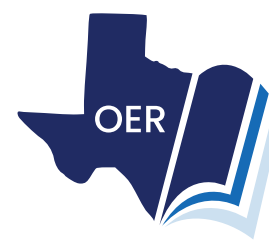


ENGLISH



**K–3**  
Foundational  
Skills



**KINDERGARTEN FOUNDATIONAL SKILLS UNIT 5**

# **Ox and Man**

## Big Book

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EDITION 1

Kindergarten

Foundational Skills 5

# Ox and Man

**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  
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Ox ran and ran.









Jin ran at him,











but Ox ran on.







Kim had him,









but Ox ran on.









# Min fed Ox







and led him





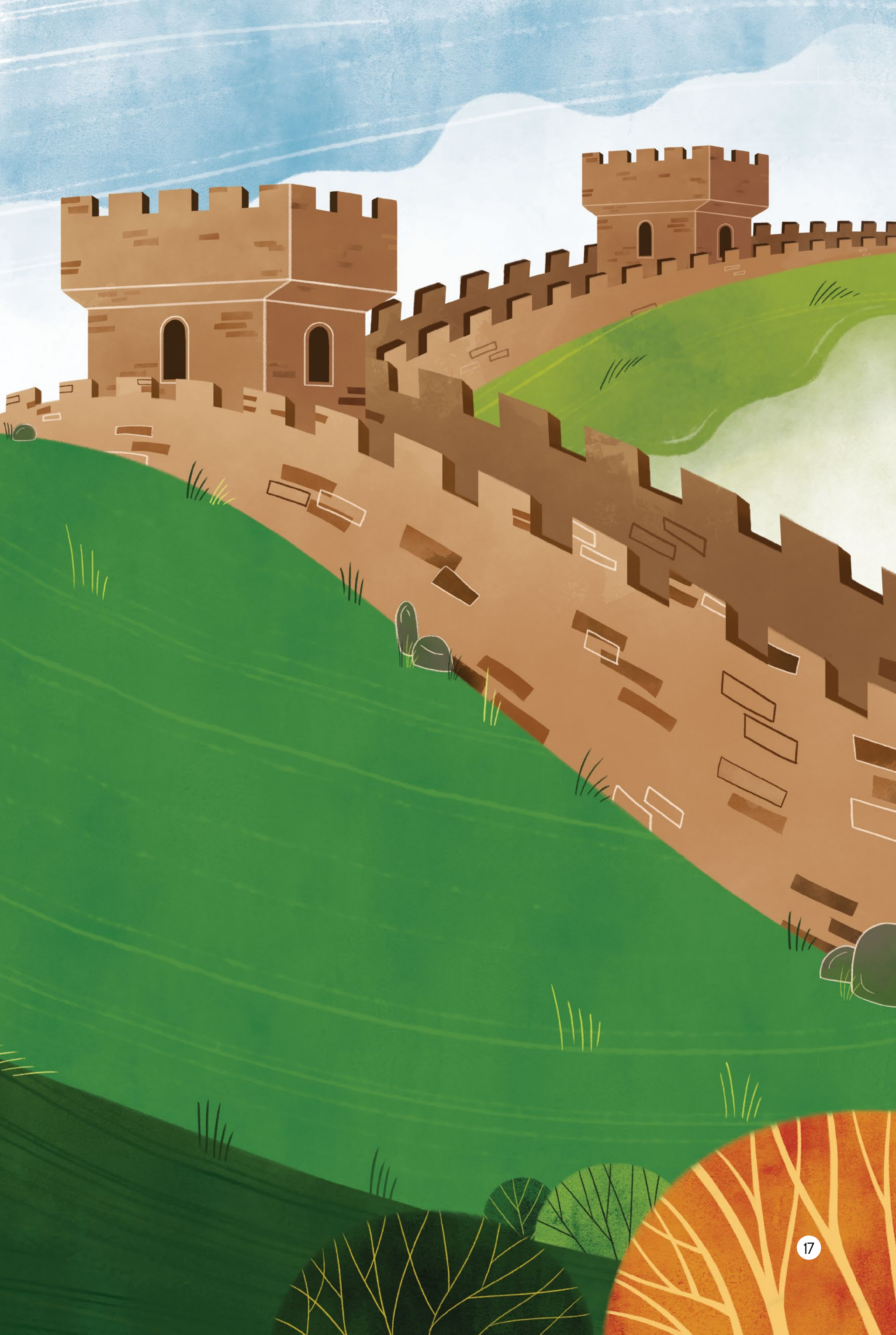




and sat on him.









## **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 more simple and 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 will learn new spellings and the “code load” in the decodable Readers increases gradually. 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:	CAPITAL LETTERS:
/i/ as in <i>h<u>i</u>m</i>	/m/ as in <i><u>m</u>an</i>	J, K, M, O
/e/ as in <i>f<u>e</u>d</i>	/t/ as in <i>go<u>t</u></i>	
/a/ as in <i>r<u>a</u>n</i>	/d/ as in <i><u>d</u>im</i>	
/u/ as in <i>c<u>u</u>p</i>	/k/ as in <i><u>c</u>at and <u>k</u>id</i>	OTHER:
/o/ as in <i><u>o</u>n</i>	/g/ as in <i>g<u>e</u>t</i>	
	/n/ as in <i>pi<u>n</u></i>	• Punctuation (period, comma)
	/h/ as in <i><u>h</u>ad</i>	
	/s/ as in <i><u>s</u>at</i>	
	/f/ as in <i>f<u>e</u>d</i>	
	/v/ as in <i><u>v</u>et</i>	
	/z/ as in <i><u>z</u>ip</i>	
	/p/ as in <i><u>p</u>en</i>	
	/b/ as in <i><u>b</u>in</i>	
	/l/ as in <i><u>l</u>ap</i>	
	/r/ as in <i><u>r</u>ip</i>	
	/w/ as in <i><u>w</u>in</i>	
	/j/ as in <i><u>j</u>ump</i>	
	/y/ as in <i><u>y</u>es</i>	
	/x/ as in <i>bo<u>x</u></i>	
	/w/ as in <i><u>w</u>et</i>	
	/j/ as in <i><u>j</u>og</i>	



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