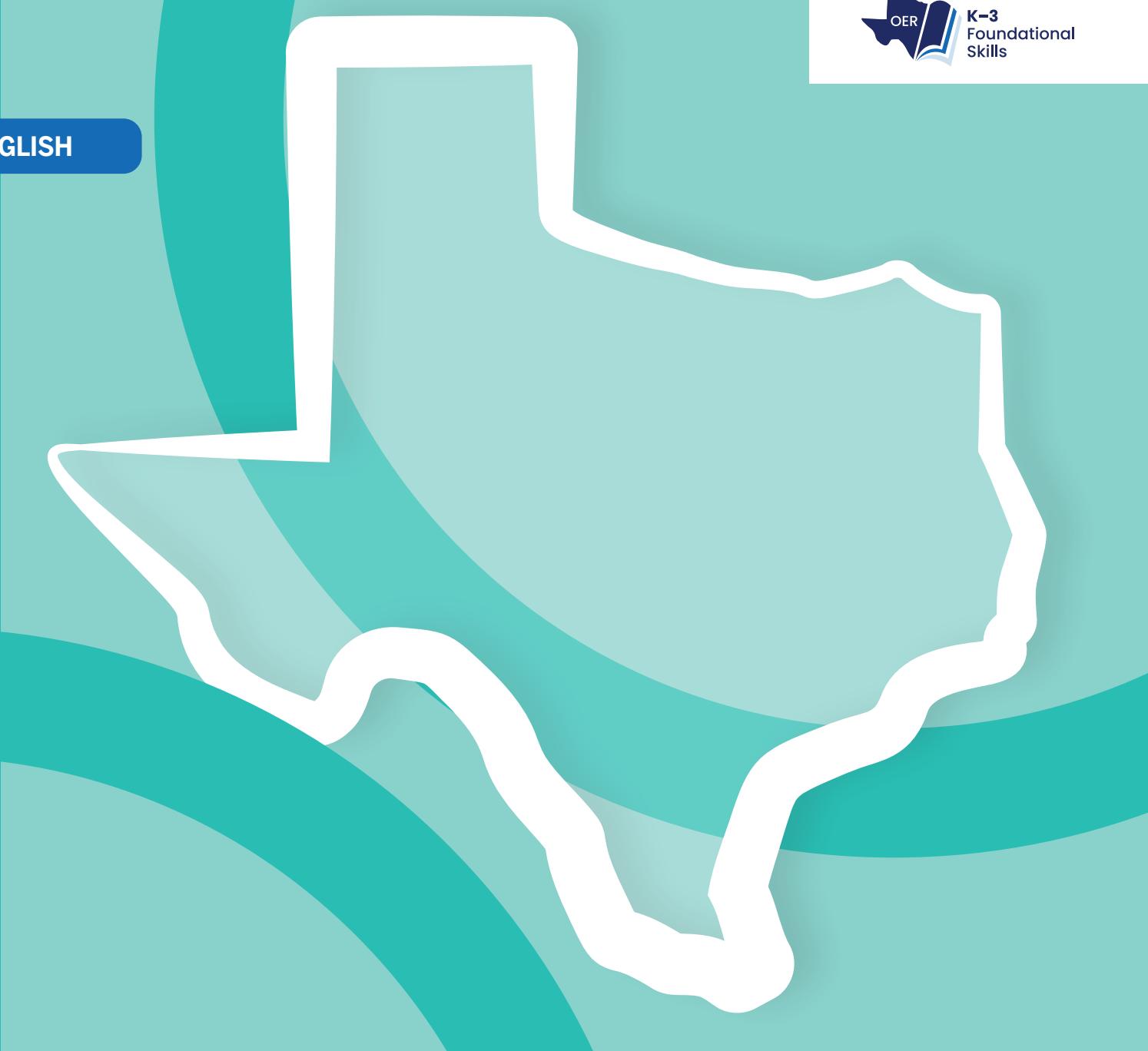




ENGLISH



A large, abstract graphic design in the background, composed of overlapping teal and white curved and wavy lines, creating a sense of depth and motion.

## GRADE 1 FOUNDATIONAL SKILLS UNIT 2

# Gran | Big Book

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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.

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**Foundational Skills 2 Big Book**

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# 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.”

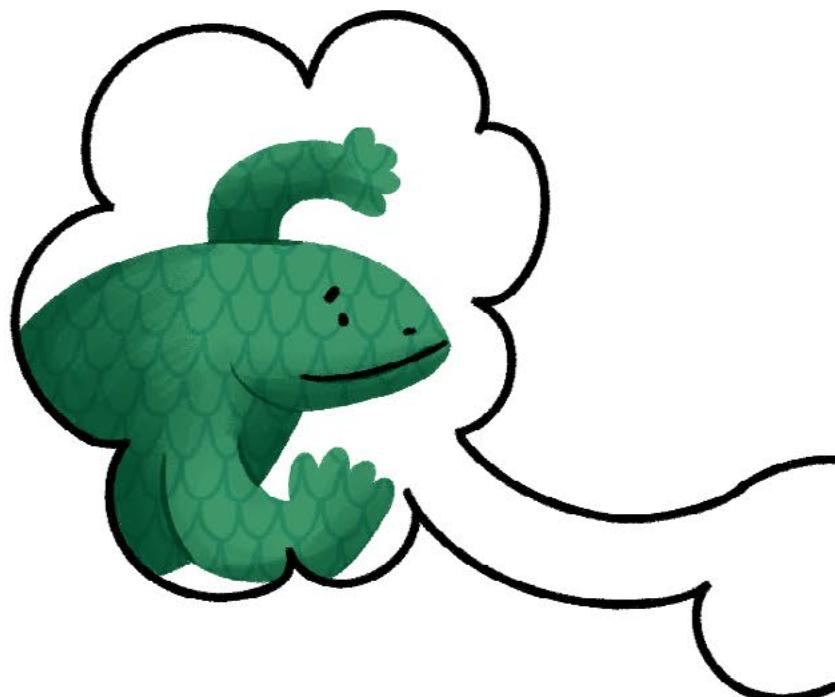
“What can it be?” asks Jen.

“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.

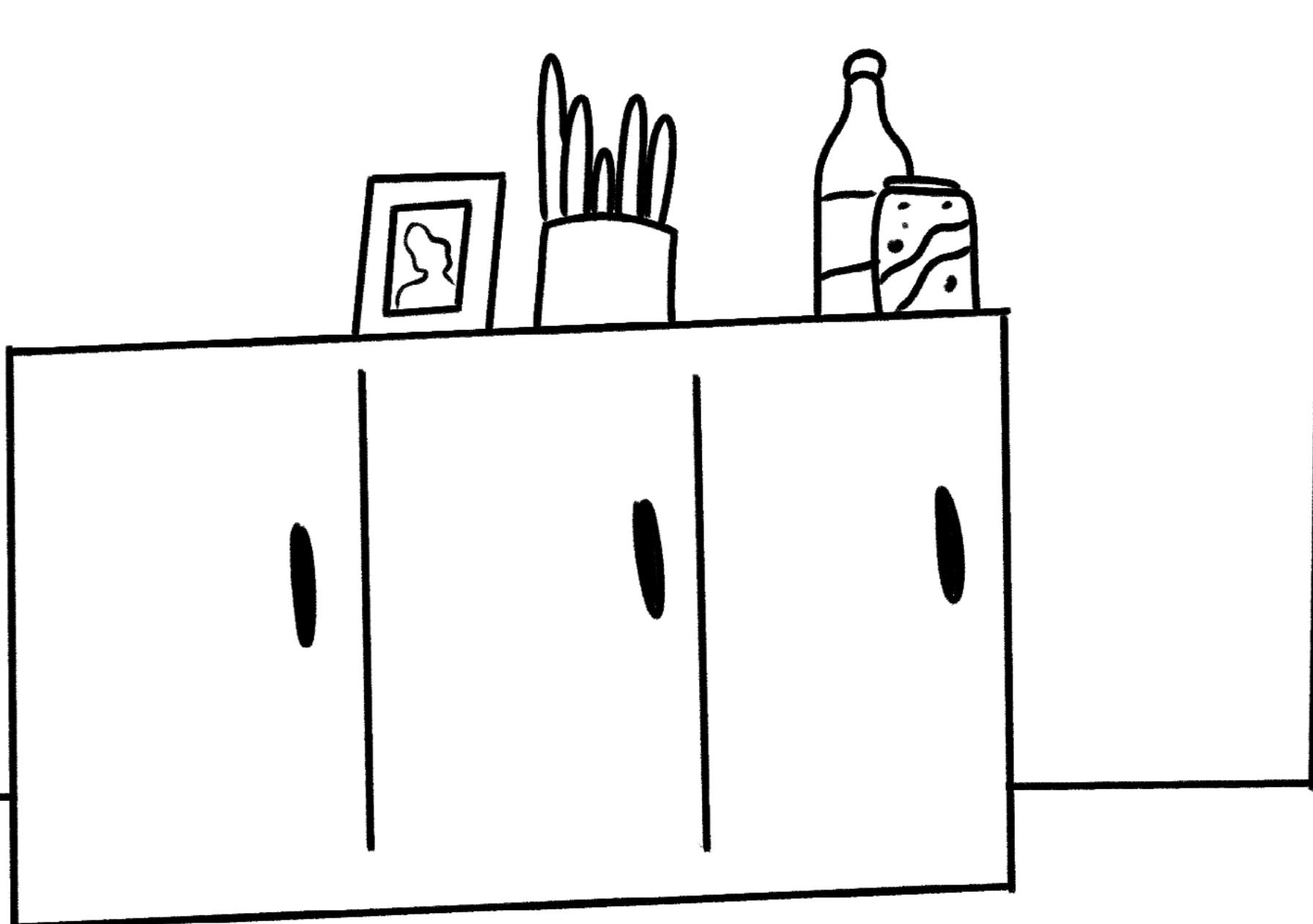
“King is not in his crate!” says Gran.  
“Where is he?”



Jen checks the pots and pans.

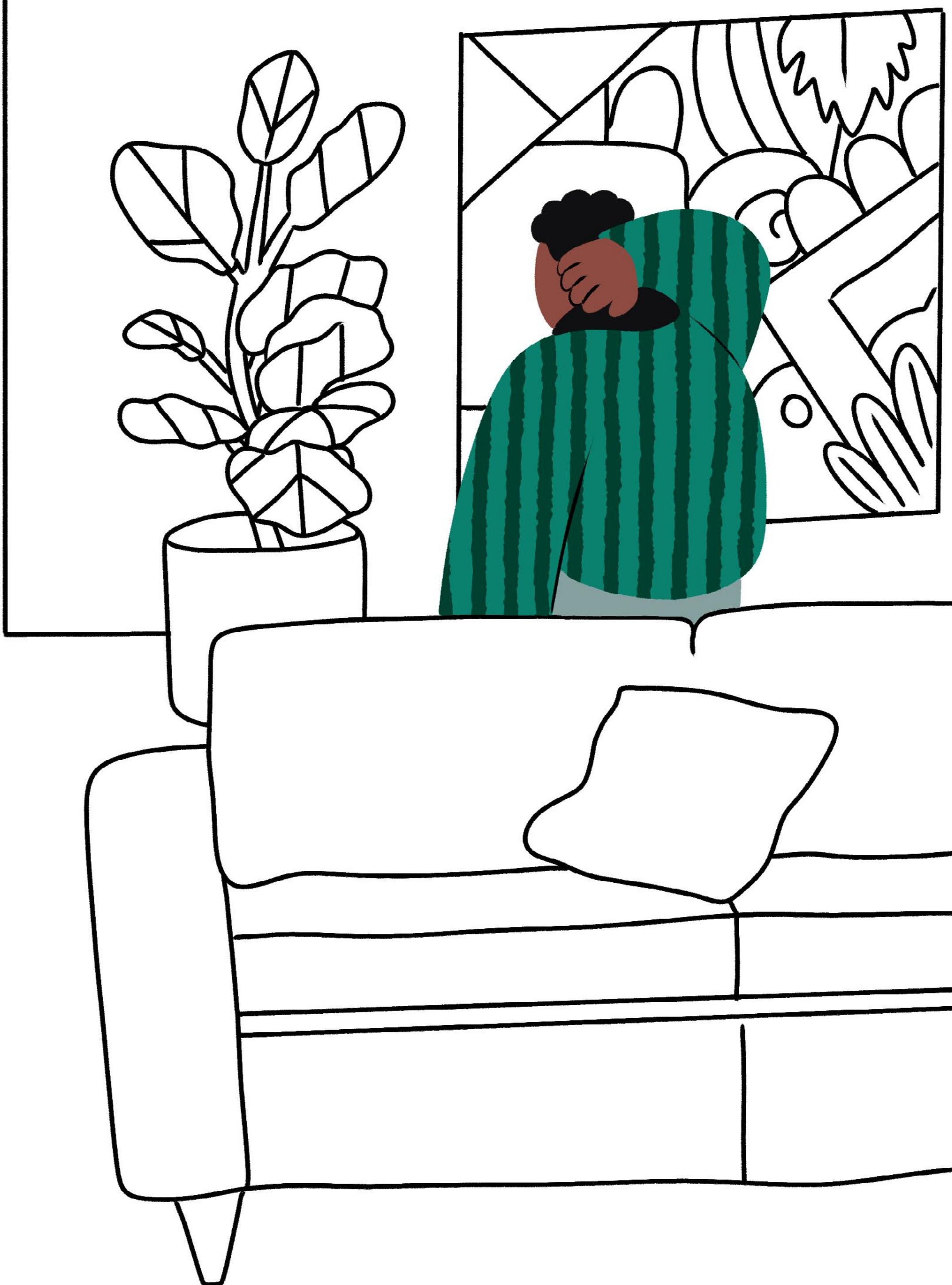
“He is not in here!” she yells.  
“Check in the den.”





Josh checks the den.

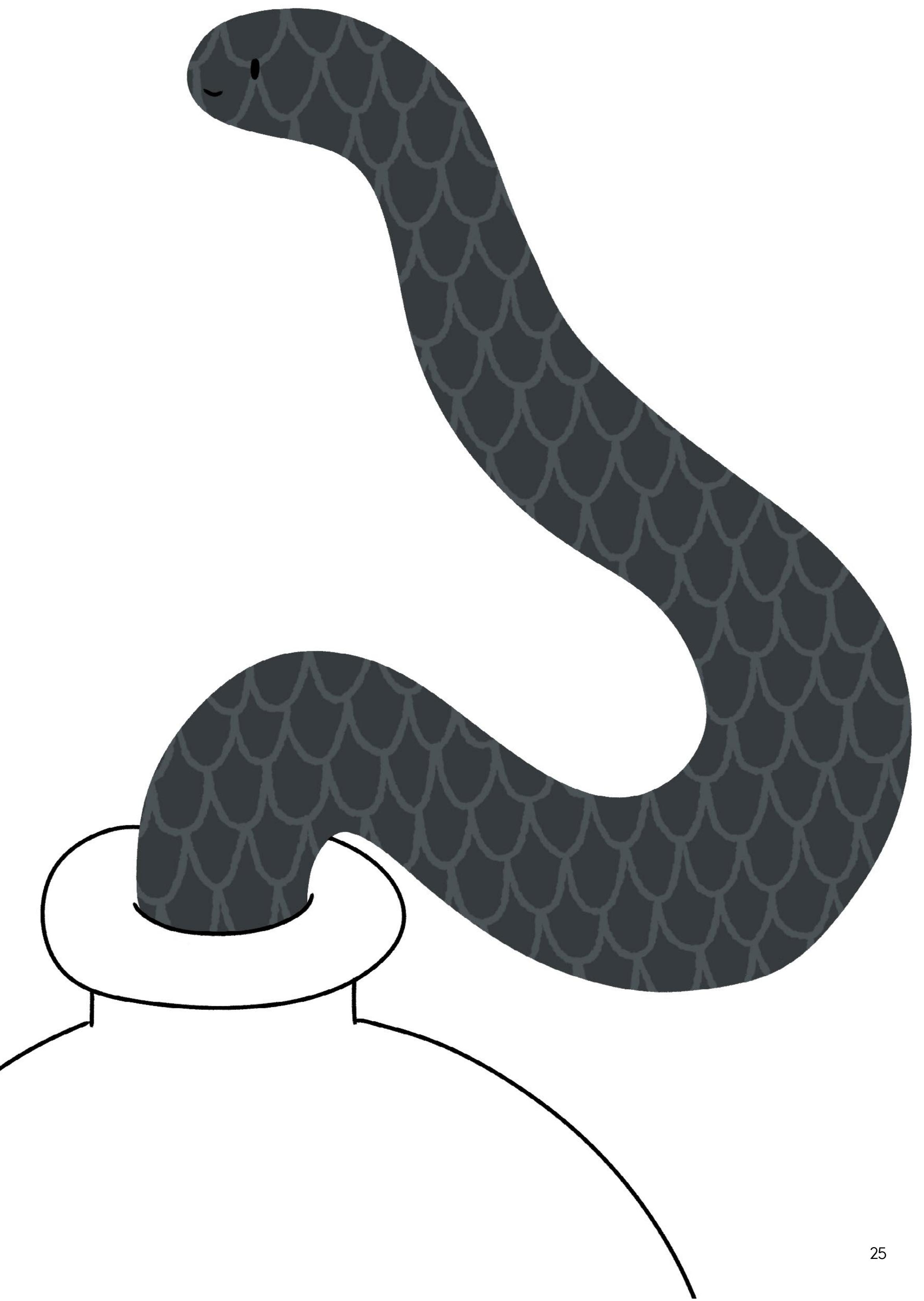
“He is not in here,” he yells. “I bet he went back to the pet shop!”



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.

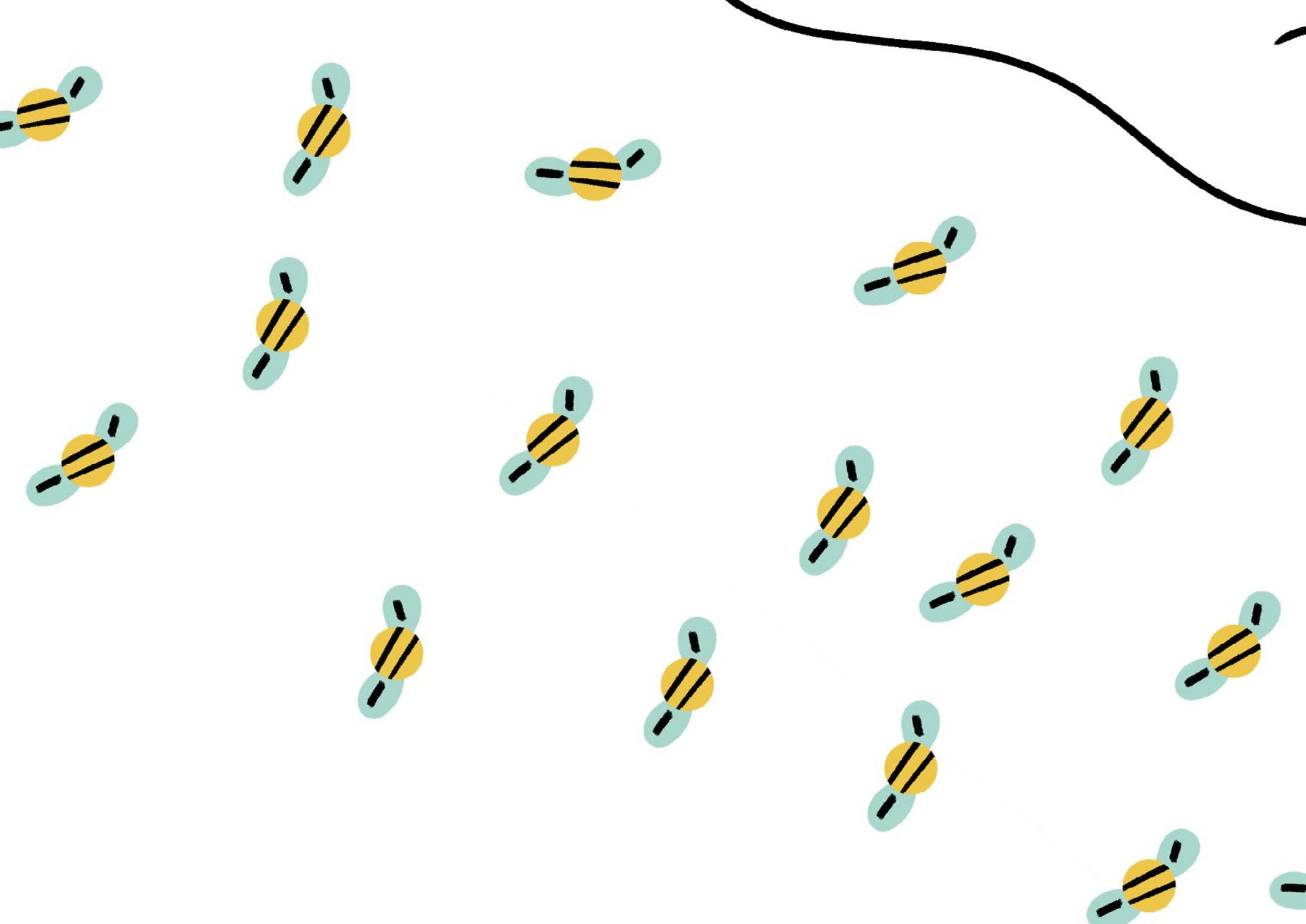
“No,” Gran says. “Mike did not dive with me. He went to hang glide.”

“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 says, “Jen, **take** Josh to the **stone**.”

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

Josh **smiles**. “The ants **like** those chips!” he says. He hands Jen the glass. “Here!” 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.

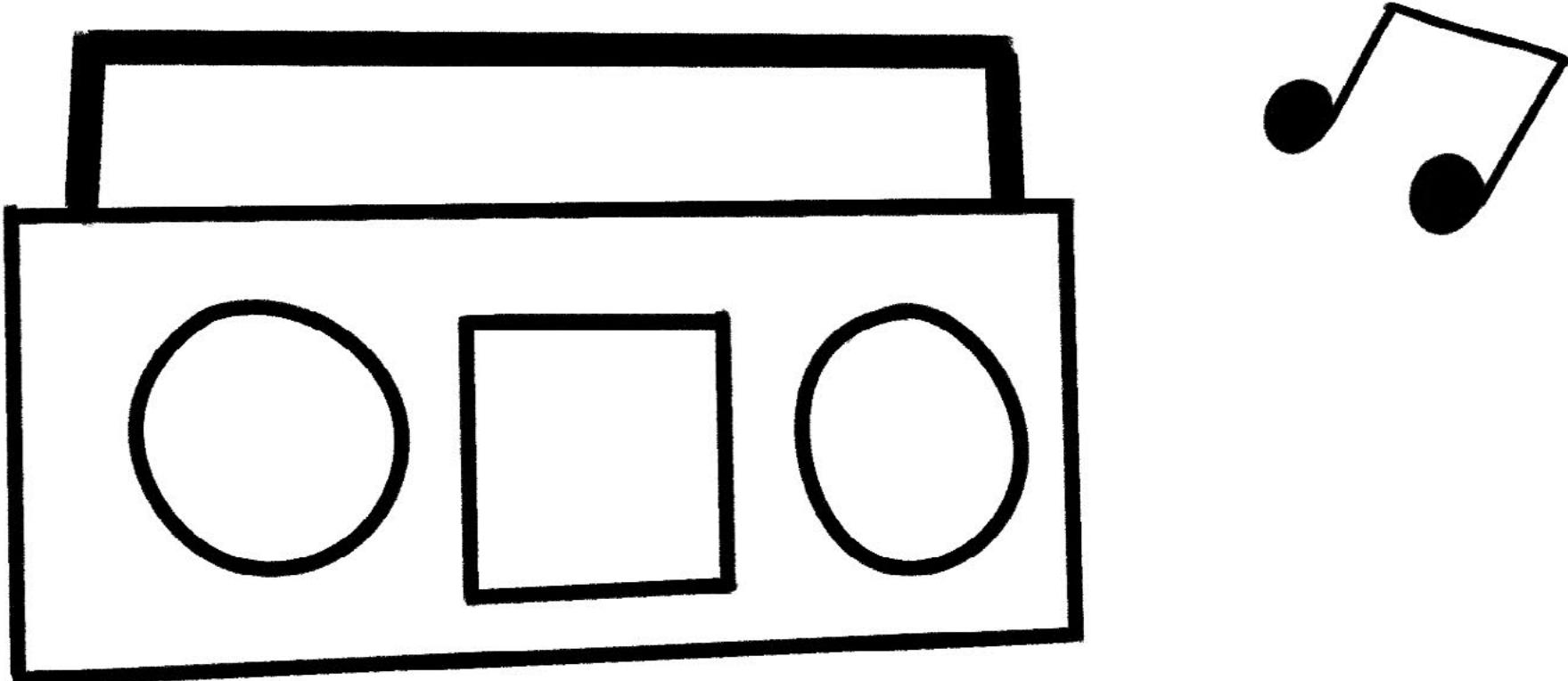
“So do I!” says Gran.



“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 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.

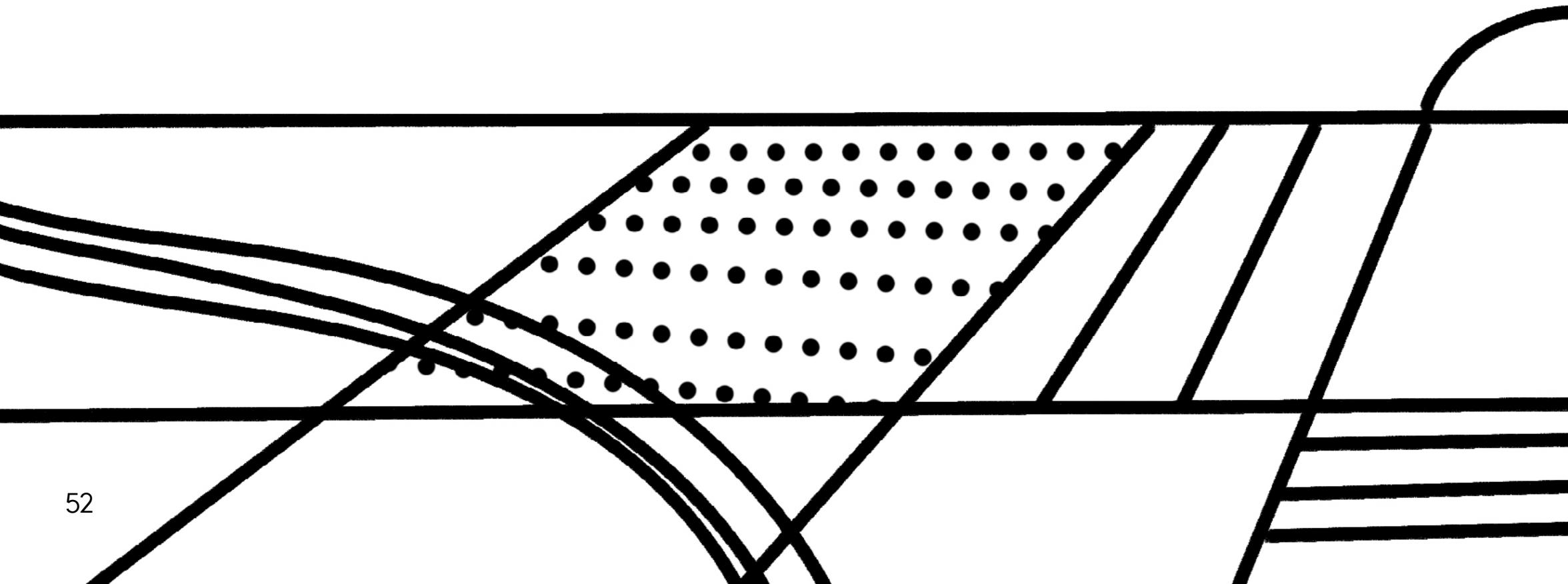
Fuzz did not like that. It did not feel **safe** to him.

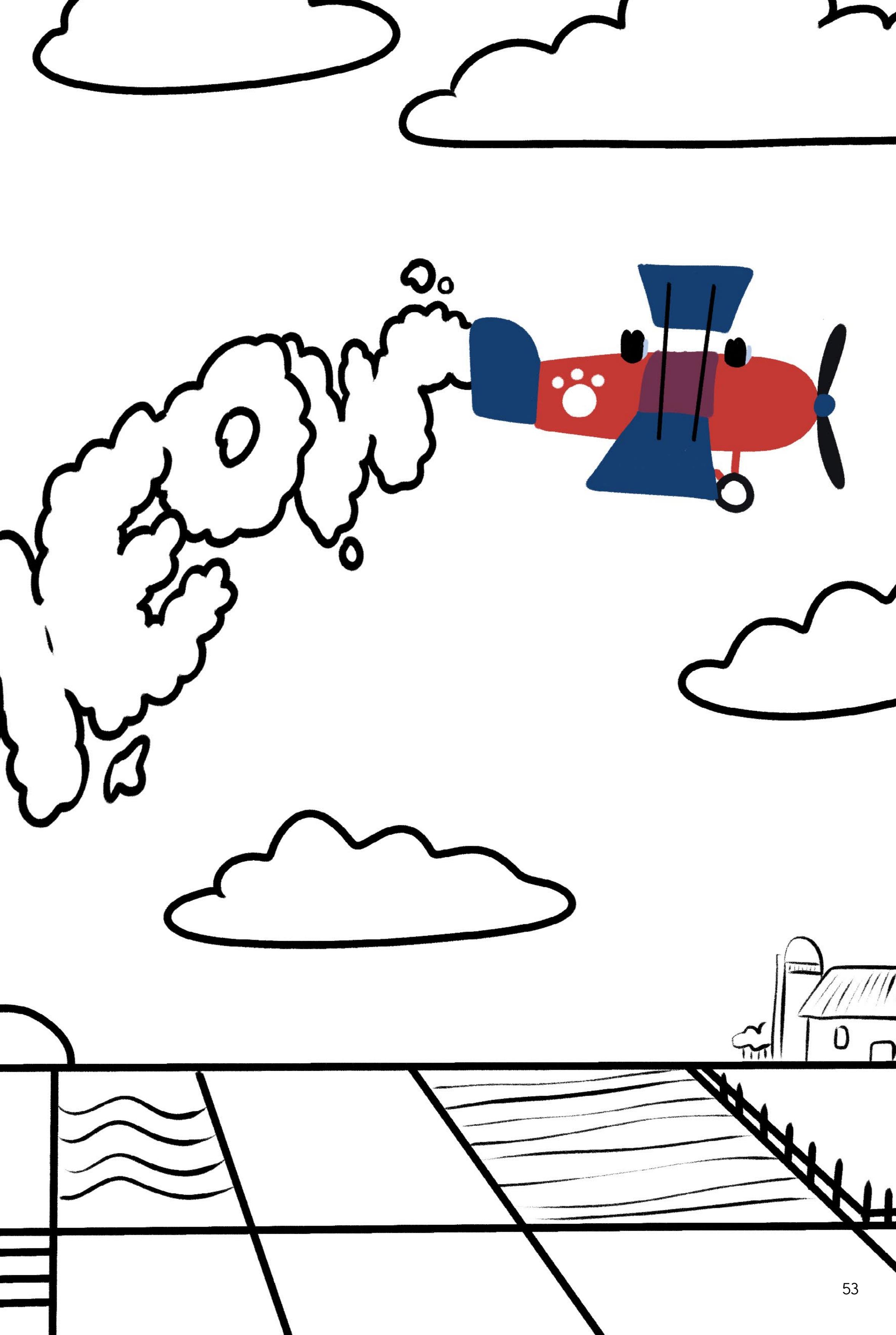
Then Mel made the plane dive.

“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.”



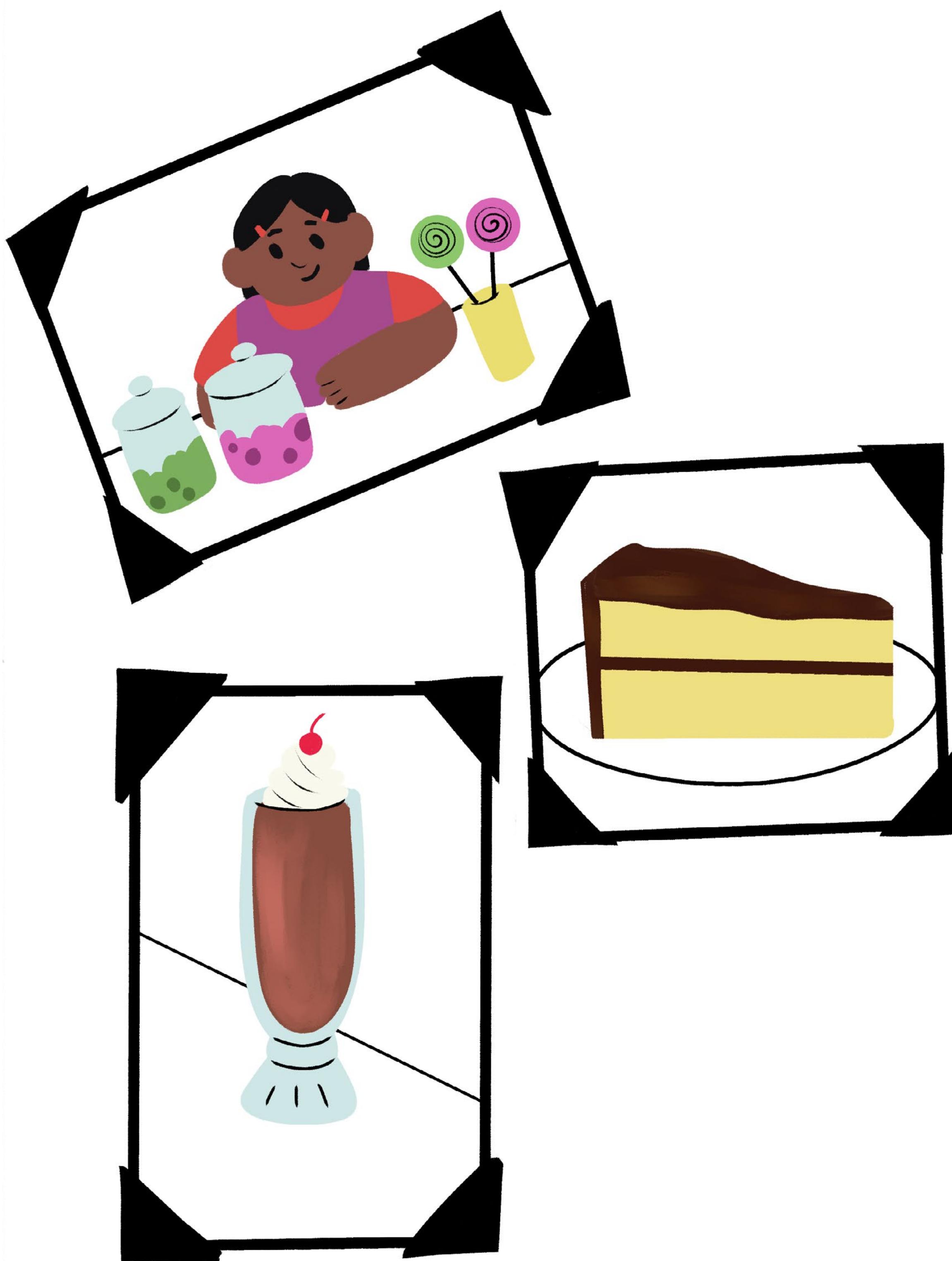
# The Sweet Shop

“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?”



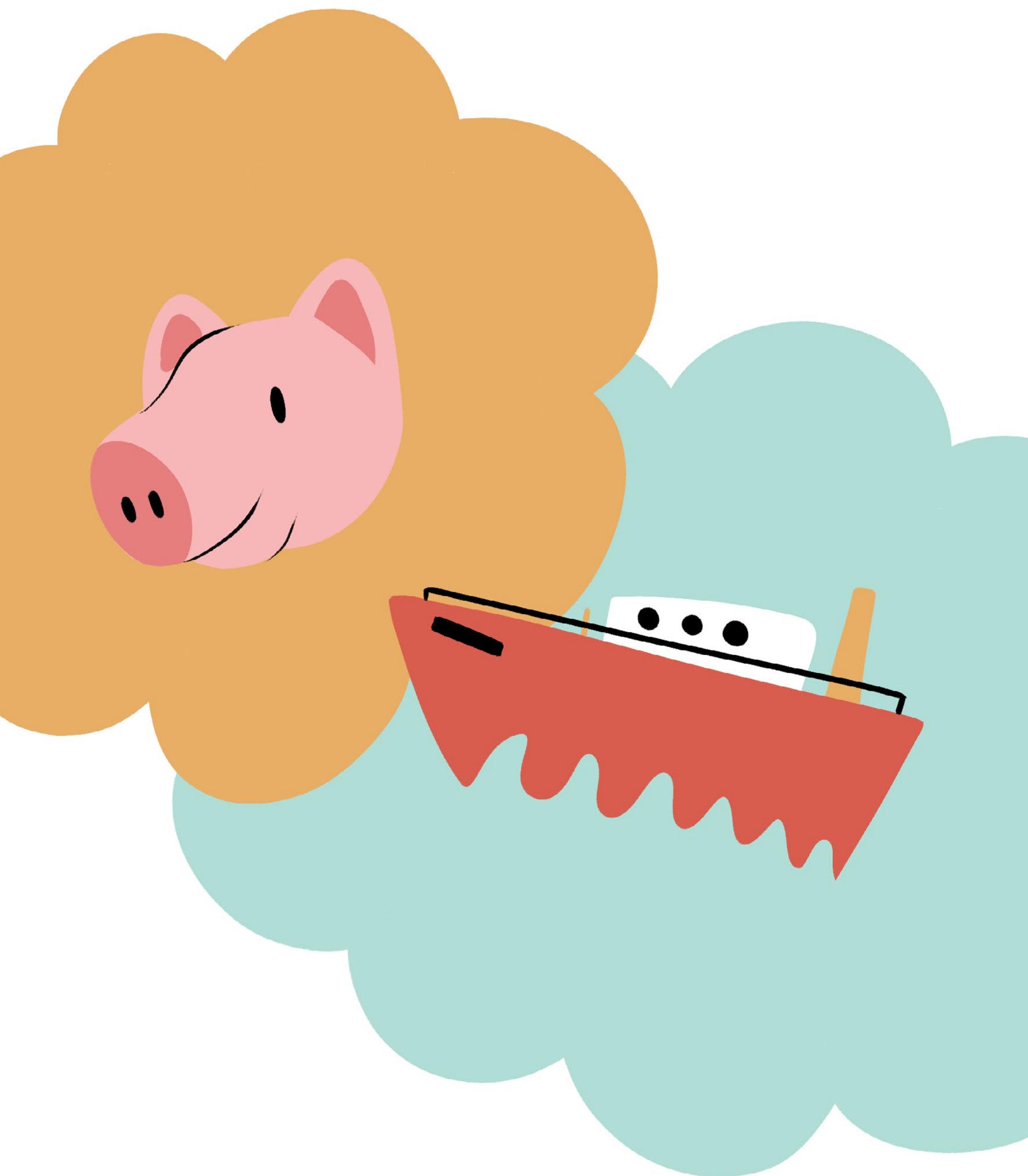
# King and Queen

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

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

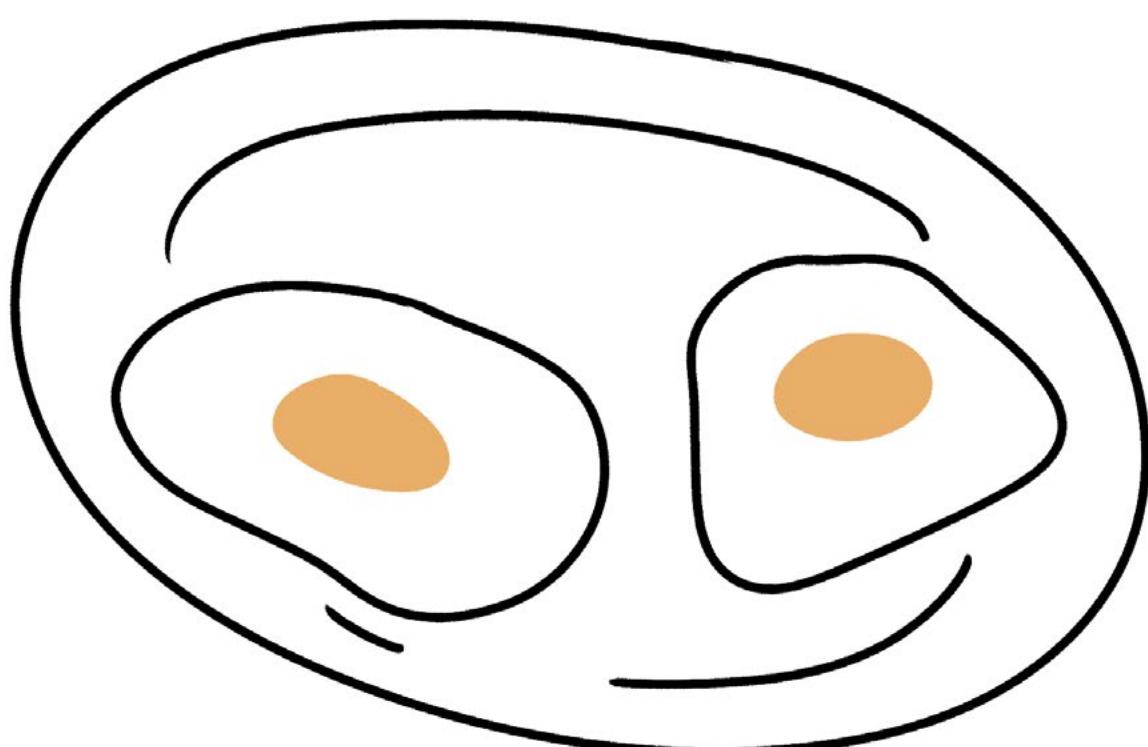
“No!” says Josh. “Tell the one where you were on that ship in the wind and **waves**!”

“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.

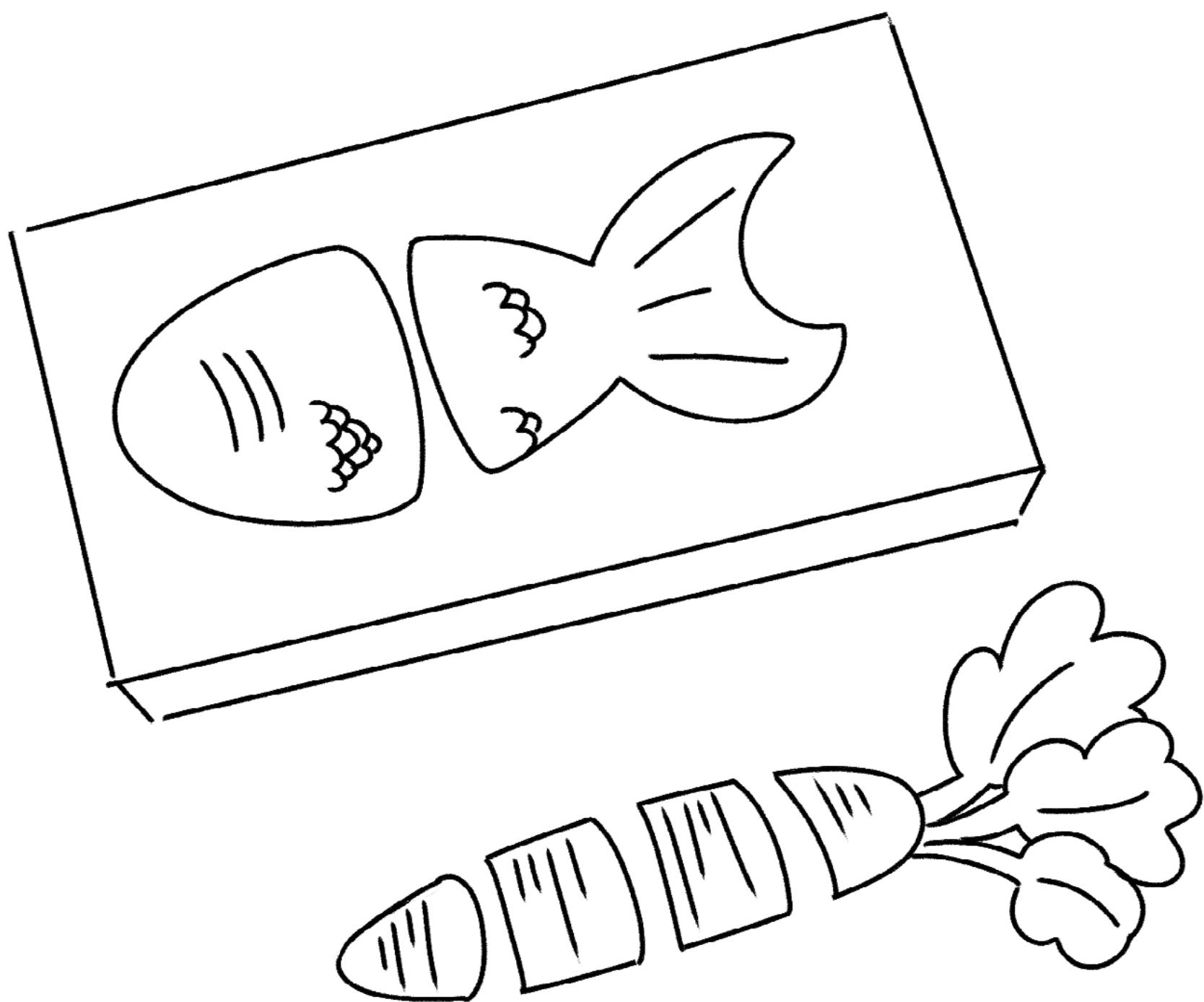




The king made a **cake**. But the queen did not **like** it.

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.





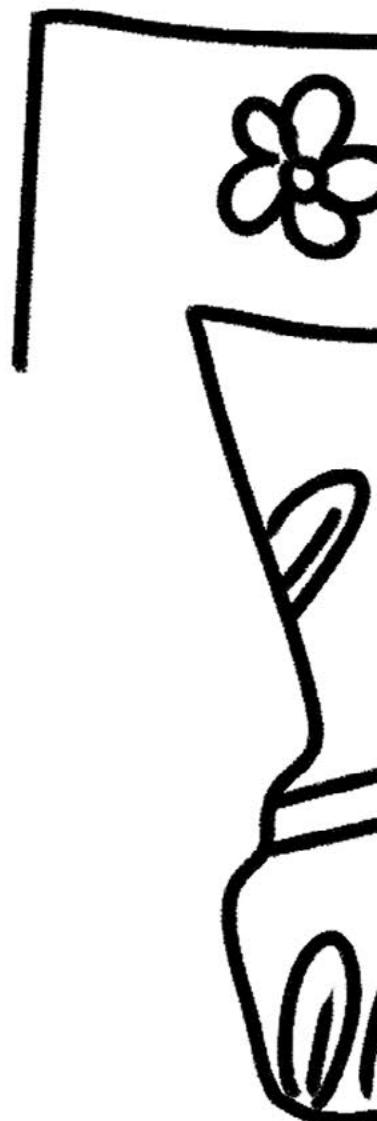
“There!” the king said. “This slop is not fit to feed to pigs! The queen will hate it. But so what?”

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.

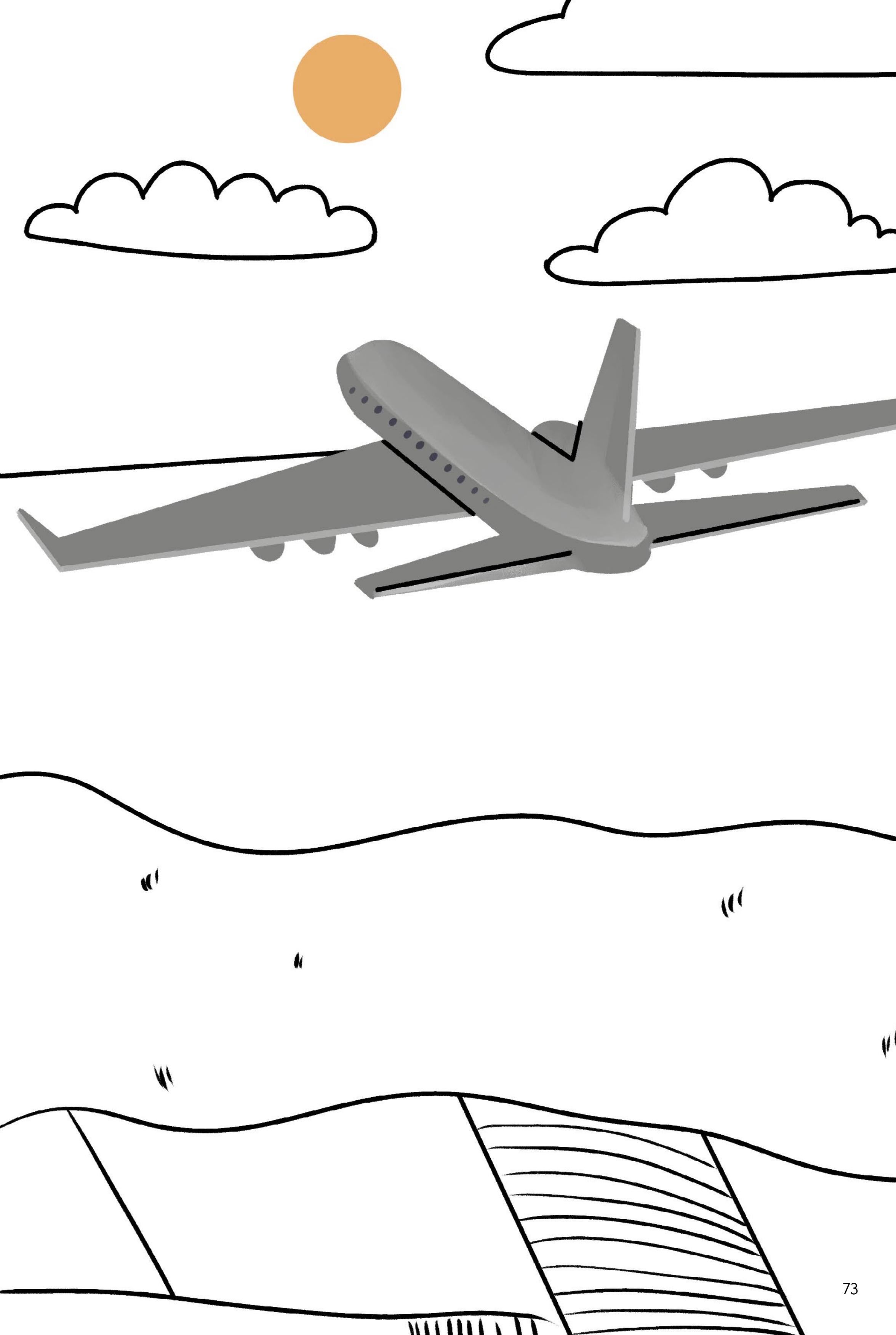
“What will we do here?” says Josh.



“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.



3

3

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.

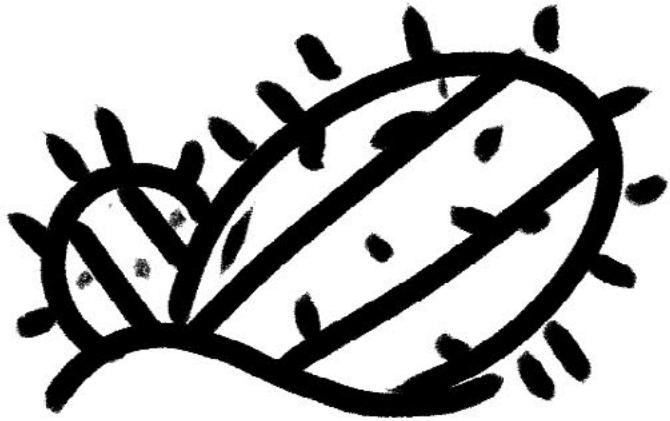
“I will meet you there!” Tex **yells**.

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**.

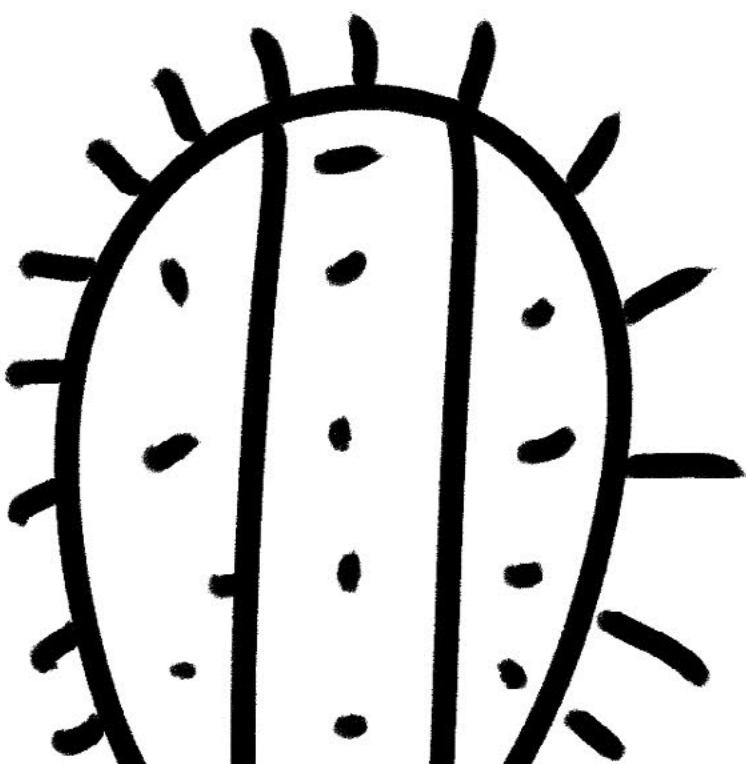




Josh, Jen, and Gran hike deep in the **cave**. They get lost. They are a bit scared, but just then Sam's bells ring.

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 chuck **s** 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.

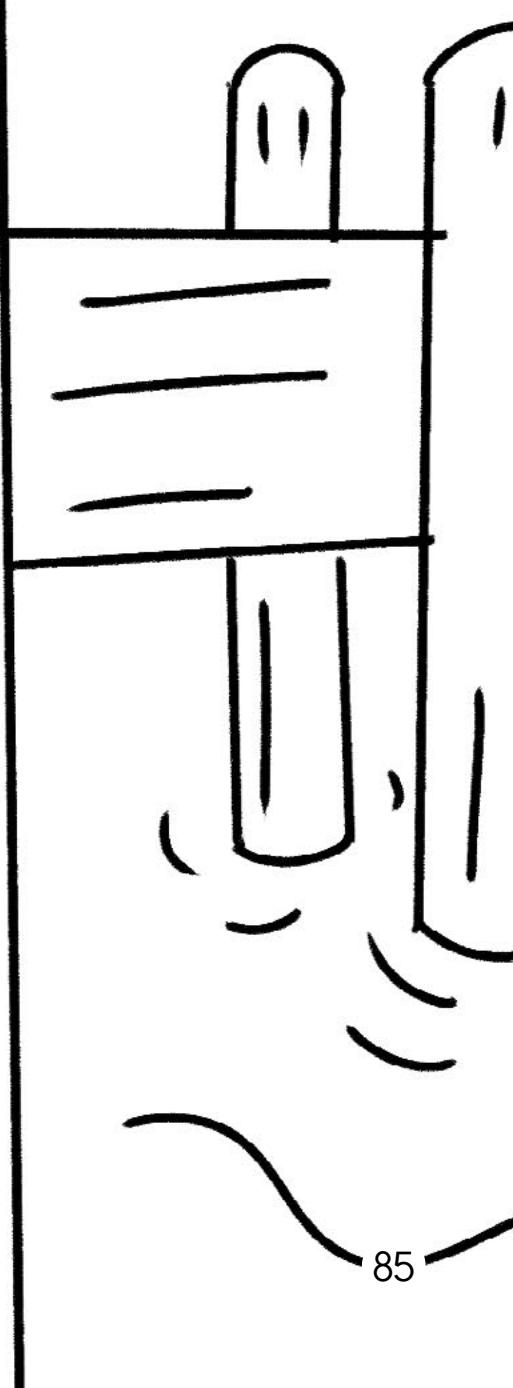


“Can Pup jump?” Jen asks.

“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 chuck it on the land. Pup runs and gets it. Tex pats him on the back.

Next, Tex **takes** a stick and chuck 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 chuck's 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!”



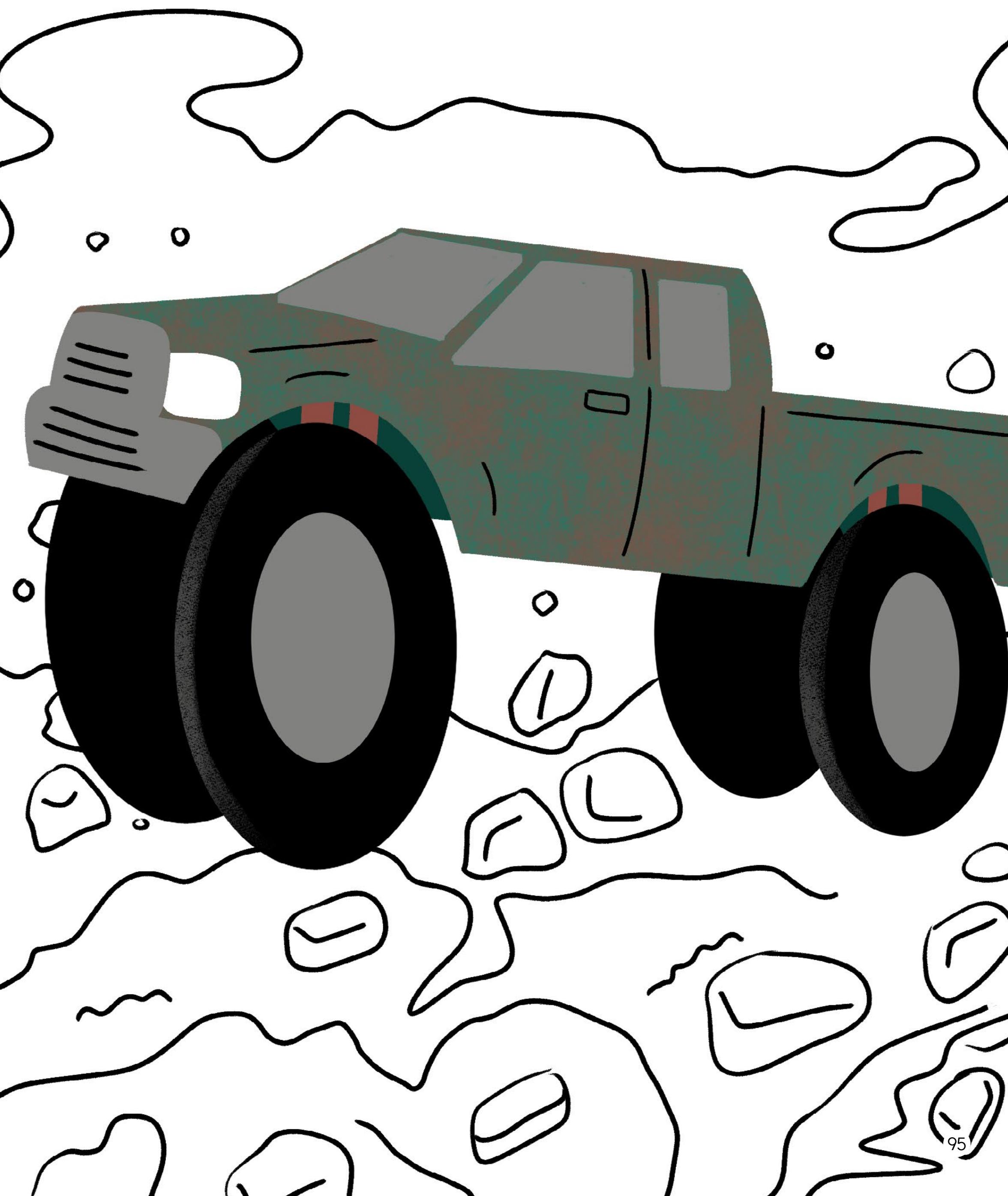
# Gran's Mud Run

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.

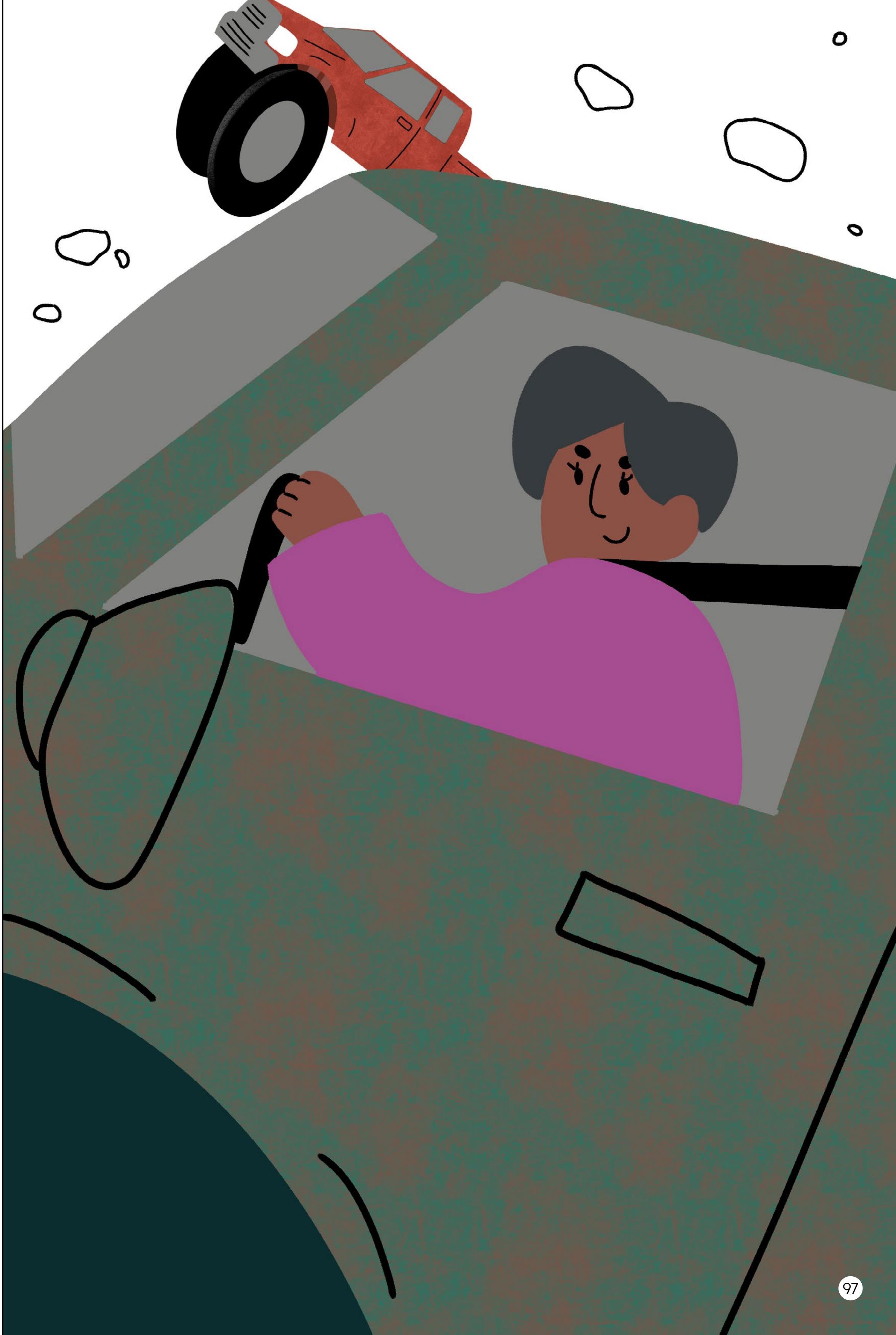


Gran drives five laps. Then she gets stuck in deep mud.

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

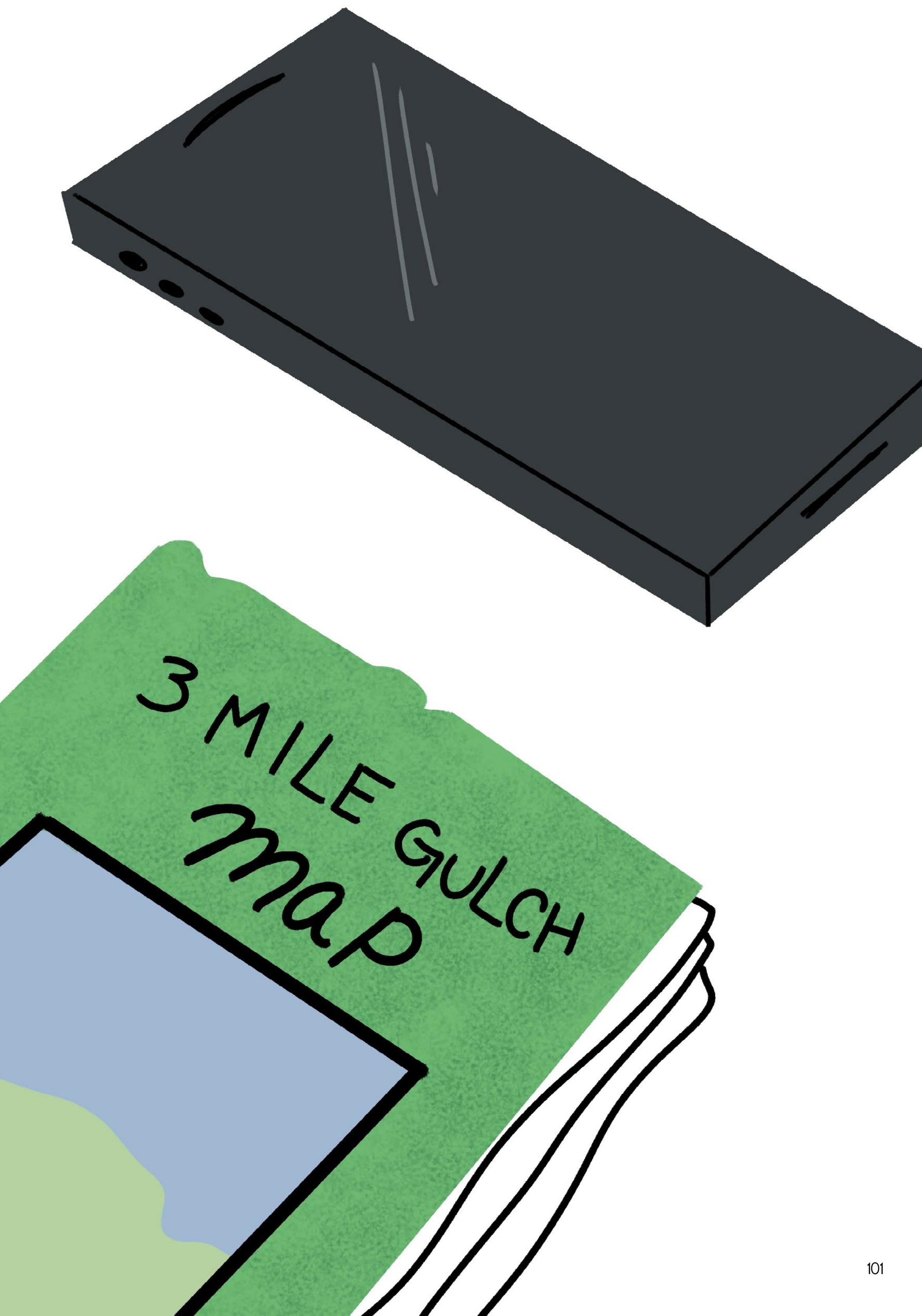
Gran hugs Josh and Jen.

“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.”

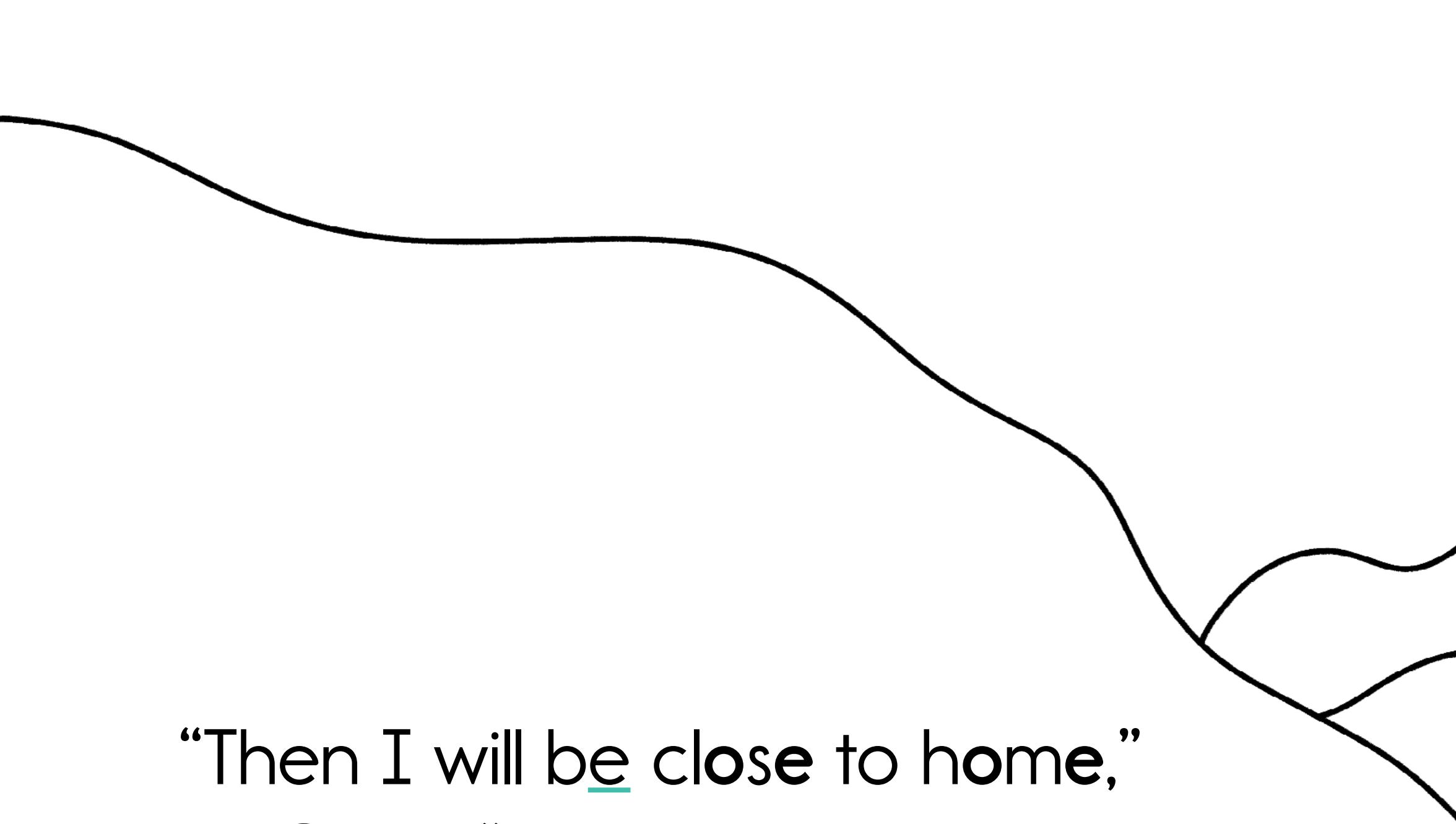
“A week!” says Josh.

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.





“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:

/i/ as in skim  
/e/ as in bed  
/a/ as in tap  
/u/ as in up  
/o/ as in flop

### CONSONANT SOUNDS AND SPELLINGS:

/m/ as in swim, swimming  
/t/ as in bat, sitting  
/d/ as in bid, add  
/k/ as in cot, kid, hiccup,  
black  
/g/ as in log, egg  
/n/ as in run, running  
/h/ as in ham  
/s/ as in sit, hiss  
/f/ as in fat, huff  
/v/ as in yet  
/z/ as in zip, buzz, dogs  
/p/ as in tip, napping  
/b/ as in rub, rubbing  
/l/ as in lamp, bell  
/r/ as in rip, ferret  
/w/ as in wet  
/j/ as in jog  
/y/ as in yes  
/x/ as in box

/ch/ as in chin  
/sh/ as in shop  
/th/ as in thin  
/th/ as in then  
/qu/ as in guilt  
/ng/ as in king

### OTHER:

- Punctuation (period, comma, quotation marks, question mark, exclamation point)

### 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

## 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

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