

ENGLISH



K–3  
Foundational  
Skills



**GRADE 1 FOUNDATIONAL SKILLS UNIT 2**

**Gran** | Reader

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EDITION 1

Grade 1

Foundational Skills 2

**Gran**

**Reader**

#### 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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# 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 snapshot.”



“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

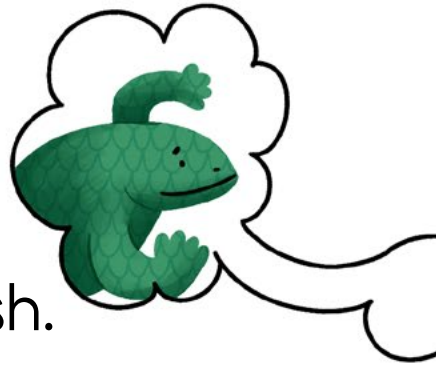
Gran says, “When I was on my trip, I got a pet.”

“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.

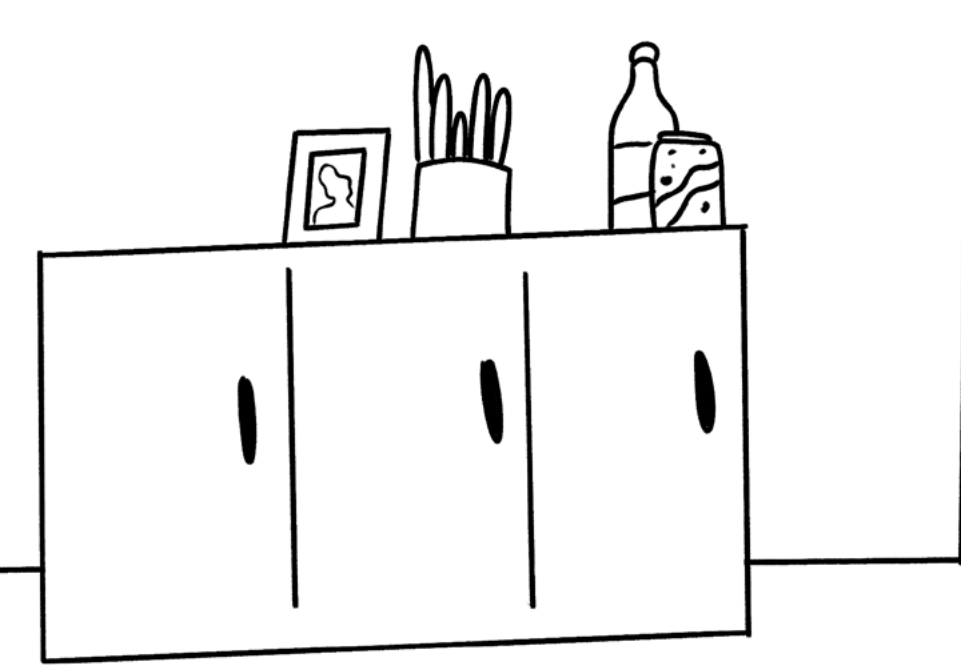
“King is not in his **crate**!” says Gran. “Where is he?”



Jen checks the pots and pans.

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





Josh checks the den.

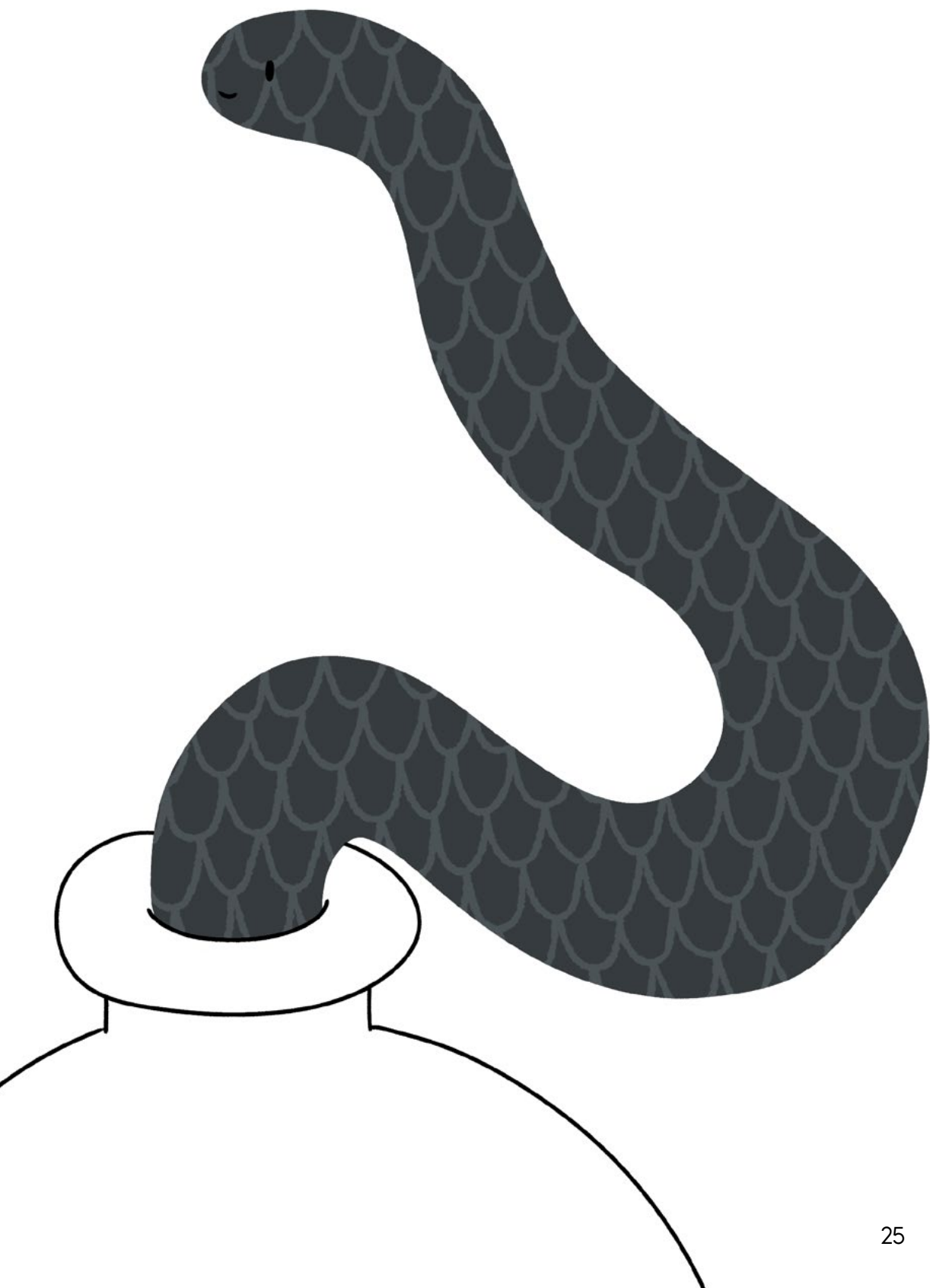
“He is not in here,” he yells. “I bet he went back to the pet shop!”



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**.”



A decorative background featuring several stylized bees. Each bee has a yellow body with two black diagonal stripes, a light blue head, and two black antennae. They are scattered across the page, some near the top and others near the bottom. A thick black curved line is visible in the top right corner.

“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.

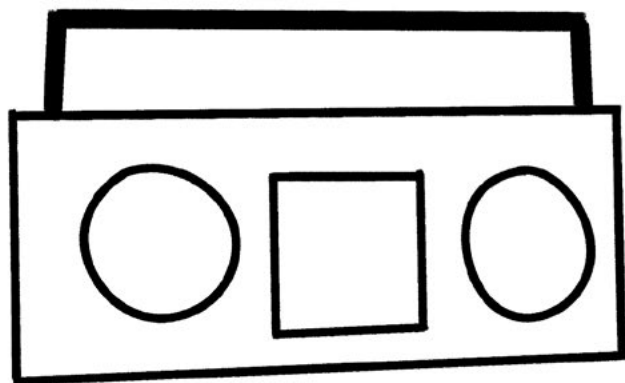
“So do I!” says Gran.



“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 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?”





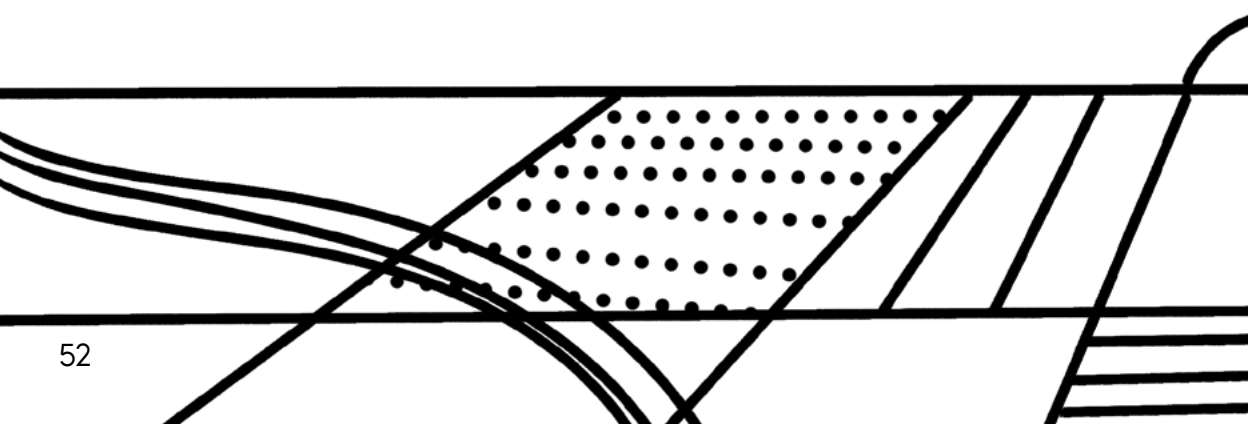
Just then, Mel **made** the **plane** zip from **side** to **side**.

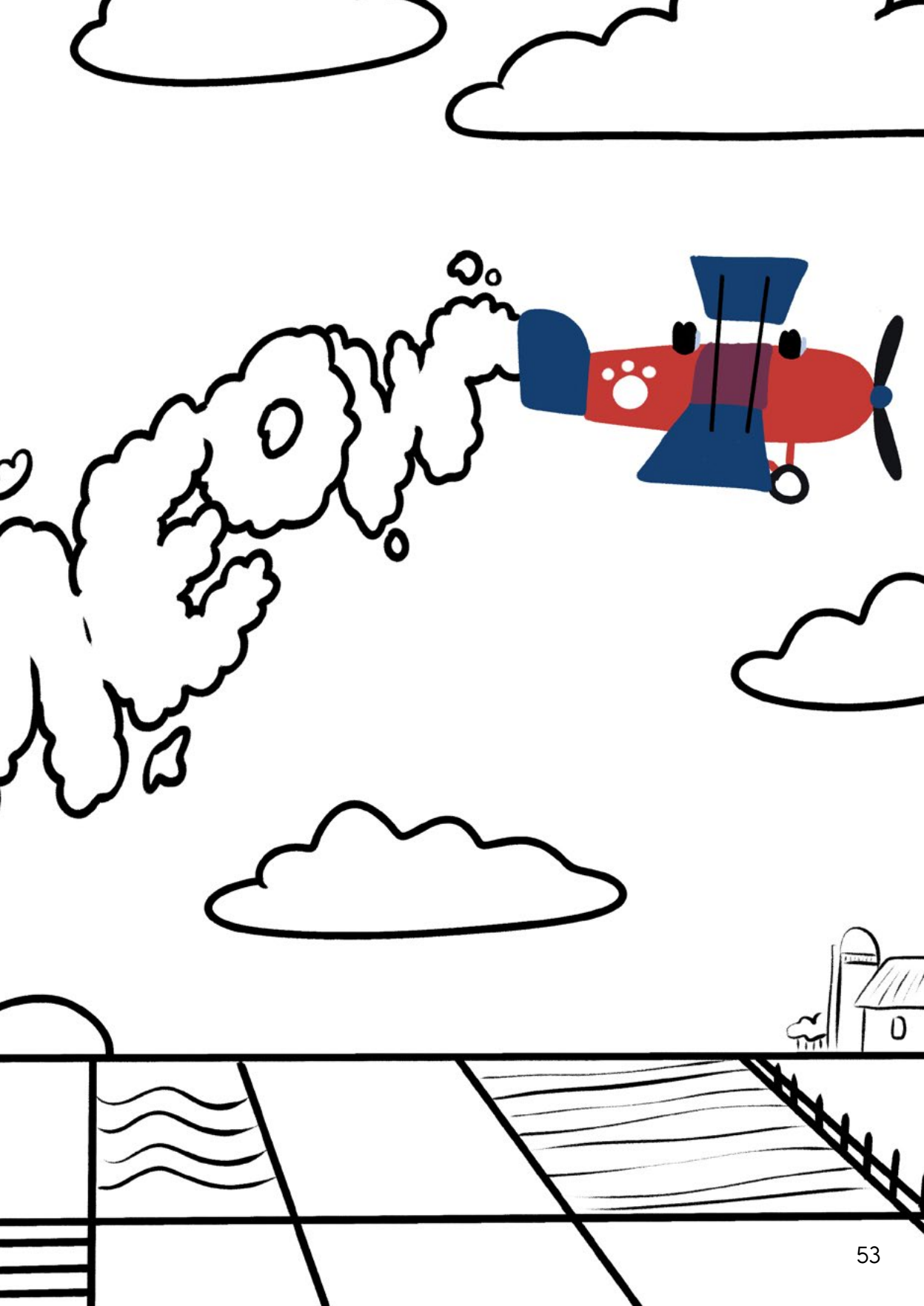
Fuzz did not **like** that. It did not **feel safe** to him.

Then Mel **made** the **plane** **dive**.

“ZZZZZZZZZZZZZZ!” went **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.”



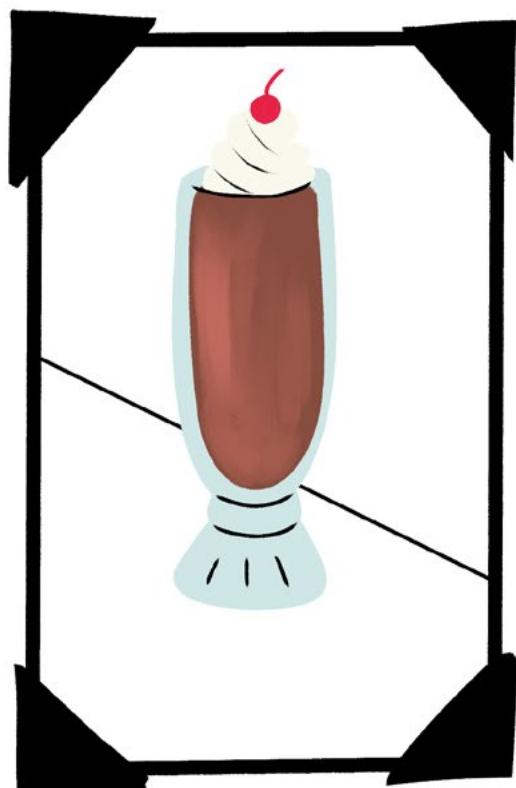
# The Sweet Shop

“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?”



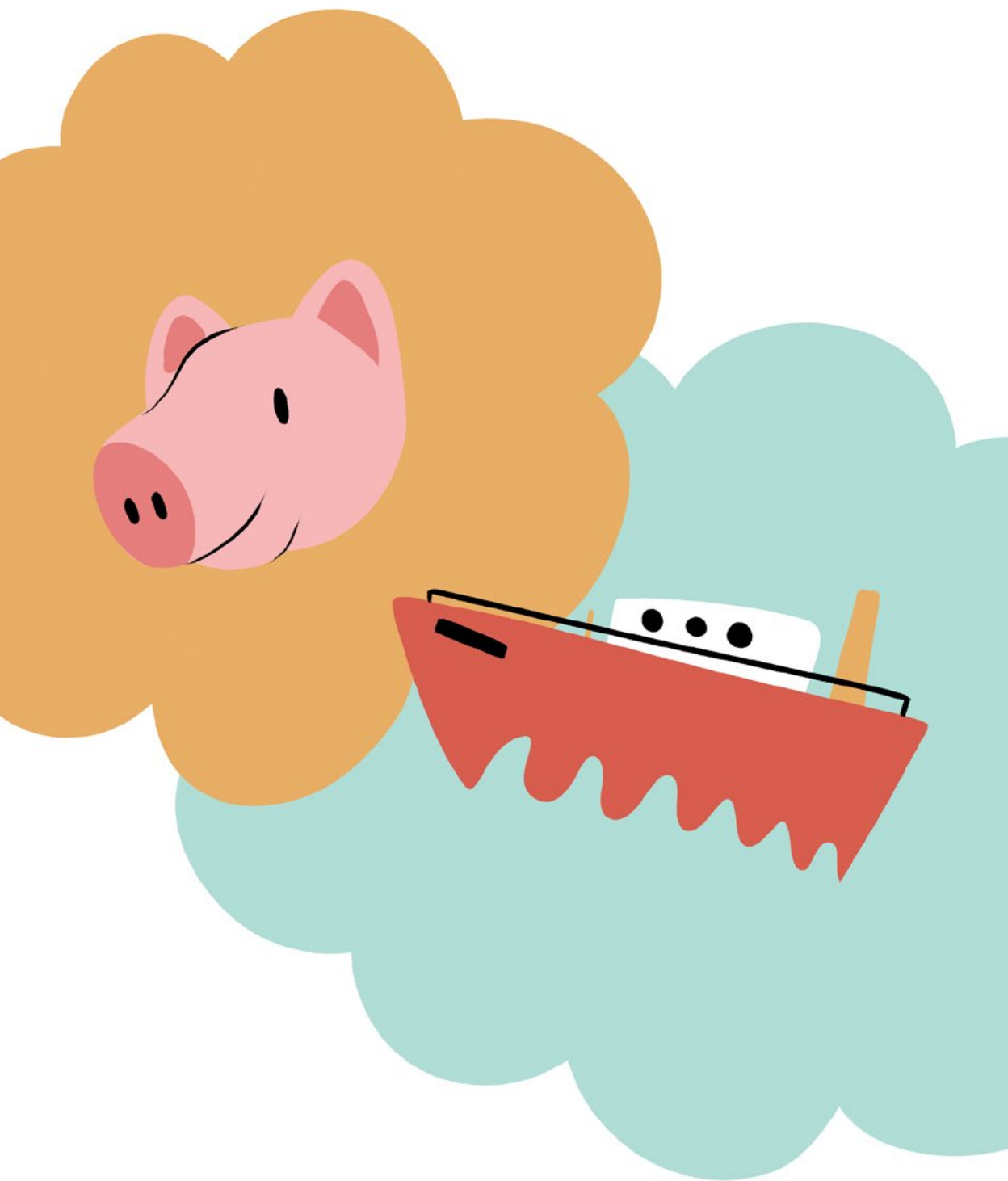
# King and Queen

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

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

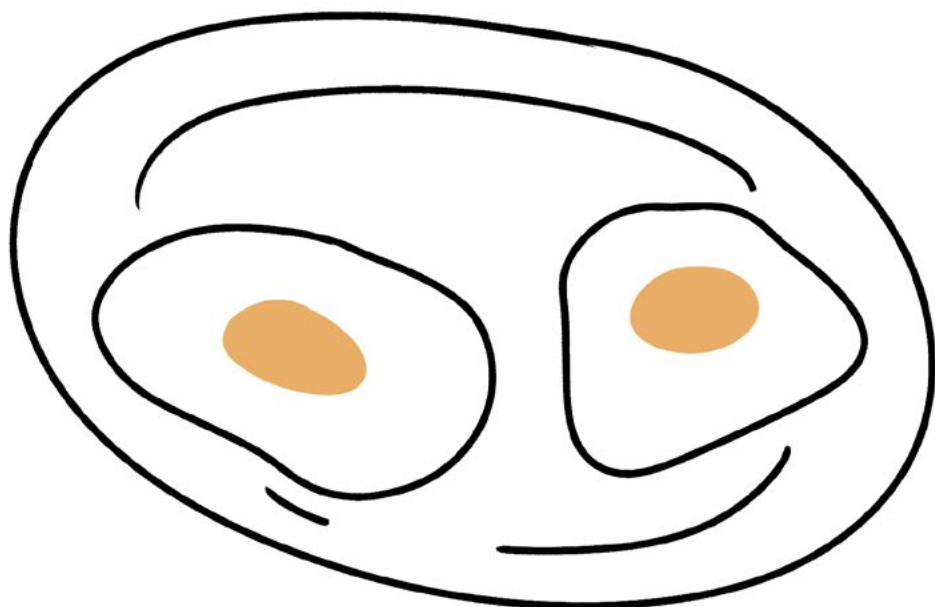
“No!” says Josh. “Tell the one where you were on that ship in the wind and **waves**!”

“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.

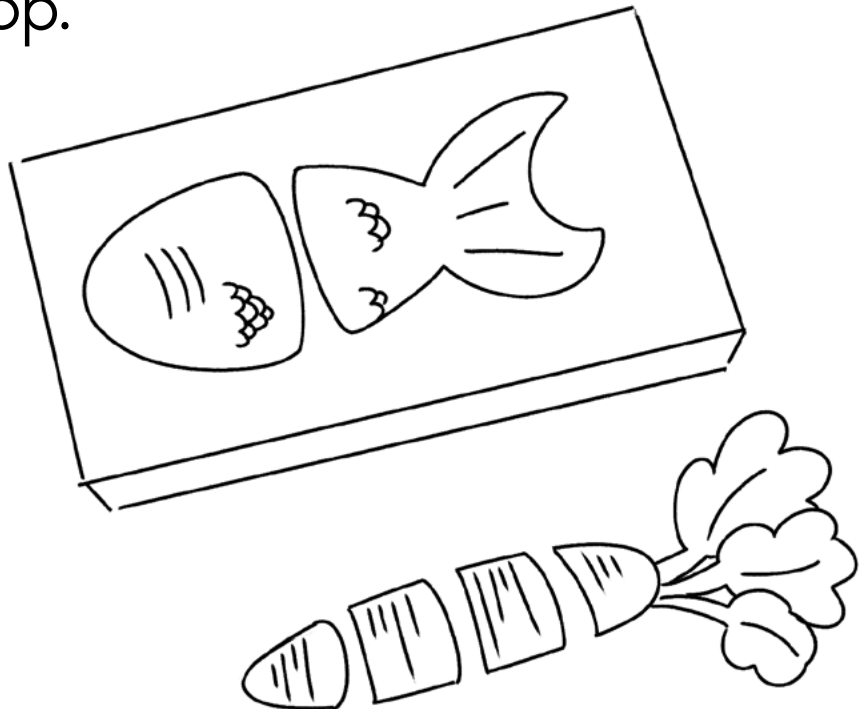




The king **made** a **cake**. But the **queen** did not **like** it.

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**.

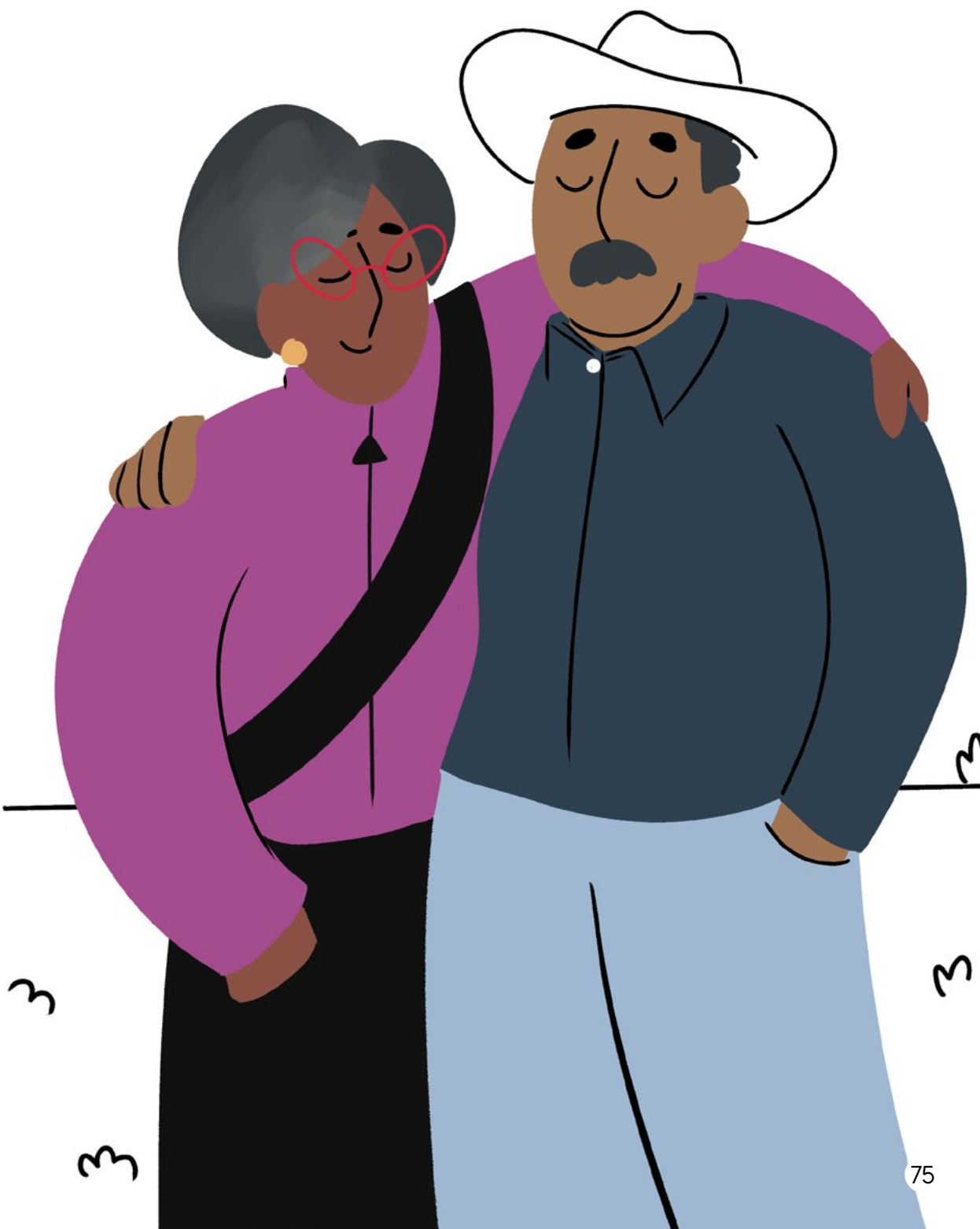


“Will we be **safe** on this **plane**?”  
Jen asks.

“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.

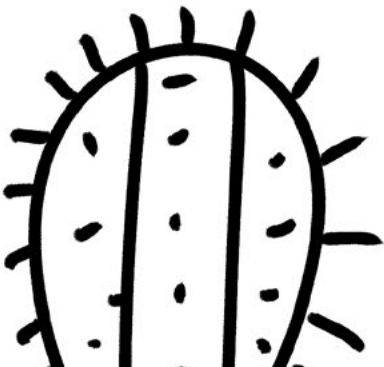




Josh, Jen, and Gran hike **deep** in the **cave**. They get lost. They are a bit **scared**, but just then Sam's bells ring.

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.

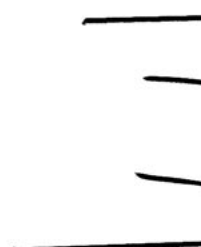


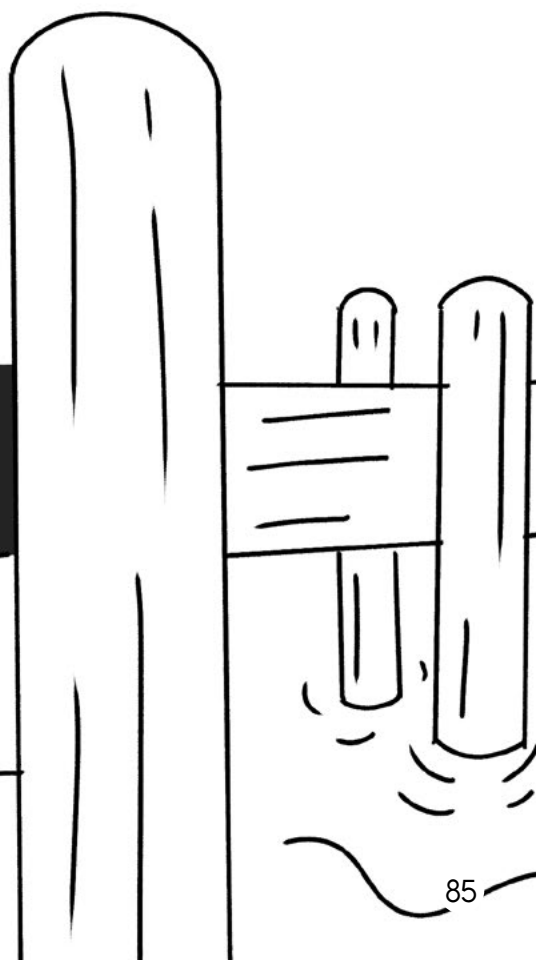
“Can Pup jump?” Jen asks.

“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.

A simple line drawing on the right side of the page. It consists of several horizontal lines of varying lengths, stacked vertically, representing a dock or a shoreline. The lines are drawn with a simple, sketchy style.



“This time<sup>e</sup>,” 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<sup>e</sup>, 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.



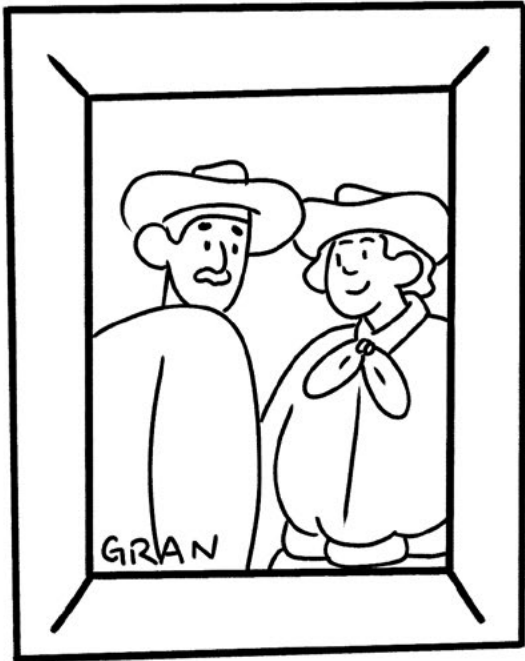
“Gran,” Jen asks, “is Tex mad at us?”

“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**.

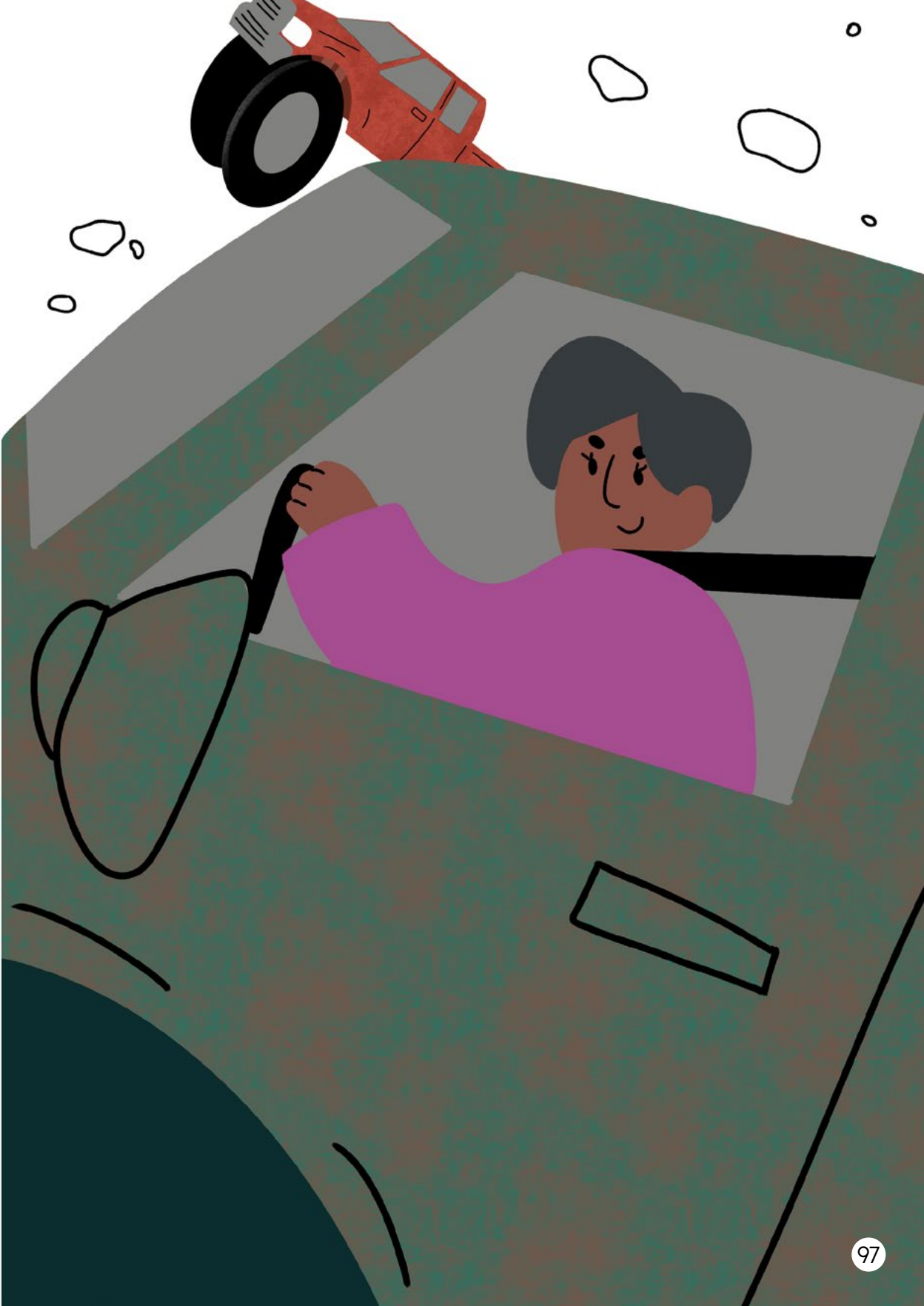


Gran drives **five** laps. Then she he gets stuck in **deep** mud.

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 he 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 he 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.

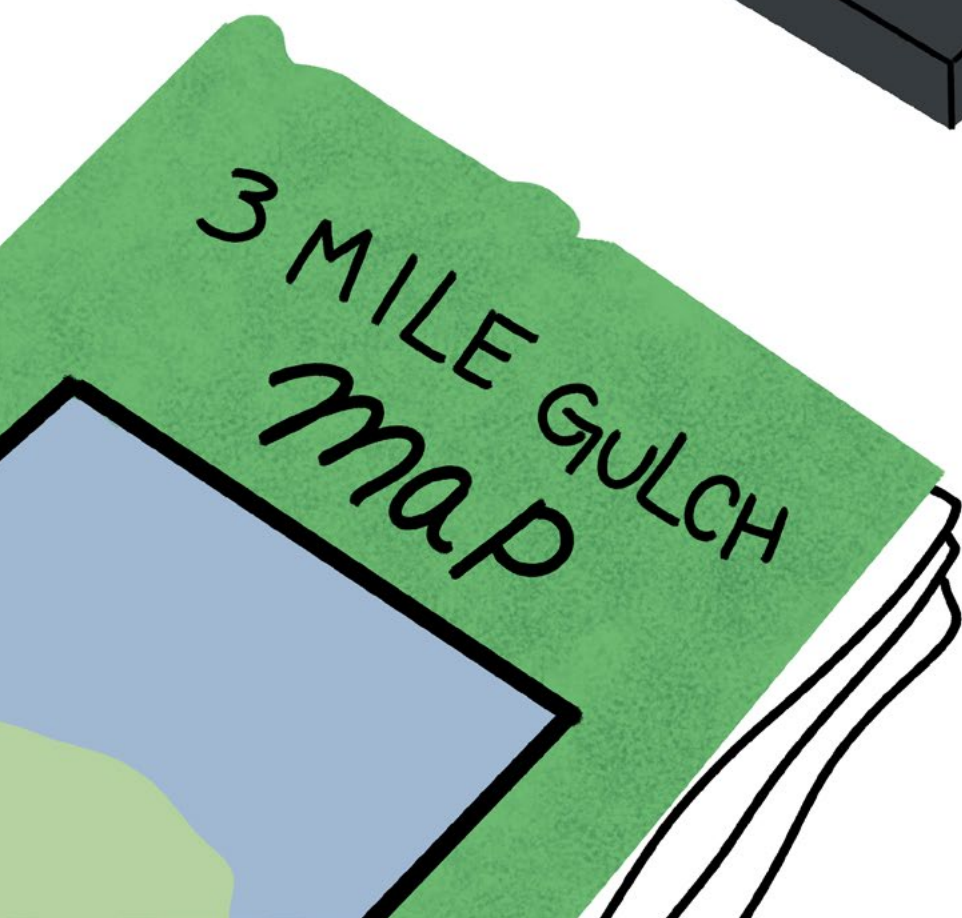
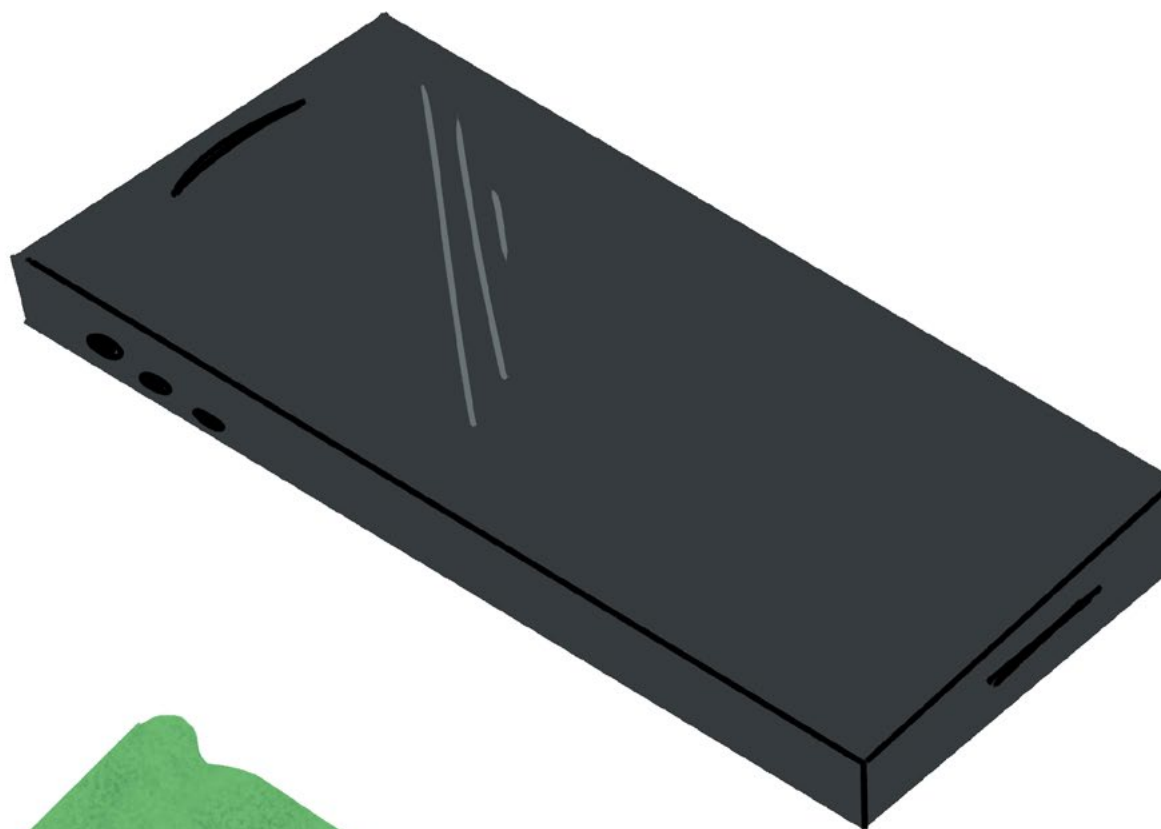
“Tex will **take** you kids back in his truck,” she says.

“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.”

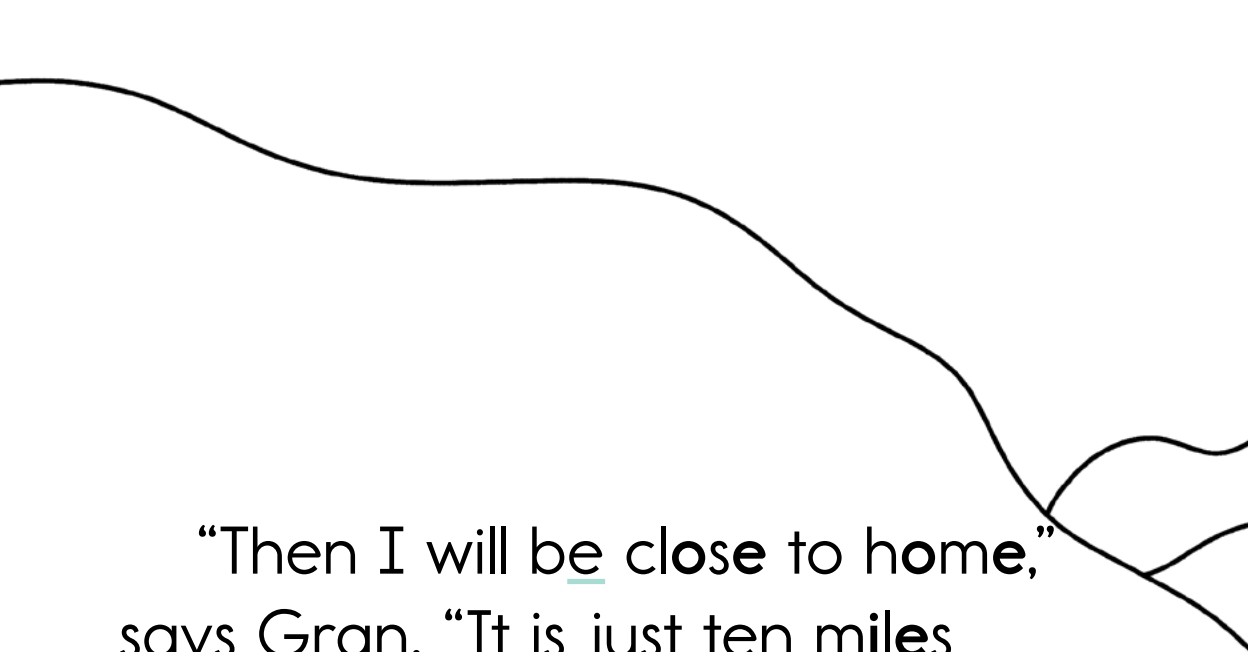
“A **week**!” says Josh.

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 in 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 at the bottom of 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 Reader:

### 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 *vet*

/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 *quilt*

/ng/ as in *nging*

### 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 Reader:

- 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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