



# KINDERGARTEN FOUNDATIONAL SKILLS UNIT 7

## Seth | Big Book

Kindergarten

Foundational Skills 7

**Seth**

**Big Book**

**Notice:** These learning resources have been adapted and revised for Texas students, and will continue to be revised based on feedback. All resources remain optional and customizable based on local user context. If you have further product questions or to report an error, please email [openeducationresources@tea.texas.gov](mailto:openeducationresources@tea.texas.gov).

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# Seth

This is Seth Smith.  
Seth is ten.

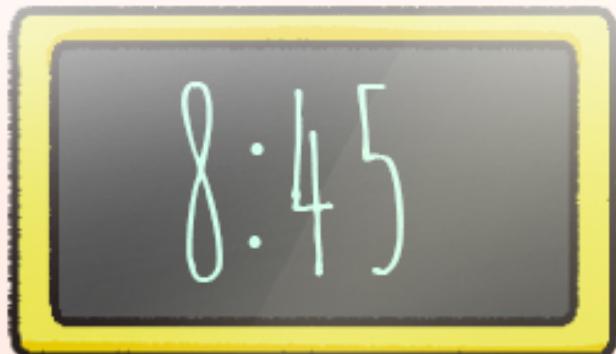


Seth must get in bed at ten.

Seth can jump on his bed,  
but not past ten.



Seth can stomp and romp and stand on his hands, but not past



ten.



Seth's dad gets mad if  
Seth is not in bed at ten.



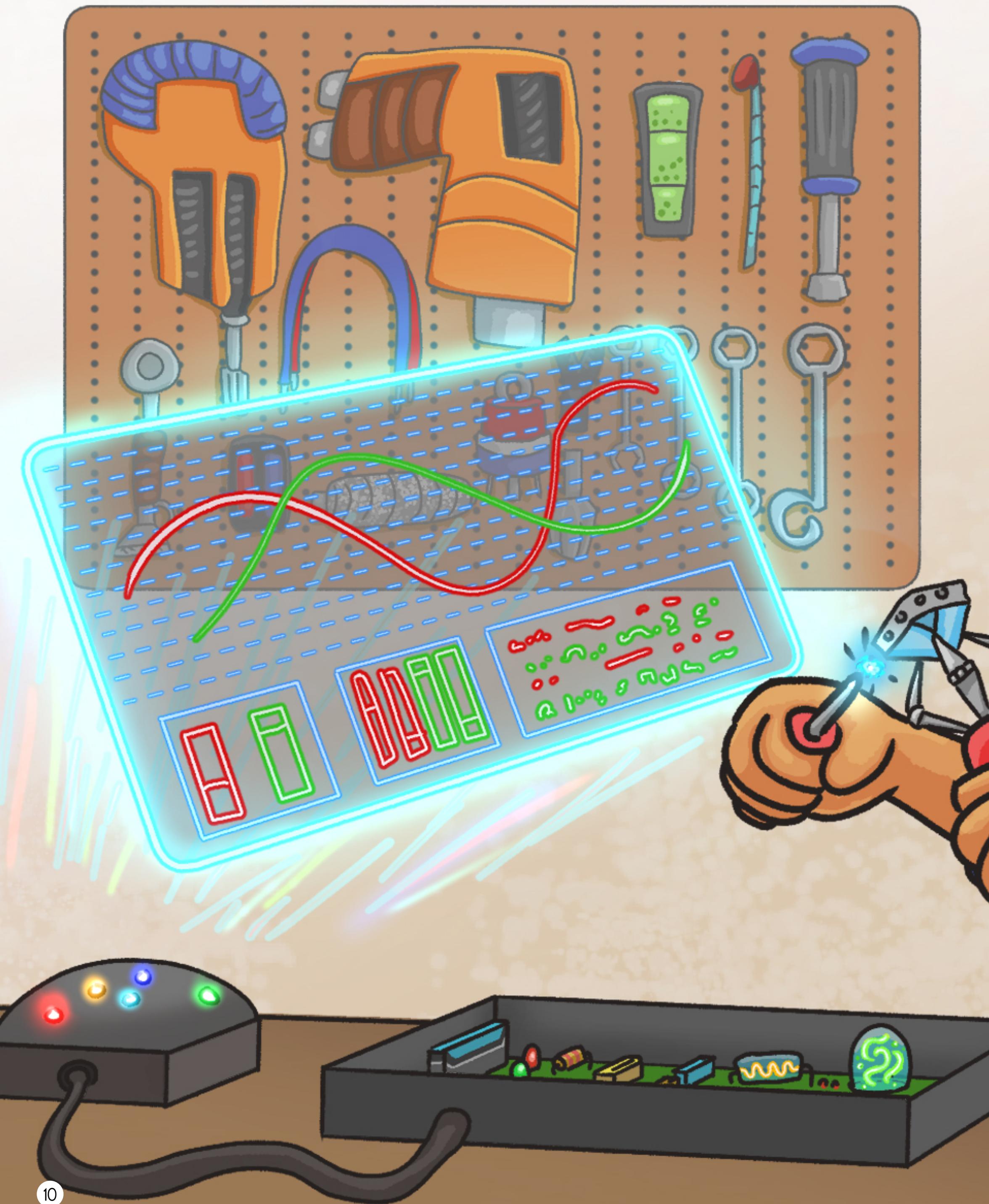


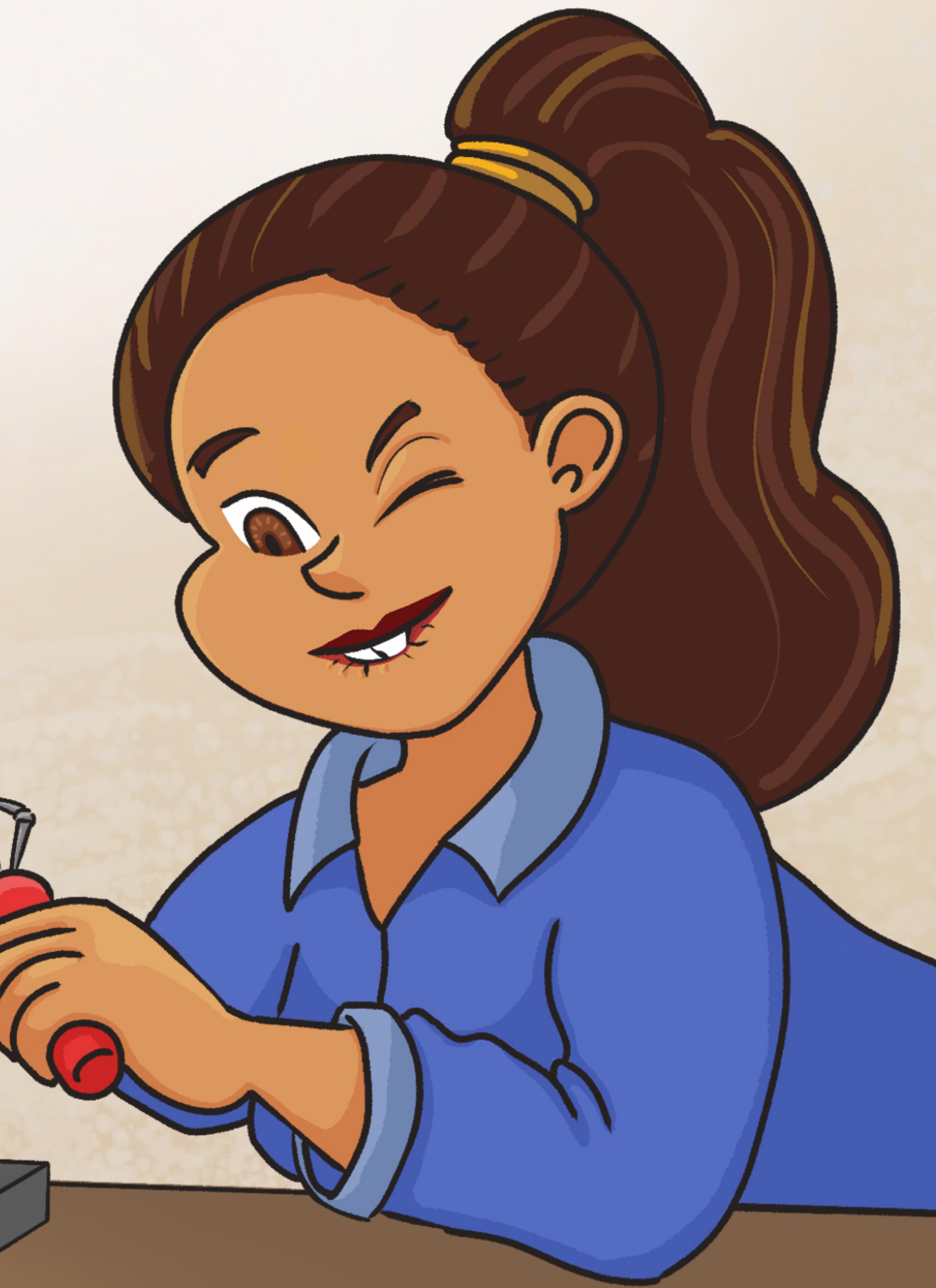
# Seth's Mom

This is Pat.  
Pat is Seth's mom.

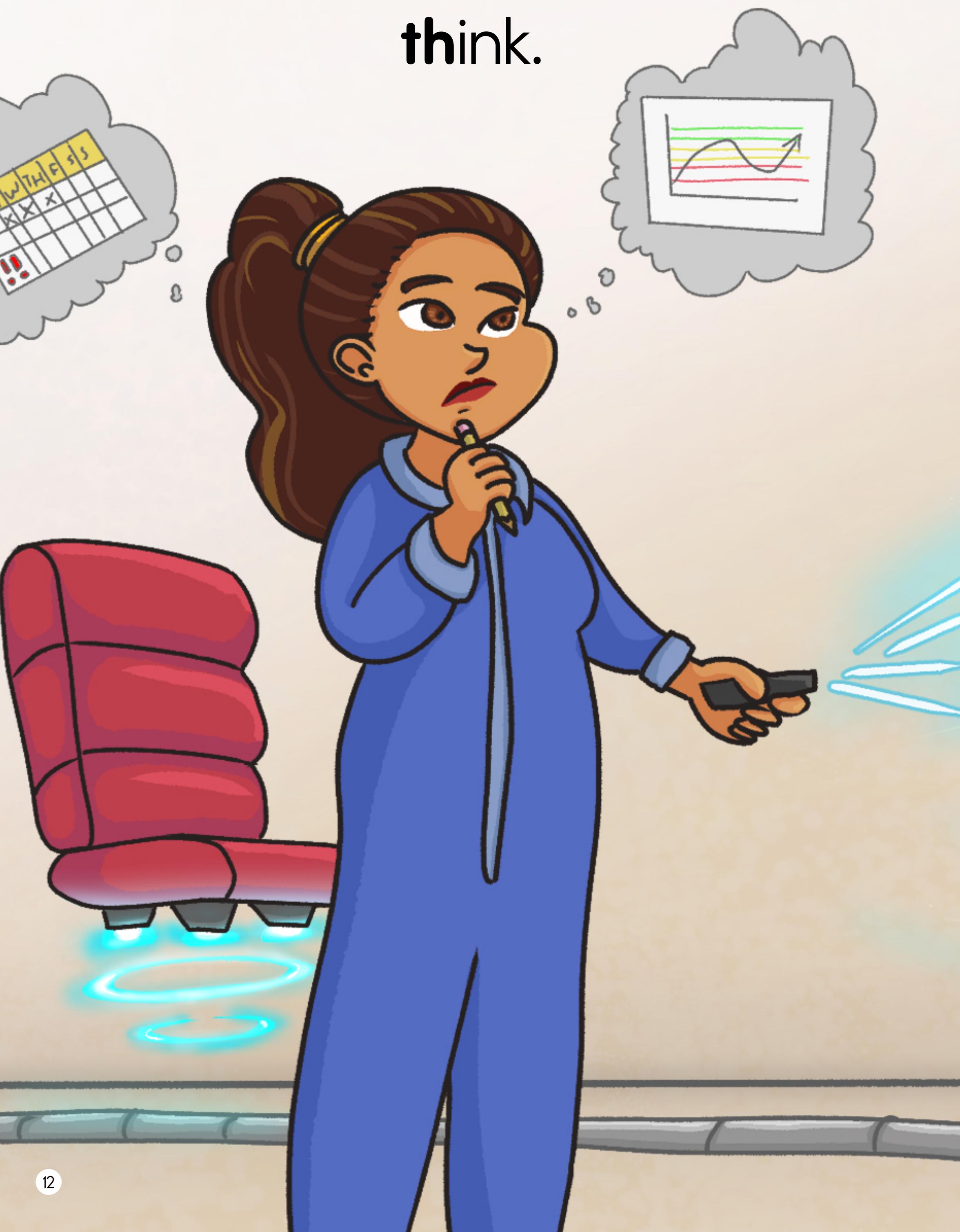


# Pat can fix things.





Pat can scrub, plan, and think.







Pat is strong.

Pat can run fast.

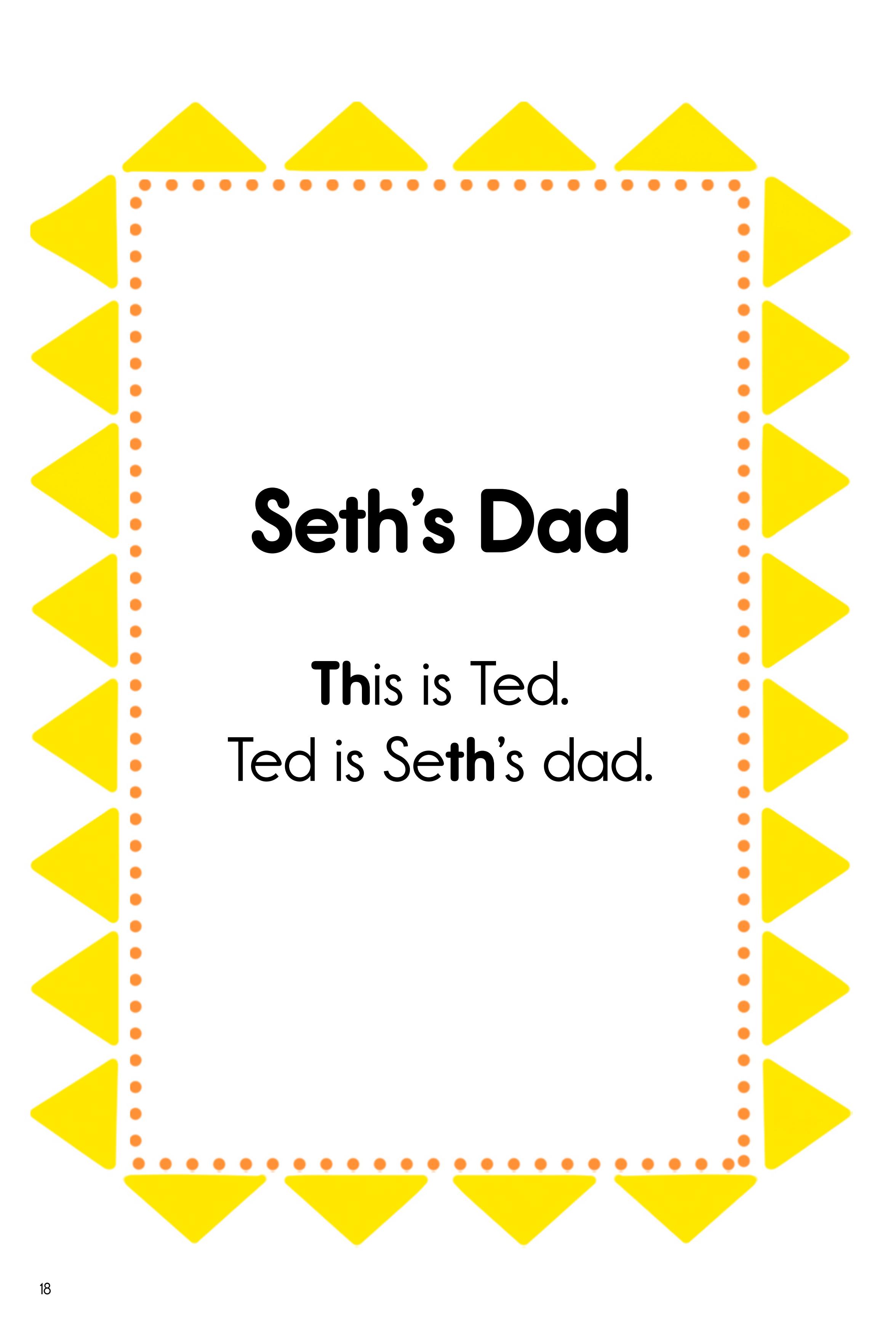




Pat can sing songs.

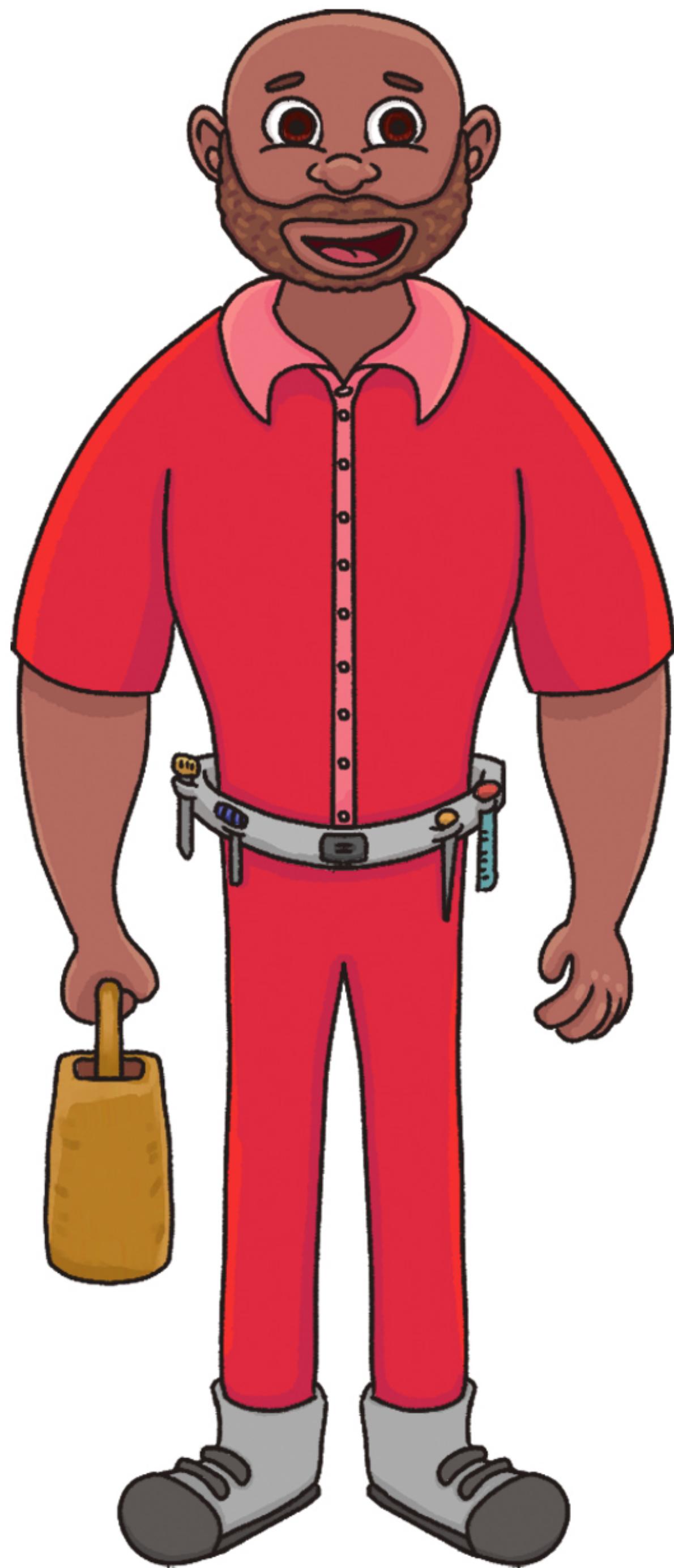




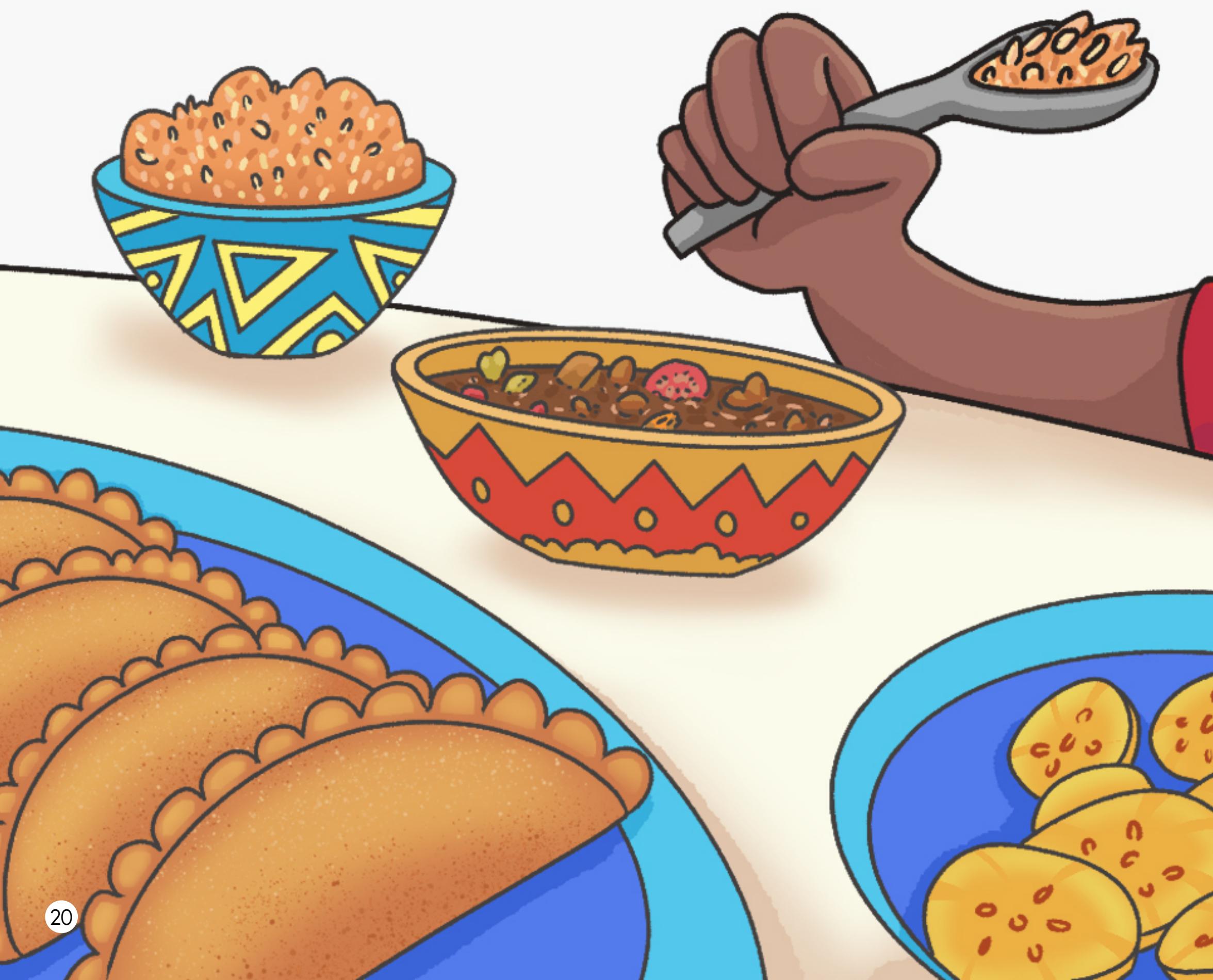


# **Seth's Dad**

**This is Ted.  
Ted is Seth's dad.**



**Ted brings his lunch with him.**





Ted **thinks** and plans.

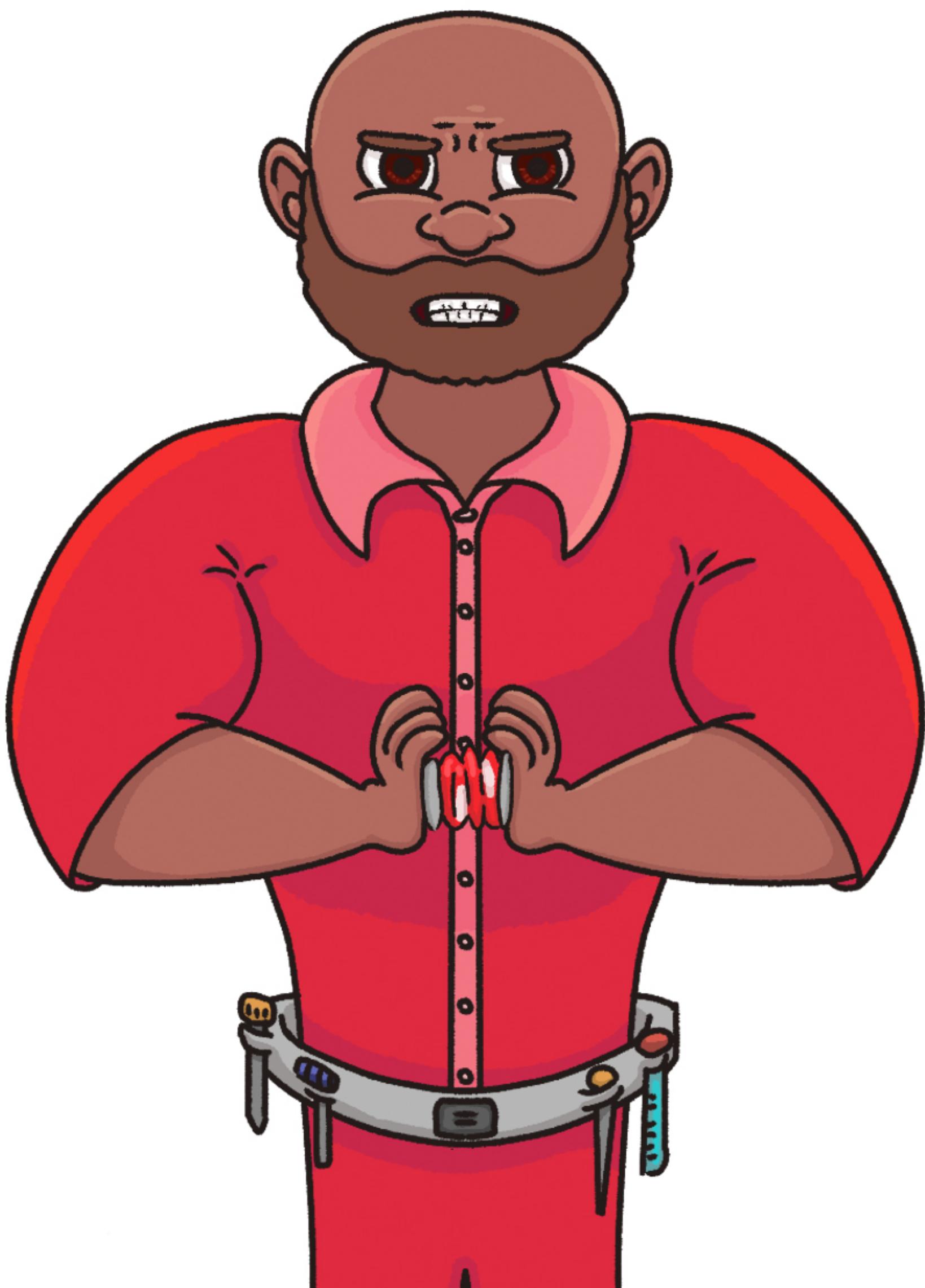
Ted is fast with math.





**Ted is strong.**

**Ted can crush tin cans with  
his hands.**





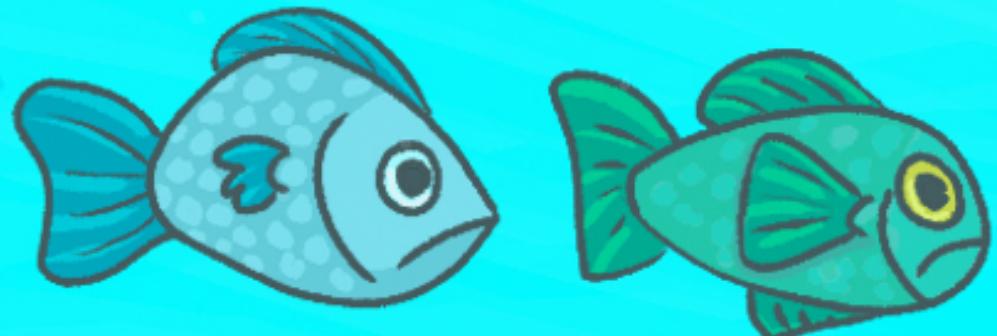
# Sal's Fish Shop

Pat and Seth went in Sal's Fish Shop.





Sal had fresh fish.



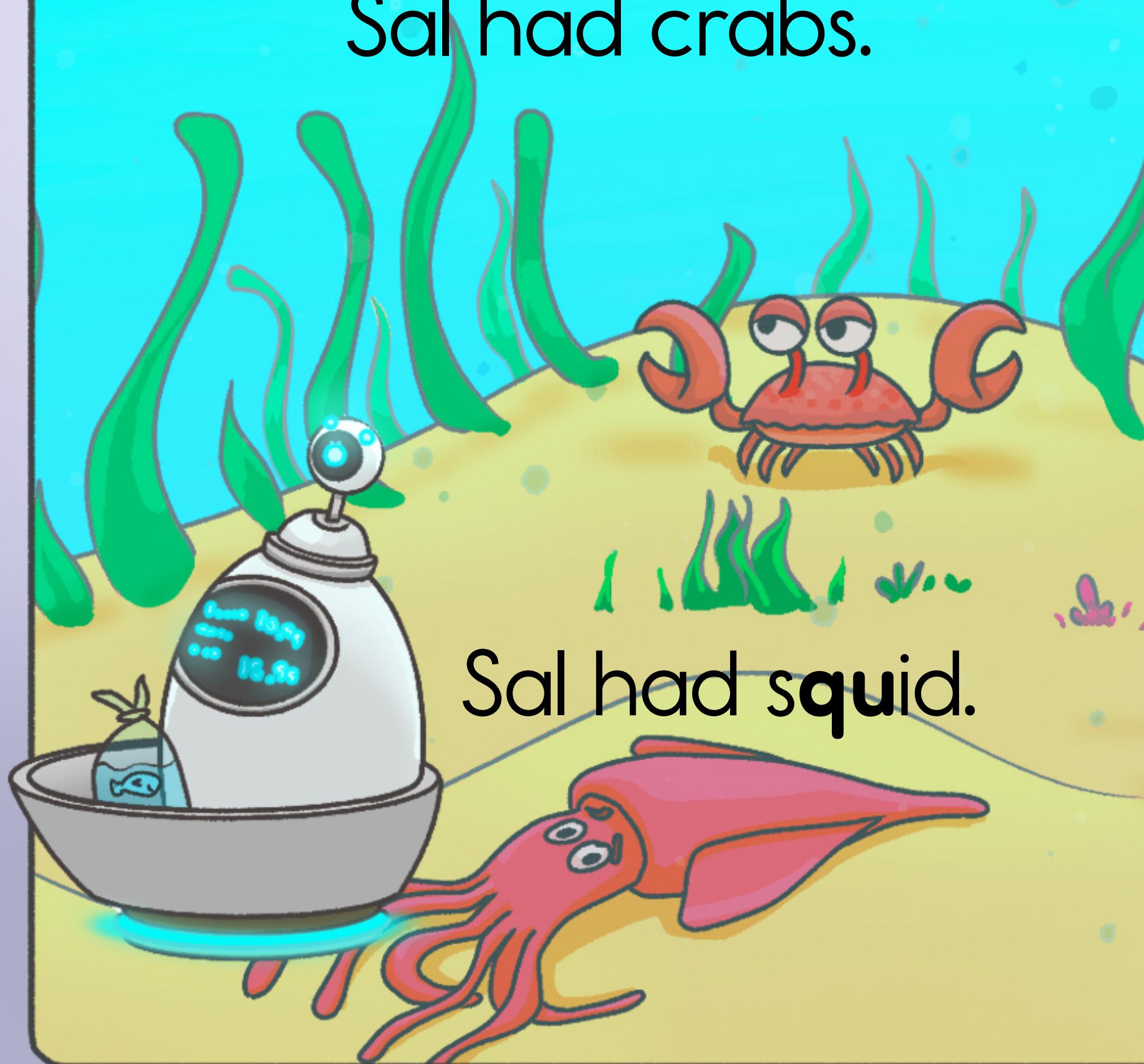
Sal had fresh shrimp.



Sal had clams.



Sal had crabs.



Sal had squid.

Pat got fish and shrimp.





# Lunch

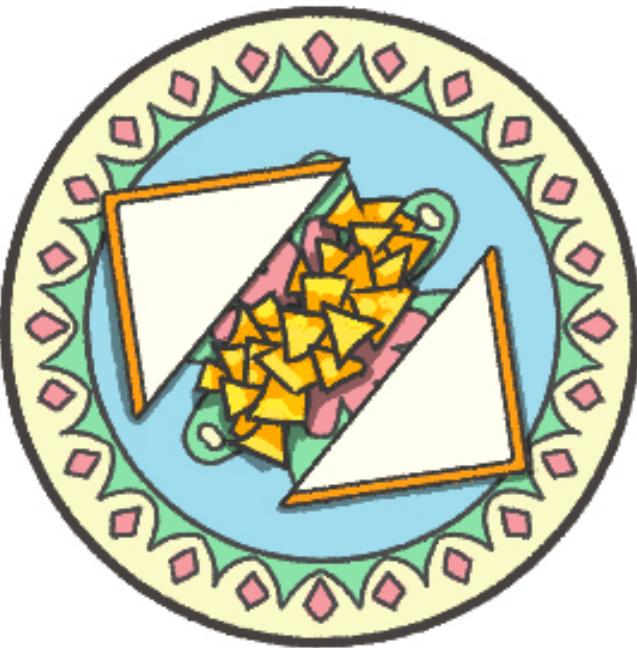
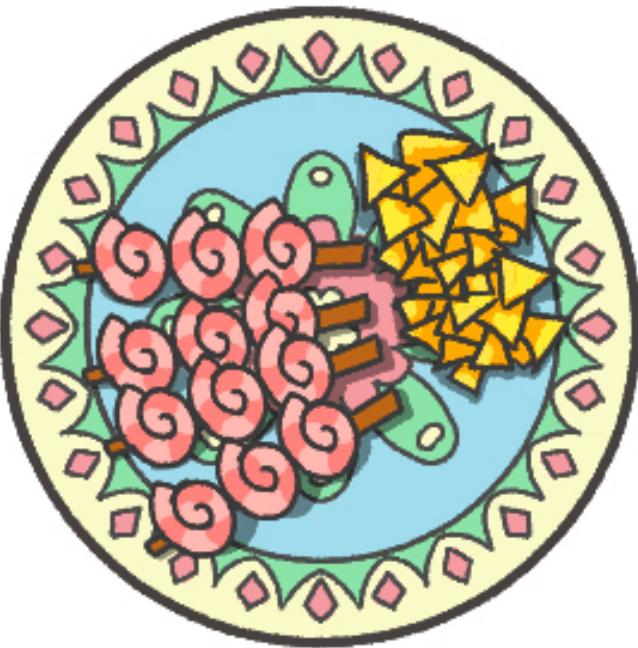
Seth had **lunch** with his mom and dad. Pat had **shrimp** and **chips**.



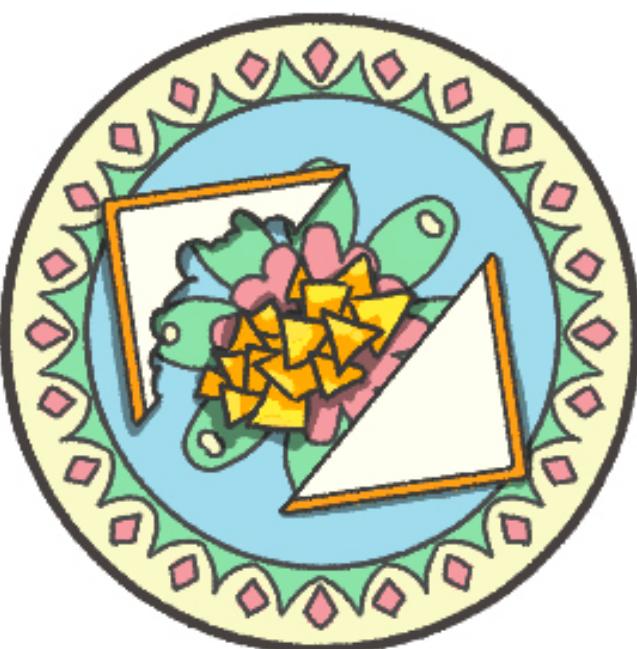
Ted had shrimp, fish, and  
chips. Seth had ham and  
chips.



**Munch, munch.**



**Crunch, crunch.**



**Yum, yum.**





# Seth's Finch

That's Seth's pet finch, Chip.

Chip can flap his wings.

Chip can munch on ants and bugs.

Chip can sing.







**Chip can land on  
Seth's hand.**

**That finch is fun!**



# Lost Finch

Seth's pet finch, **Chip**,  
is lost.





Seth can't spot him.

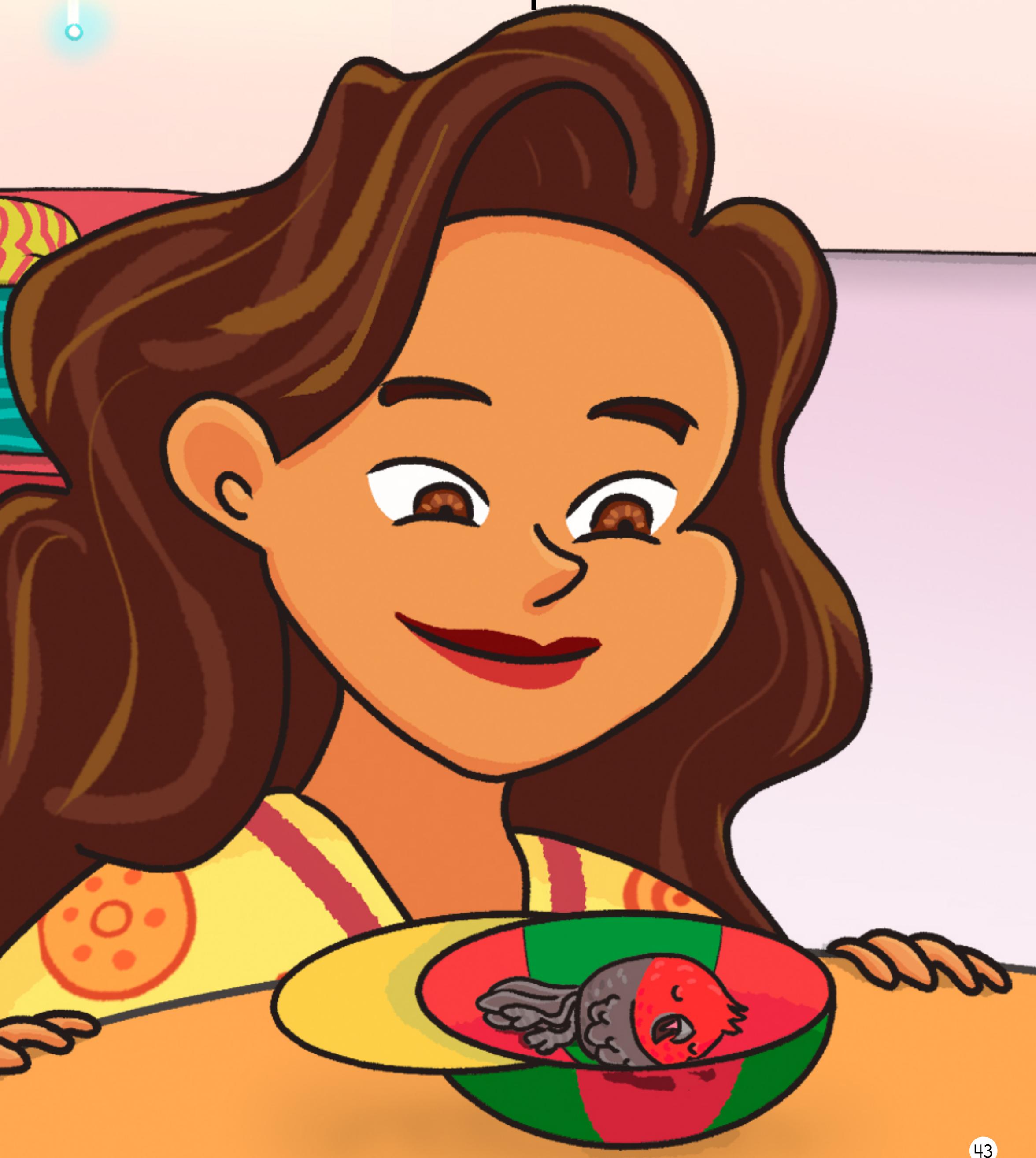
Pat can't spot him.

Ted can't spot him.

Chip is not on Seth's bed.  
Chip is not on Seth's desk.



Then, at last, Pat spots **Chip**.  
**Chip** hid in Pat's hat and  
slept.



# Seth's Sled

Seth's sled went fast.

Seth held on.



Seth hit bumps but did not stop.

Seth hit slush but did not stop.



Then Seth's sled hit mud.

Splash!



Seth got mud on his sled.

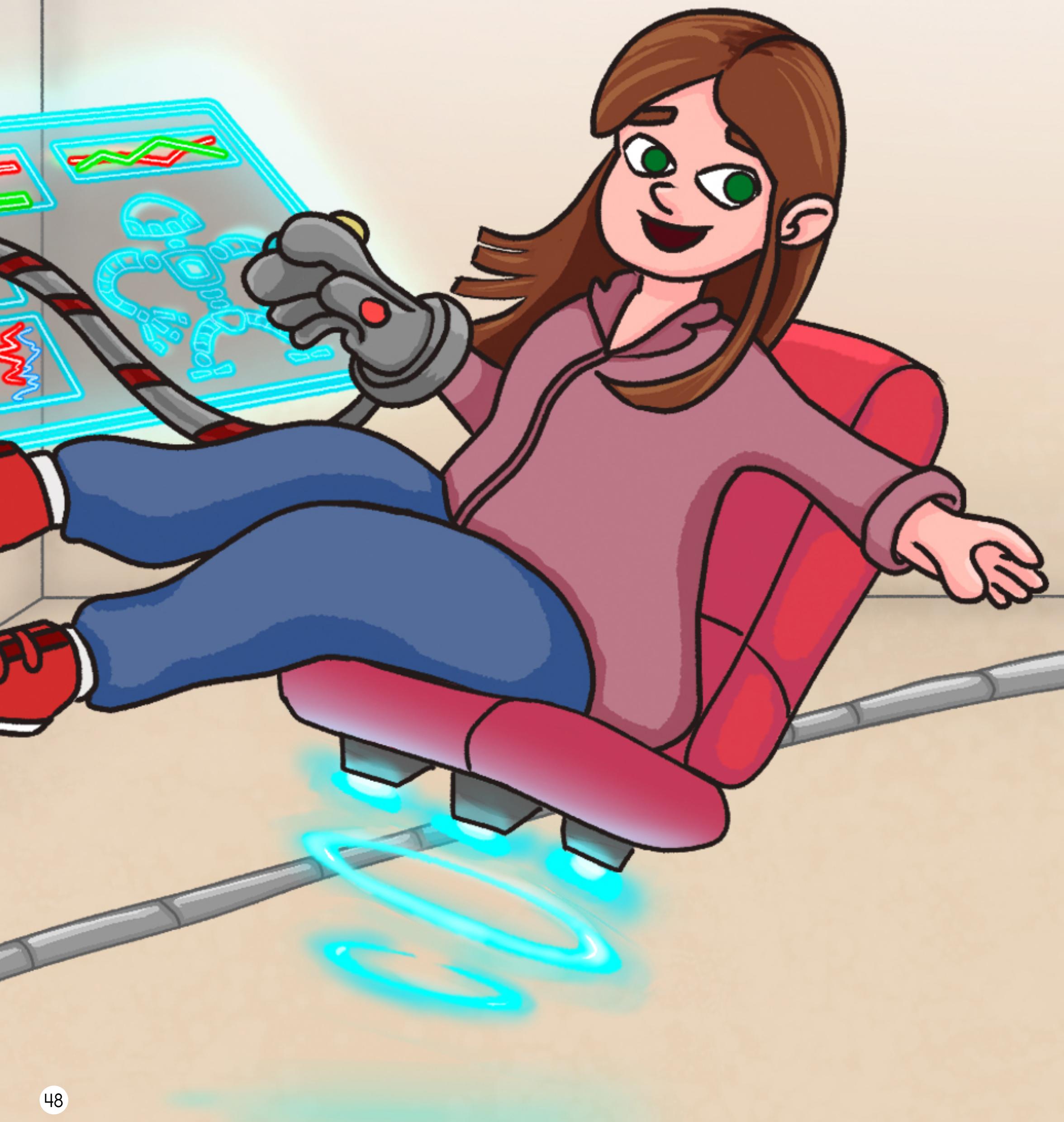
Seth got mud on his pants.

Seth got mud on his hat.

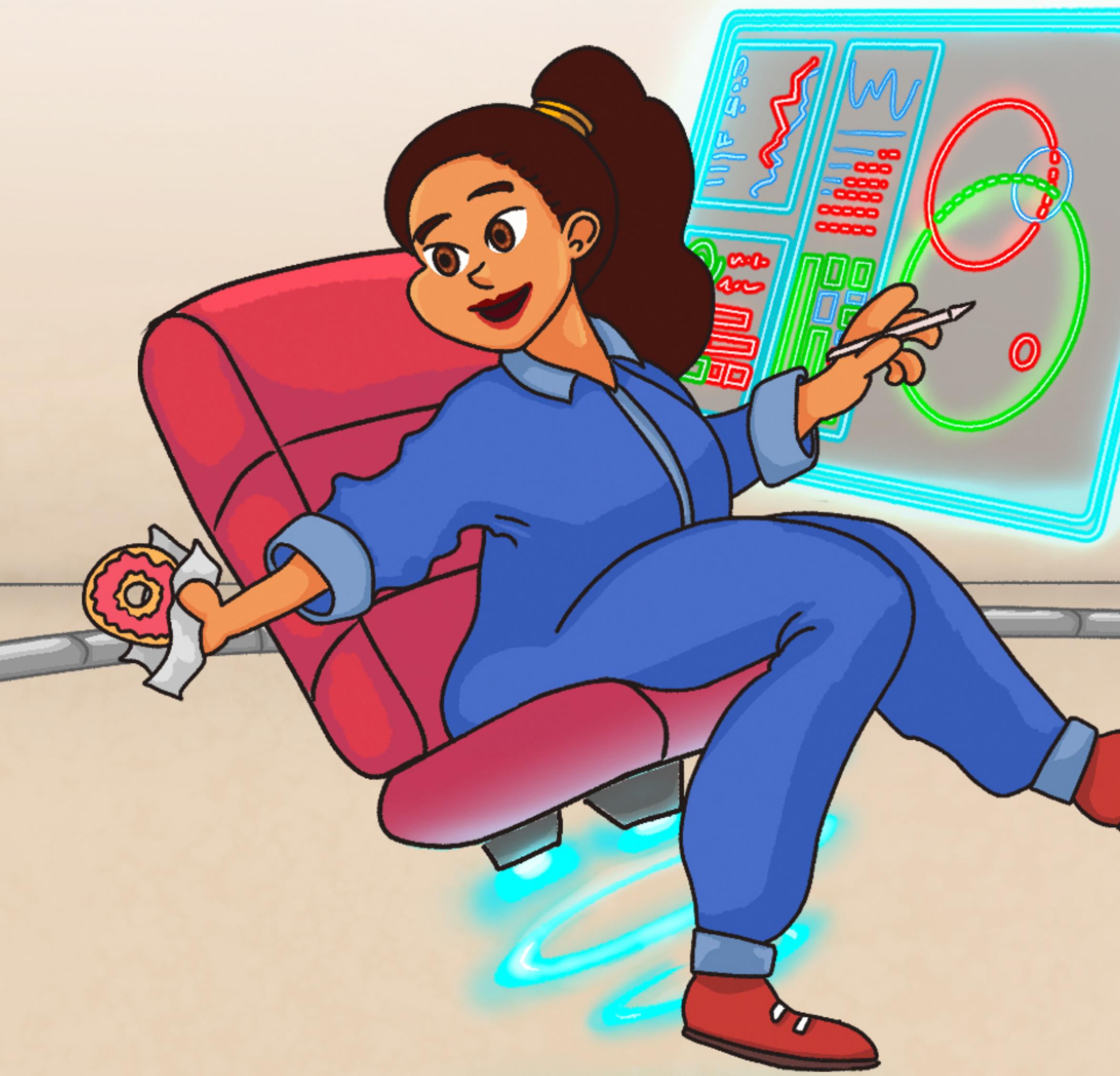


# Meg's Tots

This is Meg.



# Meg is Pat's best pal.

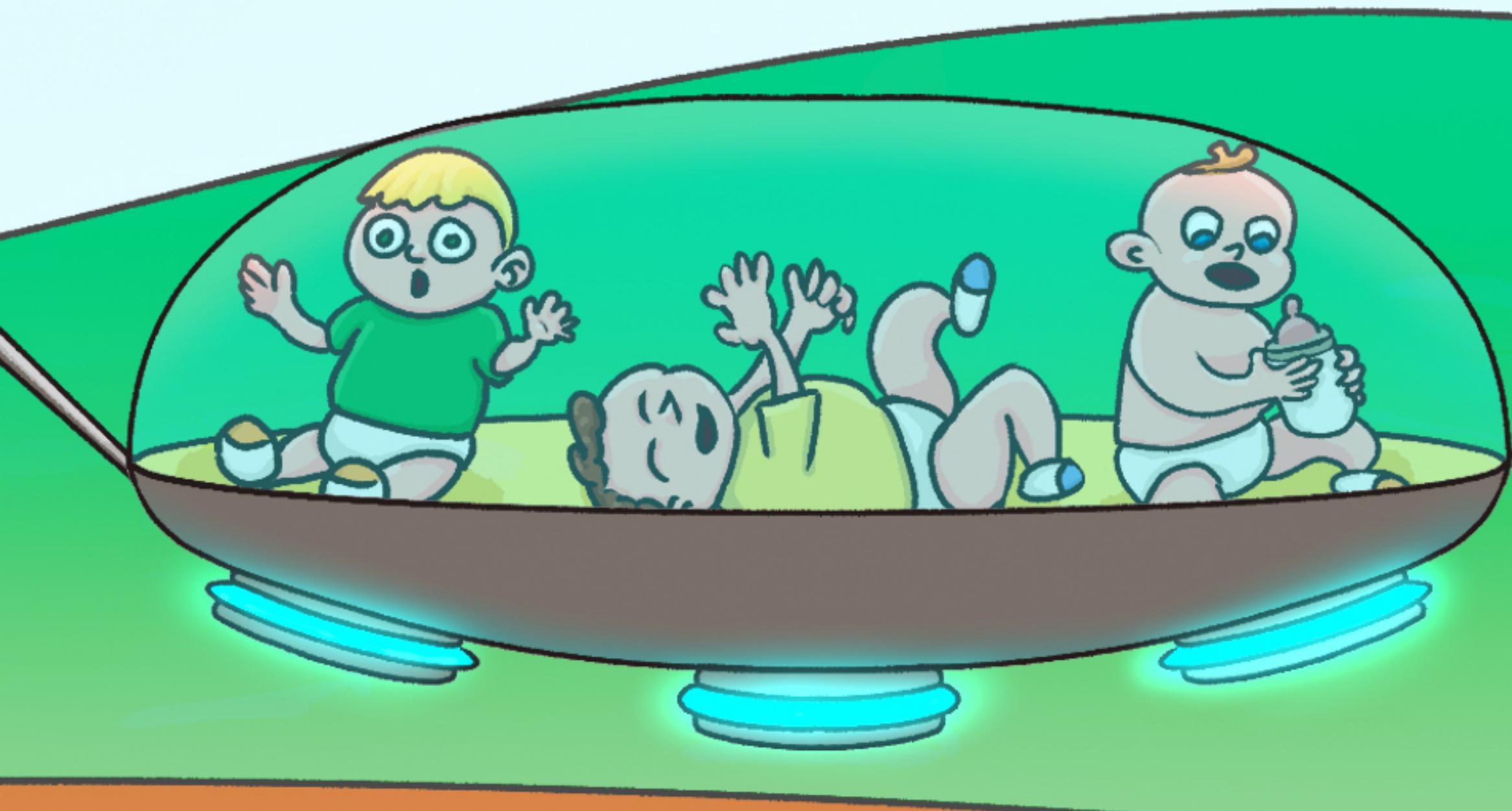


Pat has 1 lad—Seth.



Meg has 5 tots—Tom, Tim,  
Max, Sam, and Wes.

Meg has **quints!**



Pat and Ted help Meg.  
Pat sets Tim and Tom on  
Seth's rug.



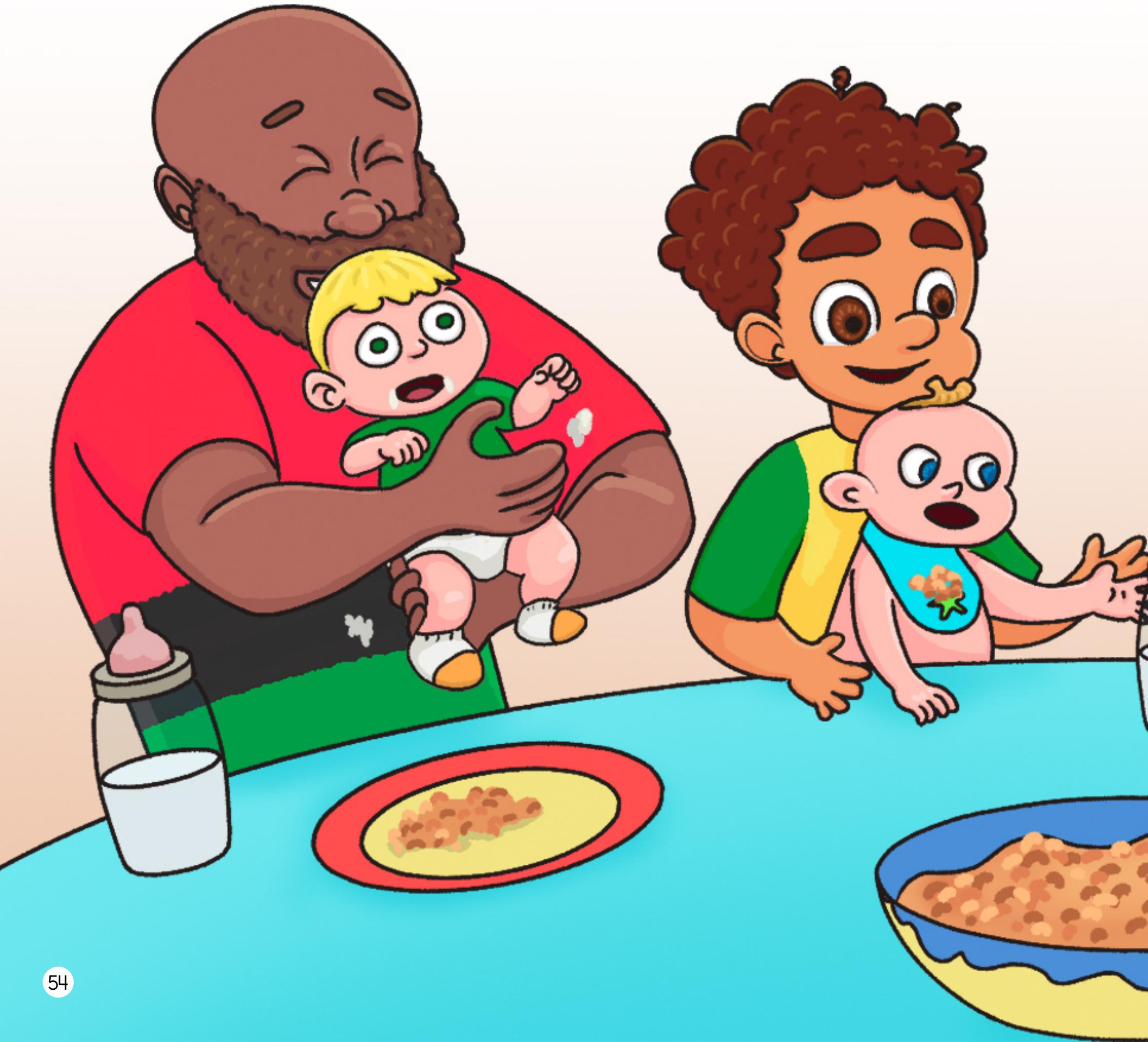
Ted sets Sam on Seth's quilt.  
Pat sets Max on Seth's bed.  
Ted helps Wes stand up on  
Seth's desk.



# Hash and Milk

Pat and Ted had lunch with  
Meg's tots.

Max got hash on his **chin**.  
Wes got hash on his bib.



Tim's milk is on Tom.  
Then Tom got milk on Tim.  
Sam got milk on Pat and  
Ted.

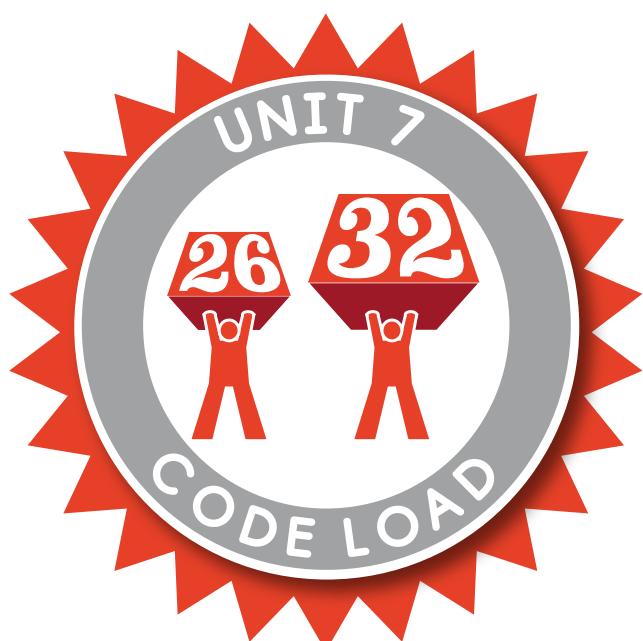


## About this Book

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 Reader:

VOWEL SOUNDS AND SPELLINGS:	CONSONANT SOUNDS AND SPELLINGS:	CAPITAL LETTERS:
/i/ as in <i>skim</i>	/m/ as in <i>rim</i>	C, F, I, J, K, M, P, S, T, V
/e/ as in <i>bed</i>	/t/ as in <i>got</i>	
/a/ as in <i>tap</i>	/d/ as in <i>dip</i>	
/u/ as in <i>up</i>	/k/ as in <i>cot, kid</i>	OTHER:
/o/ as in <i>flop</i>	/g/ as in <i>log</i>	
	/n/ as in <i>pen</i>	• Four- and five-letter words
	/h/ as in <i>ham</i>	• 's (for possession)
	/s/ as in <i>sit</i>	• 't (contraction)
	/f/ as in <i>fat</i>	• Punctuation (period, comma, exclamation point)
	/v/ as in <i>yet</i>	
	/z/ as in <i>zip</i>	
	/p/ as in <i>tip</i>	TRICKY WORDS:
	/b/ as in <i>bus</i>	
	/l/ as in <i>lamp</i>	a, are, blue, I, little, look, one, the, three, two, yellow
	/r/ as in <i>rip</i>	
	/w/ as in <i>wet</i>	
	/j/ as in <i>jog</i>	
	/y/ as in <i>yes</i>	
	/x/ as in <i>box</i>	
	consonant clusters	

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

- Beginning with “Seth”: /th/ as in *thin*; /th/ as in *this*
- Beginning with “Seth’s Mom”: /ng/ as in *ring*
- Beginning with “Seth’s Dad”: /ch/ as in *chin*; /sh/ as in *shop*; Capital Letter ‘D’
- Beginning with “Sal’s Fish Shop”: /qu/ as in *quit*
- Beginning with “Lunch”: Capital Letter ‘L’

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