

ENGLISH



K-3  
Foundational  
Skills



**GRADE 3**  
**FOUNDATIONAL SKILLS UNIT 8**

# **The Other Side of the World** | Reader

EDITION 1

Grade 3

Foundational Skills 8

# **The Other Side of the World**

**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.

If you have further product questions or to report an error, please email

**[openeducationresources@tea.texas.gov](mailto:openeducationresources@tea.texas.gov)**.

Table of Contents

# **The Other Side of the World**

**Skills 8 Reader**

A New Home . . . . .	2
All About Australia . . . . .	7
Exploring the Great Barrier Reef . . . . .	15
Australia's First People . . . . .	27
Australia's Animals . . . . .	33
Deep in the Caves . . . . .	39
Finally, A Friend . . . . .	47
Glossary . . . . .	58







## Chapter

# 1 A New Home

---

Tisha came into the house and marched by Dad and Darrius without speaking. She went right up the stairs to her bedroom. Tisha felt sad and nervous. She did not like living in Australia. It had been another long week since she moved from Houston, Texas, to Brisbane, Australia.

Tisha's mom got a **promotion** that demanded she work from the company's **headquarters** in Brisbane, so the family packed up and moved to **Australia** during the fall break from school. Tisha did not want to move. She missed her friends, her school, and her soccer team.

While Darrius tried to make his broccoli stand up in his mashed potatoes during dinner, Tisha just stared at her plate and pushed food around. She was gloomy.

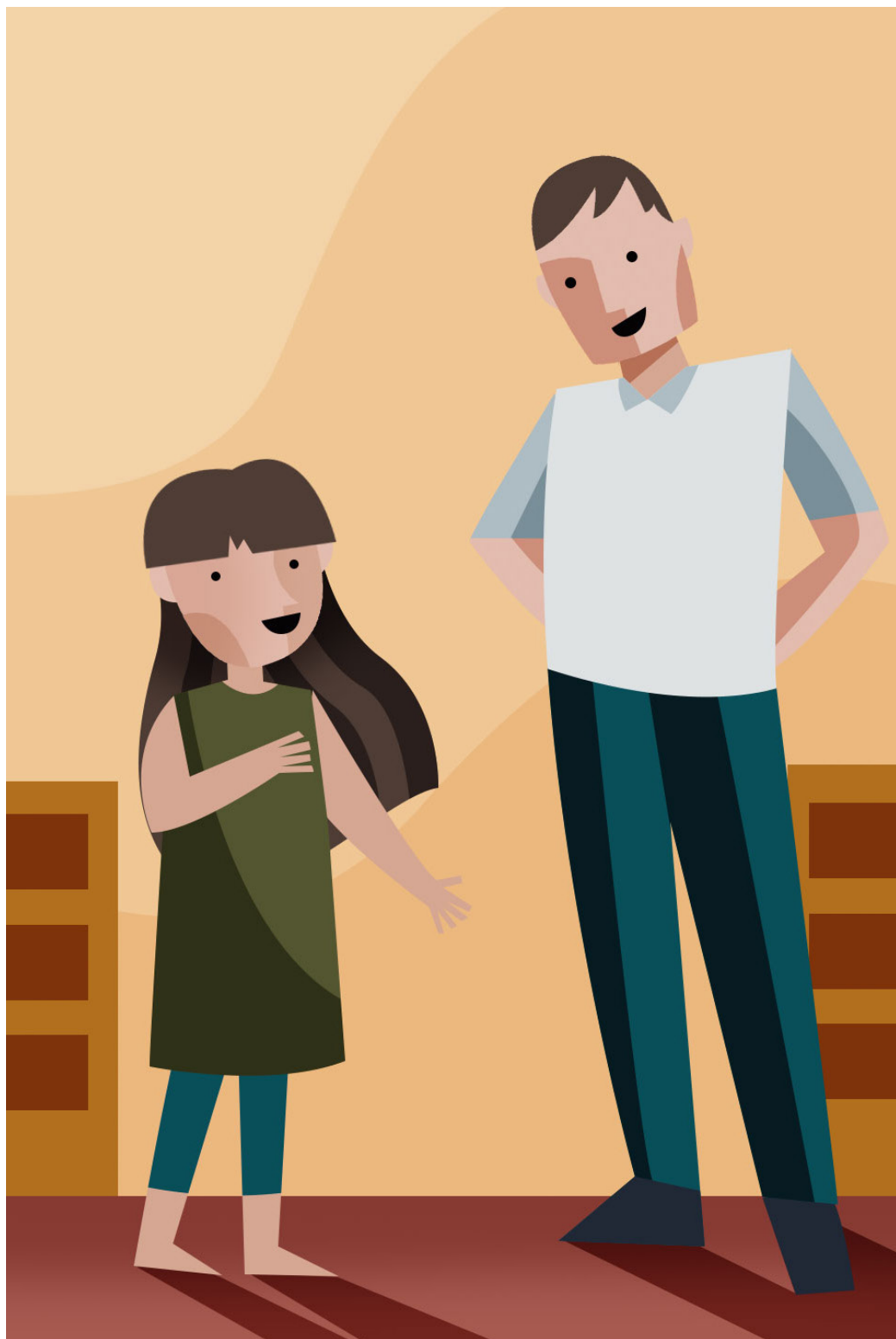
Dad asked, “How was your day?”

Tisha responded, “The school is so different from my old one, and I’m still trying to make friends.” Tisha’s family moved to Brisbane after the school year began, and most of the kids already knew each other and were friends.

“Plus,” Tisha added, “they do things so differently here.”

“It takes time to adapt to a new place,” Dad said. “Moving here was a special opportunity for our whole family. This is a great place to live. You’ll see. You just have to give it time.”

Unconvinced, Tisha groaned, poked a hole in her napkin with her thumb, and weakly went back to pushing food around on her plate.







“Let’s pump the brakes on talk of school,” Mom said. “I have an idea. Why don’t you and Dad go exploring this weekend? There are some cool places to see.”

Before four-year-old Darrius could object to not being invited, Mom made him an offer. “You and I will hang out at the park and get ice cream,” Mom said to Darrius. Mom wanted Tisha to have one-on-one time with Dad. Back in Houston, Dad coached Tisha’s soccer team. After games, the team always went out for pizza. Mom knew that spending time with Dad on the weekend the way they did back home might lift Tisha’s mood.

“So,” Dad said to Tisha after dinner, “let’s learn about Australia.”

Chapter

# 2 All About Australia

---

Dad and Tisha plopped down on the couch with their tablets to learn more about their new home. Dad suggested they first learn about Australia's landscape. "Once we get the lay of the land," Dad said, "we'll plan our first trip."

After some research, Dad exclaimed, "Here's an interesting fact! Did you know Australia is the only country that takes up a whole continent?"

Tisha replied, "Yep, we learned about the continents in first grade."

"Okay, well, how about this fact? Much of the middle of Australia is dry and sandy. This





area is commonly called the Outback. And rain? It's very infrequent there. Sometimes, it doesn't rain for months."

"That must be why few people live in the inner part of Australia," Tisha said. "This site says most people live in the cities along the **coasts**."

"Would you want to live in the Outback?" Dad asked.

"No, but it might be cool to visit," Tisha replied.

"In the eastern part of Australia, there are tall green mountains. Each one has a beautiful peak. One of the famous mountain ranges is



called the Great Dividing Range, where many of the mountains get a lot of snow. Would you like to take a peek at the mountains?” Dad asked. “You love skiing.”

“Sure!” Tisha said.

“This site says Australia is often called Down Under because it’s below the equator,” Tisha read aloud. “There’s even a king. He reigns over England, Australia, and many other countries. The book also describes animals from Australia, like the **emus**, **dingoes**, kangaroos, koalas, and **wallabies**.”

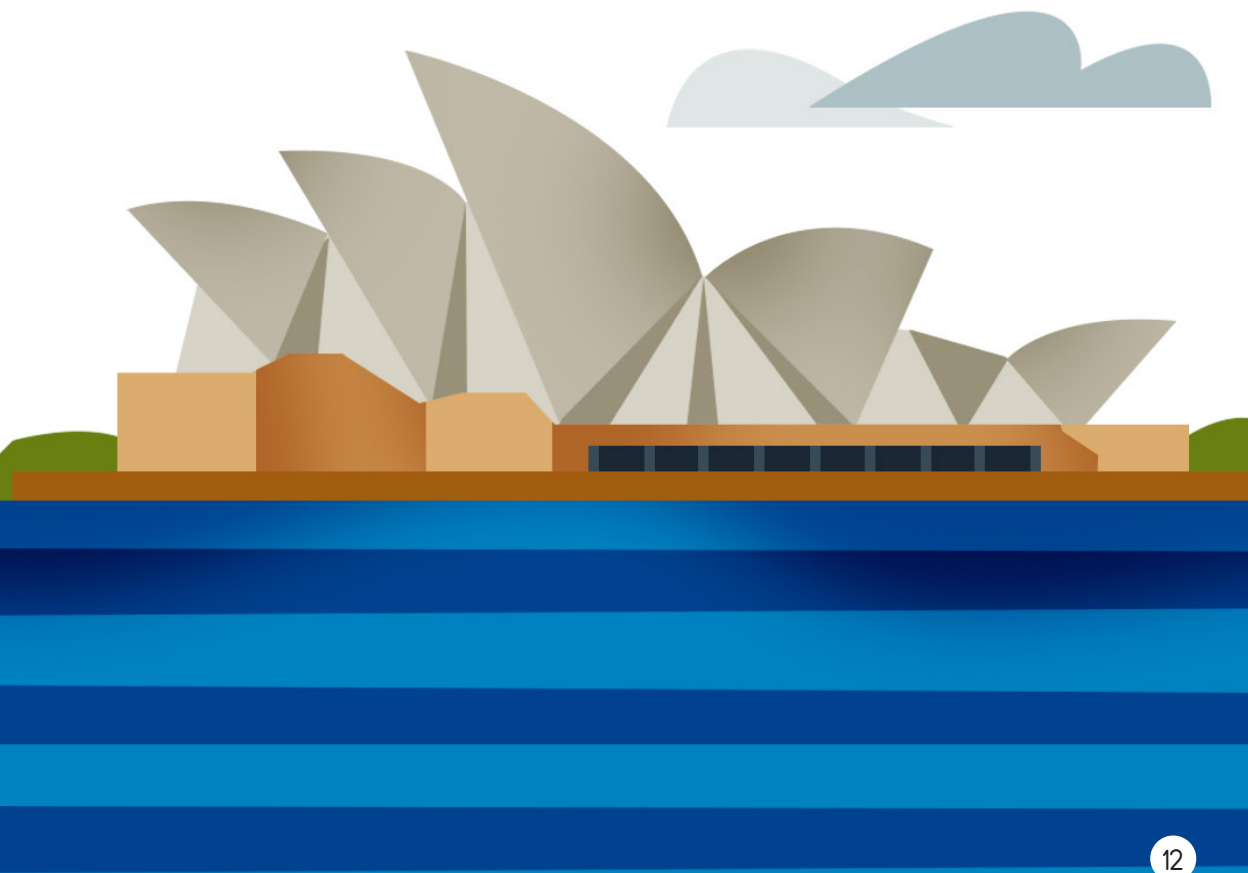
Dad added, “There’s so much more to see. We should visit the Opera House; it’s the most famous place for music and theater in Australia. They have dance shows, singers, and plays.”

Tisha’s eyes sparkled as she pointed to an image. “And don’t forget the Sydney Harbor Bridge,” she chimed in. “It’s called the Coat Hanger because it looks like a huge clothes hanger. By climbing to the top, we can see the whole city and take in its sights and the scent of the ocean.”

Dad nodded. “Australia is also known for its beautiful **opals**, colorful **gems** dug from the earth. They’re sent all around the world.” Tisha started to feel enthusiastic about her new home for the first time.

The family woke up early the following Saturday and drove to the Brisbane **Festival**, an international arts festival. “This will be a day to remember,” Mom said as they arrived.

The best part of the festival was the **kazoo** orchestra. The family each got a kazoo and joined a big group of people making music together. They laughed and played, the sounds of their kazoos filling the air.



On Sunday, the family decided to watch a **cricket** game. Dad explained, “Cricket is a big deal here. It’s a game with a flat bat and a hard ball, played by two teams of eleven players. If the batting team hits the ball, the batter runs back and forth between two stumps until they’re out. It’s like baseball mixed with tag!”

The family cheered and clapped as they watched the game, getting swept up in the excitement. Dad decided to buy tickets for the next game. Australia was proving to be a land of adventure and discovery, each day bringing new experiences and wonders.



Chapter

# 3 Exploring the Great Barrier Reef

---

Dad and Tisha took off to see more sites the following weekend. They were aiming for a full day of activities. Dad and Tisha began with the Great Barrier Reef. At daybreak, they loaded the car with backpacks containing snacks and bottled water for the drive north to the city of Cairns. Snacks are always a **mainstay** for long car rides! They said goodbye to Mom and Darrius and hit the road. Dad used the car's GPS to follow the pathway to the reef. Tisha didn't admit it to Dad, but she was excited to try snorkeling.





Dad and Tisha began with a tour cruise on a glass-bottom boat. They could see magnificent sea animals from the boat, like parrotfish and giant clams. Tisha snapped photos to show Mom and Darrius.

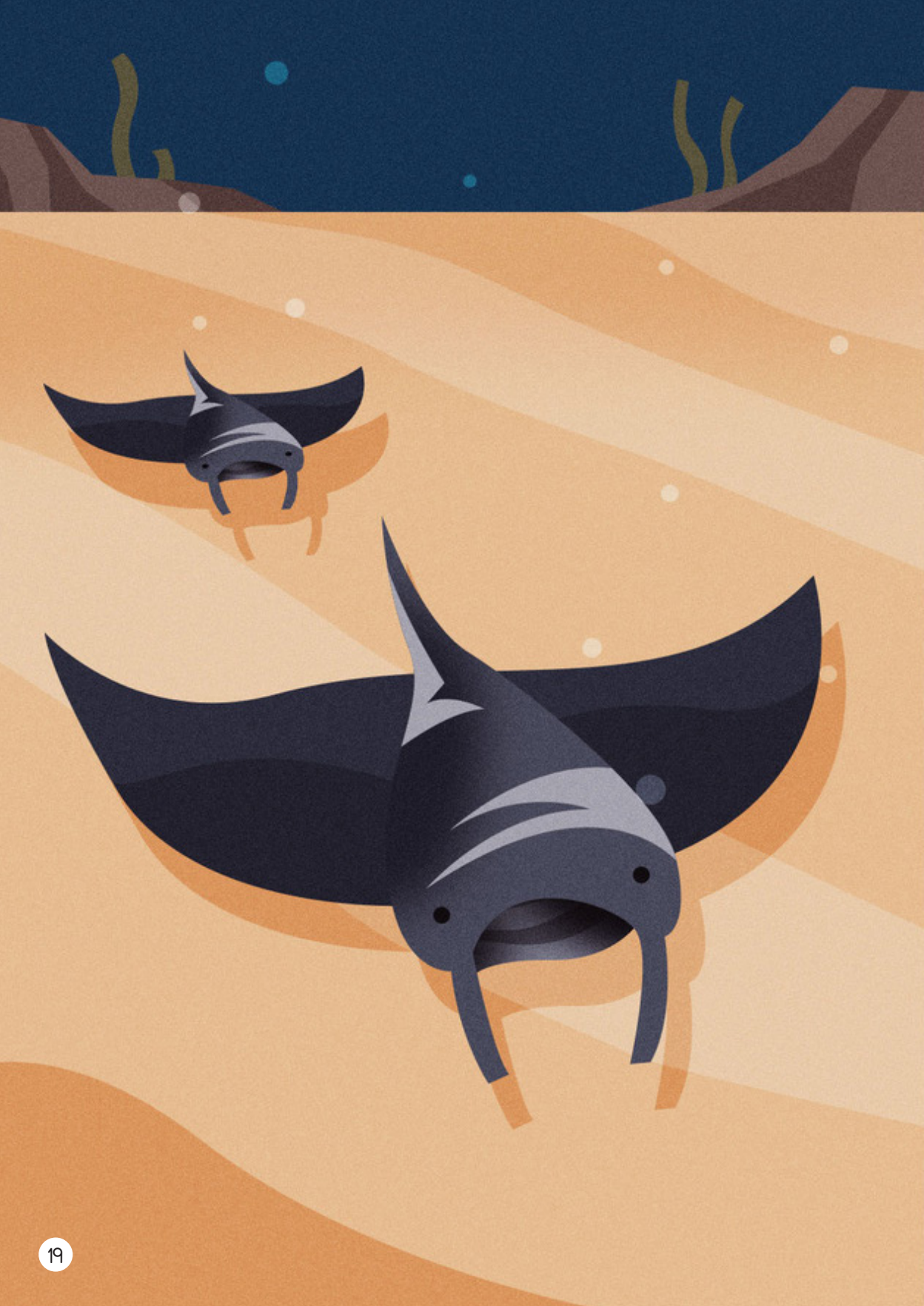
Their tour guide shared interesting facts about the reef while Dad and Tisha watched all the sea life.

“A coral reef is made mostly of coral skeletons. Corals are small sea animals that live in oceans. Some corals, called **polyps**, grow together like a family,” the guide explained. “When corals die, they leave behind their skeletons. These skeletons build the **structure** of the reef over many years.”

“The Great Barrier Reef helps **sustain** the life of the many types of animals that call it home,” the guide added. “Clownfish are small, brightly colored fish. Despite their name, clownfish are no more entertaining than any other sea animal. An array of sharks also inhabit the reef, including reef sharks, whitetip sharks, and tiger sharks. The wobbegong is a smaller shark that spends much of its time in shallow waters to about 100 meters deep.”







Tisha pointed at the manta rays nearby. “Those are my favorite,” Tisha said as she watched them glide through the water with their large, wing-like fins on full **display**. She enjoyed their graceful underwater movements.

“Many of the reef’s sea residents rely on one another for food and to maintain their safety,” the guide said as they watched a small fish move into the coral. “Smaller fish may hide in corals to avoid being eaten by large predators.”

“The reef has so many interesting sea animals to admire, but **refrain** from getting close to them when you are in the water!” the tour guide said.

Dad and Tisha could also see many underwater plants as they looked through the boat's glass. The tour guide pointed out and discussed the many plants they observed.

“**Algae** is one of the most common plants in the Great Barrier Reef,” the guide explained. “It can be green, brown, or red. It has an essential job to do in the reef. Many sea animals obtain their food and **oxygen** by consuming algae.

“Mangroves aren't part of the Great Barrier Reef. They are trees found in coastal areas near the reef. Their root system helps improve water quality. Birds like the little bronze cuckoo dwell in these trees.”

Tisha took out her sketch pad and doodled some cool things she saw.











“Can we try **snorkeling** now?” Tisha looked up and asked.

“Let’s do it!” Dad said.

Dad and Tisha made their way to a tour operator offering snorkeling trips for people of all ages. Dad rented the equipment and reminded Tisha to listen carefully to the guide’s instructions as they put on their wetsuits.

Tisha kept an eye out for dolphins and sea turtles. She learned during the boat tour that whale-watching tours were popular during the migration season. She’d love to see the whales migrating to other areas and hoped they could return when the time came.

Dad and Tisha explored some of the islands after snorkeling. Dad scooped up their backpacks, Tisha put on a hoodie, and they headed to their next stop, Lizard Island. “Darrius would love to visit an island named for lizards,” Tisha said.

Dad agreed. “Next time we visit the island, we’ll bring Mom and Darrius. Mom would love the nature trails and seeing the island on a moonlit evening,” Dad said.

Tisha took more photos, zooming in with her camera to get close-ups. Tisha snapped pictures of birds smoothly swooping to catch fish. She couldn’t wait to share them with Mom and Darrius.



Chapter

# 4 Australia's First People

---

Tisha and Dad went to a local cultural center for their next trip. Tisha was super excited to learn about the art of Australia. She had a neat idea: to make an art project using pictures from her tour.

Tisha couldn't wait. She started looking up information about Australia's First Nations people while she rode in the car and shared fun facts with Dad.

"Did you know," Tisha read, "Australia's First Nations people have lived here for a long time? They live on the mainland and some islands close by."









She discovered there are many different groups of First Nations people, each group with remarkable art, traditions, and ways of talking. Tisha would love to recruit a native person to speak at her school.

Tisha also learned something extraordinary: The First Nations people have a special bond with animals and nature. They see themselves as nature's friends, here to take care of the land. Tisha imagined being a true friend to all the trees and animals!

The First Nations culture is full of storytelling, art, music, and dancing. They use art and symbols, like secret codes, to share stories about their past. They love telling stories out loud, passing them from older people to younger ones, and keeping their traditions alive.

Tisha and her dad got to make a dot painting during the tour. Dot painting is a special kind of art where each dot and their pattern tell a story about animals, land, or people.

Tisha decided to paint the colorful fish and corals she saw while snorkeling in the beautiful blue water. She dotted her canvas while the tour guide explained how people used to paint with rocks, sticks, and leaves. Now, those **fluent** in the art form use paint and canvas, often choosing Australia's earthy colors like brown, red, and yellow.

“Did you know some of the oldest art in the world is from Australia?” Tisha asked her dad, smiling as she added another dot to her underwater scene.







Chapter

# 5

# Australia's Animals

---

“Dad, look! Koalas!” Tisha excitedly squealed as they entered Lone Pine Koala Sanctuary in Fig Tree Pocket. Tisha loved koalas—they were her favorite!

It was Dad’s turn to do some research this time. Dad grabbed a colorful pamphlet about koalas as they strolled through the sanctuary to pursue new activities and started to read.

“Guess what, Tisha? Koalas aren’t bears at all! They’re a special kind of **mammal** called a marsupial. Marsupials are cool because they carry their babies in a pouch.”

Tisha looked amazed. “Like a kangaroo?” she asked.







“Exactly!” Dad said, smiling. “Koalas live in forests in Australia and are good at sitting still in trees. It’s like they’re playing the world’s longest game of freeze tag!”

“Do you think you could sit still as long as a koala, Tisha?” Dad asked, chuckling.

Tisha giggled and shook her head. “No way!”

Koalas, they continued to read, have super strong arms and sharp claws for cruising up trees. “They’re like little superheroes of the trees!” Dad said. They also discovered that koalas don’t see well but have excellent hearing so they know when danger is near.

“Did you know, Tisha, koalas eat more than a pound of leaves daily? That’s a lot of chewing! That’s like eating a salad every single meal!”

Tisha made a face. “That’s a lot of salad!”

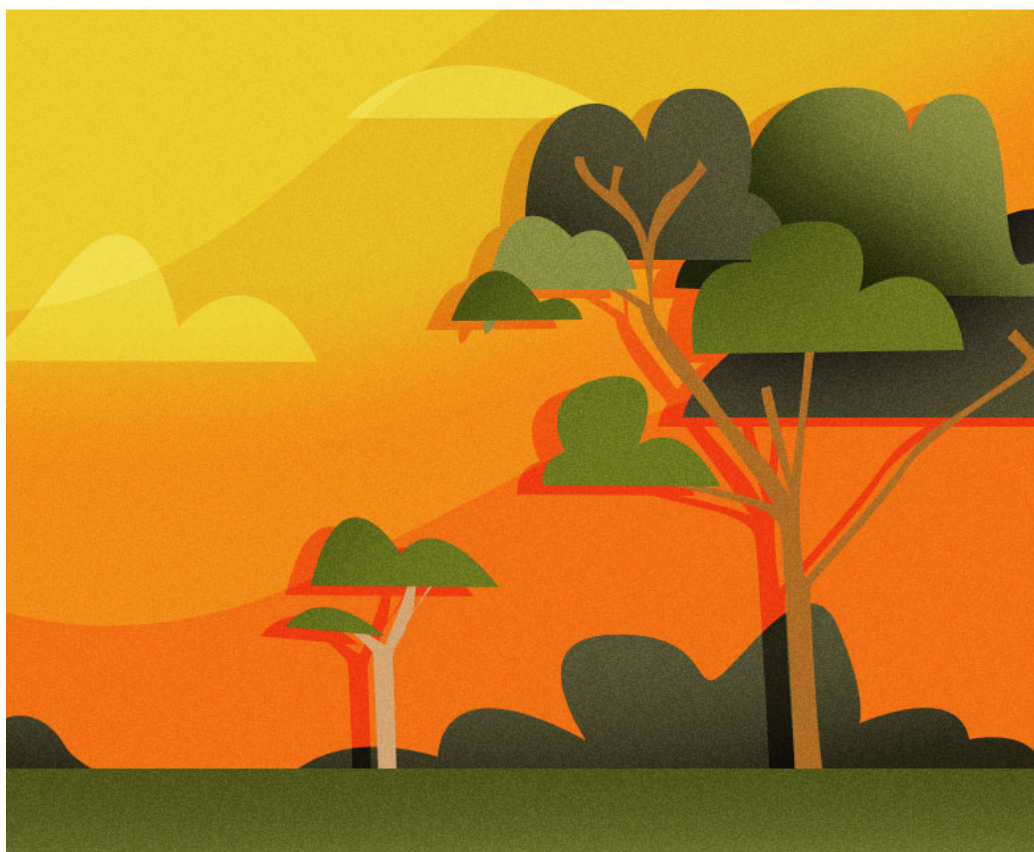
Next, they visited the kangaroos and wallabies. Tisha and Dad got to feed them! “They’re so bouncy!” Tisha laughed as a kangaroo hopped away with its snack.

The last stop was the **Platypus** House. “I’ve never seen a platypus before,” Tisha said, her eyes wide with curiosity.

“That makes two of us,” Dad replied, equally excited.



They went home after a day full of animals and adventures. At dinner, Tisha couldn't stop talking about the koalas, kangaroos, and mysterious platypus. The **sanctuary** visit gave her a renewed interest in learning about wildlife.



# 6 Deep in the Caves

---

Mom had exciting news one evening. “Guess what? We’re going on a trip!” she announced. Mom had to work in Perth, a big city on the other side of Australia, and the whole family was going!

Dad, Tisha, and Darrius explored Perth while Mom was busy with her meetings. It was a fun city with lots of things to see and do. They couldn’t wait for Mom to finish work so they could all explore together. Mom hoped to find a museum about World War II (WWII), something she remembered from Grandpa’s stories.

Grandpa was in the Navy and used to tell her about big battles. His ship, the USS Houston, worked with the HMAS Perth during one battle. During this battle, the



USS Houston and the HMAS Perth attacked enemy ships to stall their advance toward Australia. The effort between the ships began a long-lasting friendship between the two cities.



Dad had a great idea! They could visit Yanchep National Park (YNP) and a fantastic museum called the WA **Maritime** Museum. The museum houses many exhibits about sea history and provides information about battles and events from WWII.



Mom got ready for work, and Dad and the kids started planning. They decided their first stop would be Yanchep National Park. Darrius was eager to visit the Aquarium of Western Australia (AQWA), and Tisha wanted to try water sports at Swan River. They saved these for when Mom could join.

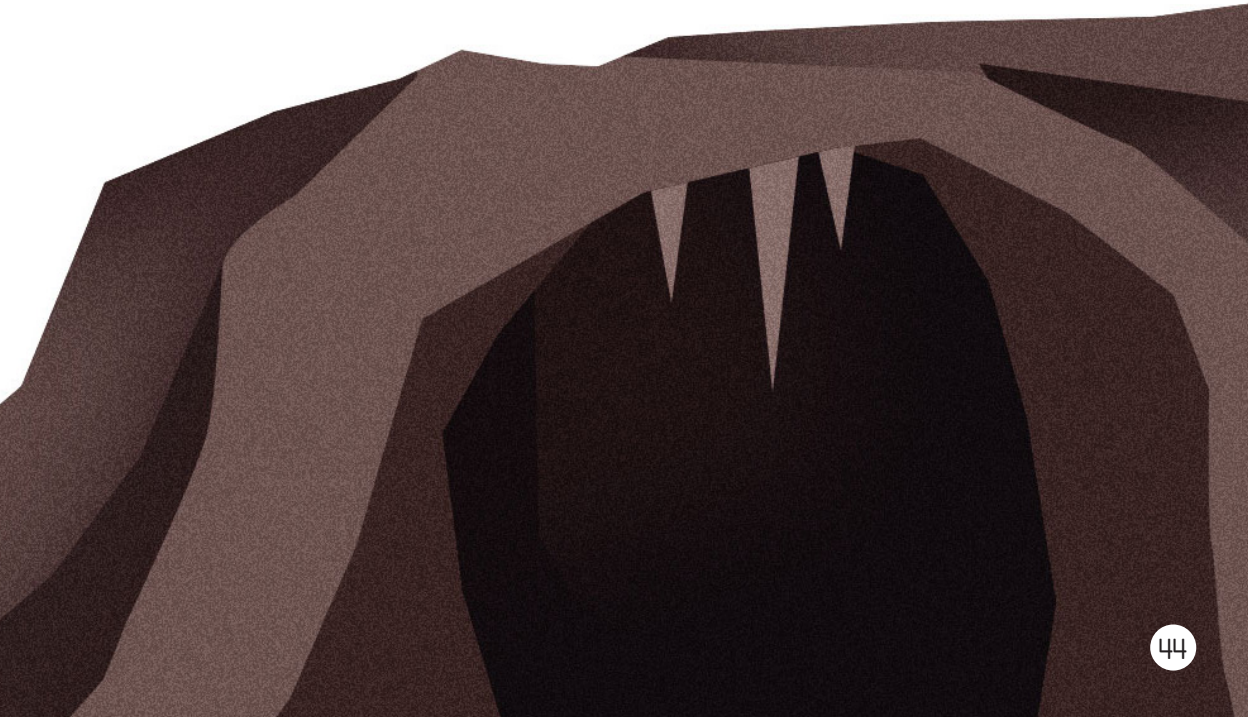


Yanchep National Park was incredible! They walked a prolonged trail for about three miles through the park. It led them to Crystal Cave. It was cool and a bit dark inside, but they saw shiny rocks on the walls and ceiling. Tisha thought the cave looked like a fairyland. Darrius was amazed by the shapes of the rocks.

They learned there are more than 400 caves in the park. Dad and the kids **progressed** through the park, visiting one cave after another. Then they proceeded from the caves to the chocolate shop and tearoom for a sweet treat.

Dad took Tisha and Darrius to the WA Maritime Museum next. Tisha was amazed by a giant submarine, and Darrius asked Dad lots of questions about how it worked. Dad tried to answer every question, and they all learned something new.

They also had fun looking at old shipwrecks. Tisha and Darrius talked about pirates and treasure. They examined fascinating artifacts from the sea. Dad liked watching them imagine stories about the ships.



They saw models of enormous cargo ships. Many sail as far as Antarctica. Dad explained how these ships carry things all over the world. Tisha and Darrius looked closely at each model, pointing at the different parts.





They stopped at the gift shop before going home. Tisha chose a book about sea animals. Darrius picked a model submarine.

They talked a lot about their day in the car ride home. Darrius said he wanted to be a sailor. Tisha was excited about the sea.



Chapter

# 7

## Finally, A Friend

---

Tisha felt more comfortable with her new home now, but what's a home without friends? She still didn't feel completely comfortable at school.

Tisha burst into the house, one day, full of excitement. "Dad! I made a new friend!" she exclaimed. Her classmate, Sarah, had noticed the cool **trinket** from Yanchep National Park on Tisha's desk and asked about it. Tisha told her all about the adventure in the caves.





“Guess what? Sarah loves to play soccer, or football as she calls it!” Tisha shouted.



A special guest named Rebecca from Football Australia came to talk to the students at school. She told them all about soccer in Australia. Tisha learned that Brisbane's first **prominent** women's soccer game was in 1921. Back then, not many people thought girls could play soccer, so it took a while to become popular.

“Things are different now,” Tisha reported. “Women's soccer is super popular! Rebecca even talked about the Australian national team, the Matildas, who played in the Olympic semi-finals in 2021.”

Rebecca explained that the increased interest in women's football has **propelled** the sport forward. She proceeded to explain that any kid can join a soccer club in their community or play at school. Her organization, Football Australia, helps promote the sport by providing schools with equipment and coaches for soccer programs.





Tisha was so inspired that she joined an after-school soccer program. The best part is that she got to play with her new friend Sarah! They had so much fun kicking the ball and learning new soccer tricks.

Driving home from Tisha's football game one day, the family dreamed about all the fantastic spots they could visit in Australia.



“Let’s go to Sydney and Melbourne next,” Dad suggested. Tisha was excited to visit the Powerhouse Museum in Sydney. She couldn’t wait to play with the interactive science exhibits. Darrius was eager to check out the Sydney Observatory. He loved stars and planets, and the idea of using giant **telescopes** to see them up close was awesome!



Mom had an excellent idea, too. She wanted to visit Sydney Olympic Park and try her hand at archery. “Maybe I’ll feel like a world champion!” she laughed.

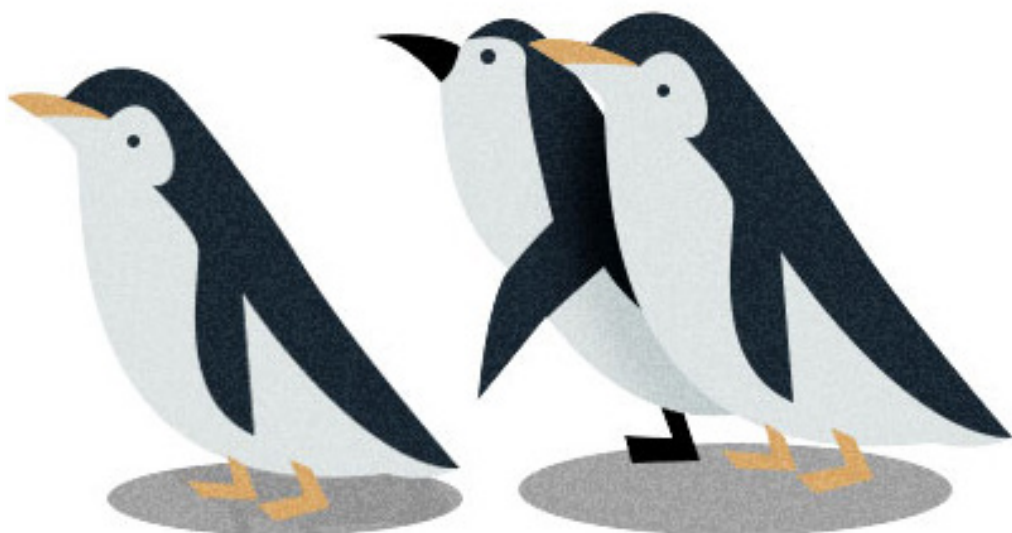




They planned to zoom over to Melbourne from there. The family heard about the Star Observation Wheel, where they could see the whole city from high up in the sky. “It’ll be like flying!” Darrius imagined.

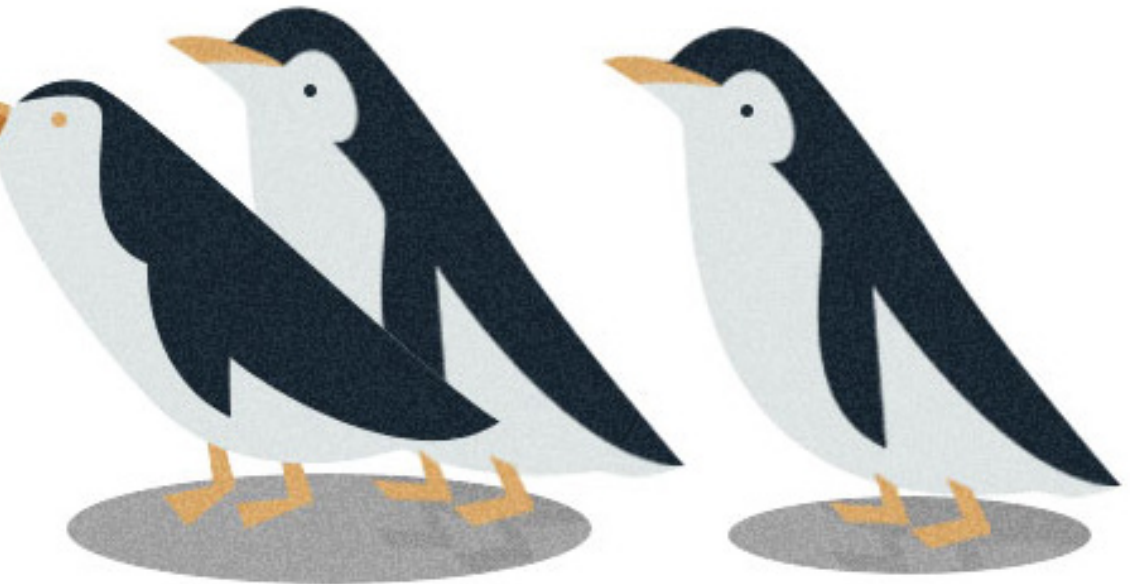


There was also something extraordinary they all wanted to see—the penguin parade at Phillip Island. They heard visitors can watch little penguins waddle up the beach at sunset. “That’s going to be so cute!” Tisha giggled.





Tisha's family needed to figure out where to start with so many fun places to visit in Australia. "There's no need to rush," Dad assured them. "This is our home now. We're here to stay!"





# Glossary

---

## A

---

**algae (AL-jee):** tiny plants that live in the water and make food from sunlight through the process of photosynthesis

**Australia (aw-STRAY-lee-uh):** an island continent southeast of Indonesia and between the Indian and Pacific Oceans

## C

---

**coast (KOHST):** the land next to the ocean

**cricket (KRIK-it):** originating in England and played many places, a game played outdoors with a ball and a wooden bat by two teams of eleven members each

## D

---

**dingo (DING-goh):** wild dogs that are only found in Australia

**display (duh-SPLAY):** a performance or showing of something

## E

---

**emus (EE-mooh):** fast-running, large, flightless birds native to Australia

# F

---

**festival (FEH-stuh-vl):** a celebration that usually includes food, music, and games

**fluent (FLOO-uhnt):** able to do something easily

# G

---

**gems (JEMS):** precious stones that have been cut and polished, often to be used for making jewelry

# H

---

**headquarters (HED-kwor-trz):** a main location or office where business takes place

# K

---

**kazoo (kuh-ZOO):** a small instrument which makes sound when air is blown through the mouthpiece



# M

---

**mainstay (MAYN-stay):** something important, helpful, and always there

**mammal (MAM-uhl):** an animal that gives birth, has hair, feeds milk from its own body to its young, and is warm blooded

**maritime (MEH-ruh·time):** having to do with the seas or ships

# O

---

**opals (OH-puhls):** white or almost clear stones that sparkle and change color when tilted in the light

**oxygen (AHK-suh-jn):** one of the main elements that makes up air, and all animals and plants need it to live

# P

---

**platypus (PLAT-i-puhs):** an Australian mammal that has fur and also has a wide bill, a long flat tail, and webbed feet like a duck

**polyps (PAA-luhps):** small water animals with soft bodies and mouths surrounded by tentacles

**progressed (pruh-GREST):** kept going, moved forward

**prominent (PRAA-muh-nuhnt):** something that stands out and is very noticeable

**promotion (pruh-MOW-shun):** a raise to a higher rank, position, or level

**propelled (pruh-PELD):** to be moved forward

## R

---

**refrain (ruh-FRAYN):** stopping oneself from doing something

**residents (REH-zuh-dnts):** people who live in a certain place

## S

---

**sanctuary (SANGK-choo-eh-ree):** a safe place

**snorkeling (SNOR-kuh-luhng):** swimming

underwater using a tube to breathe air

**structure (STRUHK-chr):** a thing made up of a number of parts joined together in a certain way

**sustain (suh-STAYN):** to support with food

## T

---

**telescopes (TEH-luh-skowps):** instruments one can look through that will magnify objects that are far away

**trinket (TRING-kuht):** an object small in size and has little to no value

## W

---

**wallabies (WAH-lu-beez):** marsupials that resemble small or medium-sized kangaroos

## **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 approximately forty 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.



### TRICKY WORDS:

---

algae, Australia, culture, marsupial, Melbourne, penguin, sanctuary, structure

### **Code Knowledge added gradually in the unit for this Reader:**

- Decode multisyllabic words with vowel teams.
- Decode multisyllabic words with diphthongs.

ISBN 979-8-89072-041-2

© 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