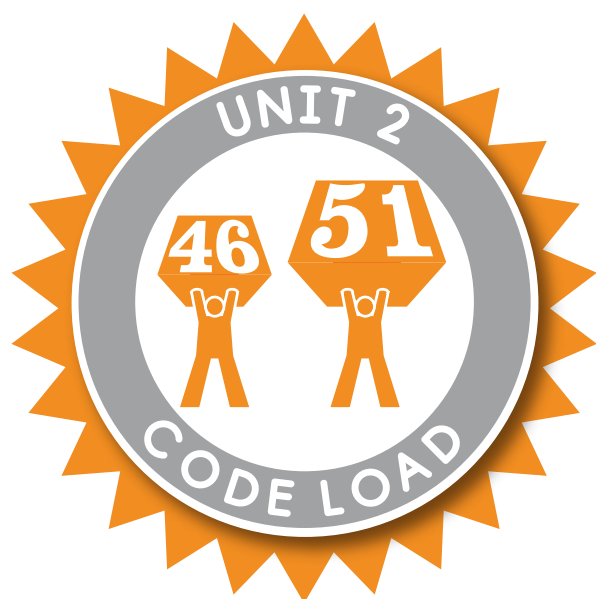


About this Book

This book has been created for use by students learning to read with the 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 on the opposite page identify spellings, Tricky Words, and other topics that are introduced gradually in the unit this Reader accompanies.



Code Knowledge assumed at the beginning of this Big Book:

VOWEL SOUNDS AND SPELLINGS:	CONSONANT SOUNDS AND SPELLINGS:	
/i/ as in <i>sk<u>i</u>m</i>	/m/ as in <i>sw<u>i</u>m, sw<u>im</u>ming</i>	/ch/ as in <i><u>ch</u>in</i>
/e/ as in <i>b<u>e</u>d</i>	/t/ as in <i>ba<u>t</u>, sit<u>t</u>ing</i>	/sh/ as in <i><u>sh</u>op</i>
/a/ as in <i>ta<u>p</u></i>	/d/ as in <i>bi<u>d</u>, add</i>	/th/ as in <i><u>th</u>in</i>
/u/ as in <i><u>u</u>p</i>	/k/ as in <i><u>c</u>ot, <u>k</u>id, hic<u>cup</u>, black<u>u</u></i>	/th/ as in <i><u>th</u>en</i>
/o/ as in <i>fl<u>o</u>p</i>	/g/ as in <i>log, egg</i>	/qu/ as in <i><u>qu</u>ilt</i>
	/n/ as in <i>ru<u>n</u>, run<u>ni</u>ng</i>	/ng/ as in <i>ki<u>ng</u></i>
	/h/ as in <i><u>h</u>am</i>	OTHER: • Punctuation (period, comma, quotation marks, question mark, exclamation point)
	/s/ as in <i><u>s</u>it, hi<u>ss</u></i>	
	/f/ as in <i><u>f</u>at, hu<u>ff</u></i>	TRICKY WORDS: the, who, once, to, do, two, are, have, were, one, a, I, no, so, of, is, all, some, from, word, said, says, was, when, why, where, what, which, here, there
	/v/ as in <i><u>v</u>et</i>	
	/z/ as in <i><u>z</u>ip, bu<u>zz</u>, dog<u>s</u></i>	
	/p/ as in <i>ti<u>p</u>, na<u>pp</u>ing</i>	
	/b/ as in <i>ru<u>b</u>, ru<u>bb</u>ing</i>	
	/l/ as in <i><u>l</u>amp, be<u>ll</u></i>	
	/r/ as in <i><u>r</u>ip, fe<u>rr</u>et</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>	

Code Knowledge added gradually in the unit for this Big Book:

- Beginning with "Gran's Trips": /ee/ as in *bee*
- Beginning with "The Pet": Tricky Word *he*
- Beginning with "King": /ae/ as in *cake*; Tricky Word *we*
- Beginning with "Where Is King?": Tricky Word *she*
- Beginning with "The Swim Meet": /ie/ as in *bite*; Tricky Words *they, their*
- Beginning with "The Tape": /oe/ as in *home*; Tricky Words *my, by*
- Beginning with "Fuzz and Mel": /ue/ as in *cute*
- Beginning with "The Sweet Shop": Tricky Word *you*
- Beginning with "The Trip West": Tricky Word *your*

ISBN 979-8-89072-802-9

© 2024. Texas Education Agency. Portions of this work are adapted, with permission, from originals created by Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org).

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:
to Share—to copy, distribute, and transmit the work
to Remix—to adapt the work

Under the following conditions:
Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of the Texas Education Agency, as well as prior works by Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) and is made available under a Creative Commons Attribution- NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:
For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

This work is based on prior works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution- NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Printed in the USA