ENGLISH

K–3 Foundational Skills

KINDERGARTEN FOUNDATIONAL SKILLS UNIT 8

Sam | Big Book

EDITION 1

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**.

Kindergarten | Foundational Skills 8

Sam

Big Book

Table of Contents

Sam

Foundational Skills 8 Big Book

Sam and the Fish 2

Fun at the Pond 10

Sam's Pets 16

Tasks 24

The Van 32

On the Bus 44

Sam in Class 48

The Chills. 58

Stop that Bus! 64

Sam and the Duck 72

Max in the Mud 82

The Band 90

Pausing Point (Stories for Assessment and Enrichment)

The Chick 94

Sam and the Fish

This is Sam.

Sam and his dad fish in a pond.

Sam's dad brings a rod.

Sam brings a net.

Sam and his dad sit and sit.

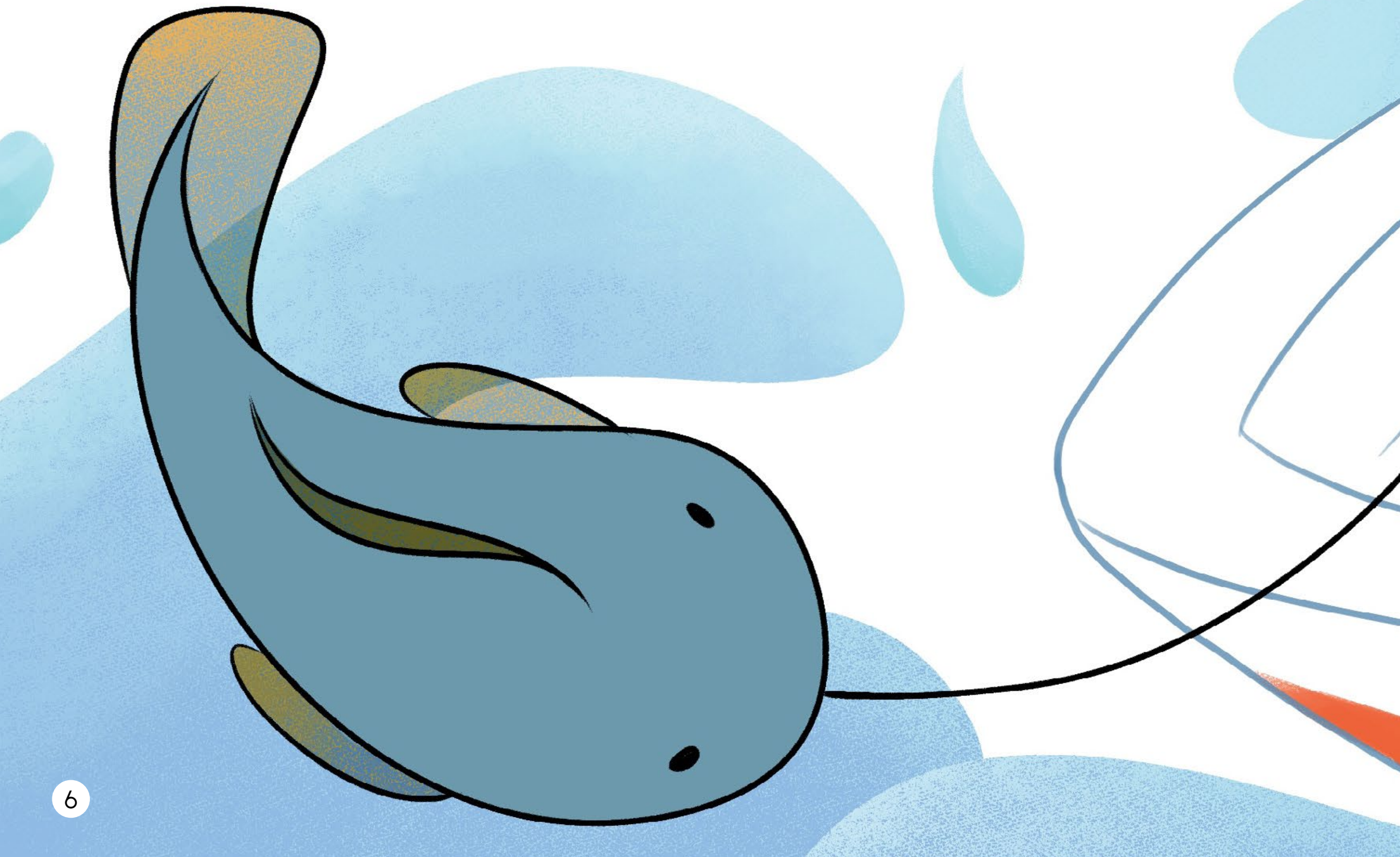
Then, zap!

Sam's dad gets a fish.

The fish jumps.

The fish twists and swims.

Sam's dad tugs on the rod.



The fish swims past Sam.

Sam swings his net.

Sam lifts up the net.

The fish is in the net!

Sam and his dad grin.

Fun at the Pond

Sam is at the pond with his pals.

Six frogs rest in the wet mud.

Sam runs at the frogs.

The frogs hop in the pond.

Sam's pal, Chad, finds a bat.

The bat gets mad at Chad.

The bat flaps at Chad's hands.

Chad drops the bat.

Jen lifts up a log and spots a bug.

The bug is long with lots of legs.

The bug runs and digs in the sand.

The pond is lots of fun.

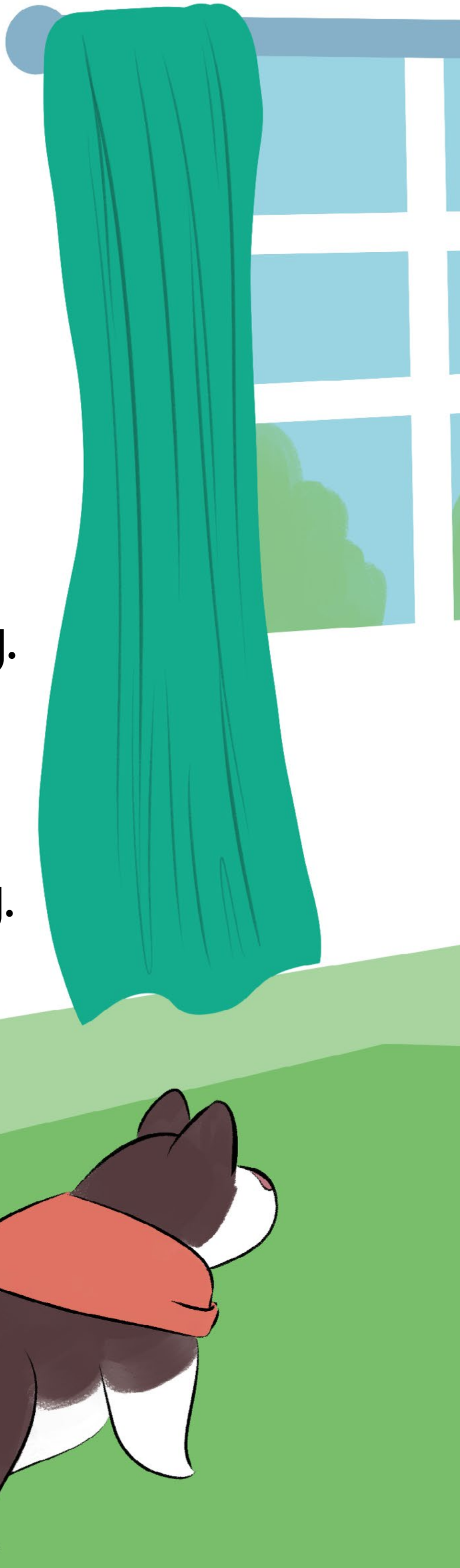
Sam's Pets

Sam has pets.

One of his pets is a dog.

One of his pets is a cat.

One of his pets is a bug.



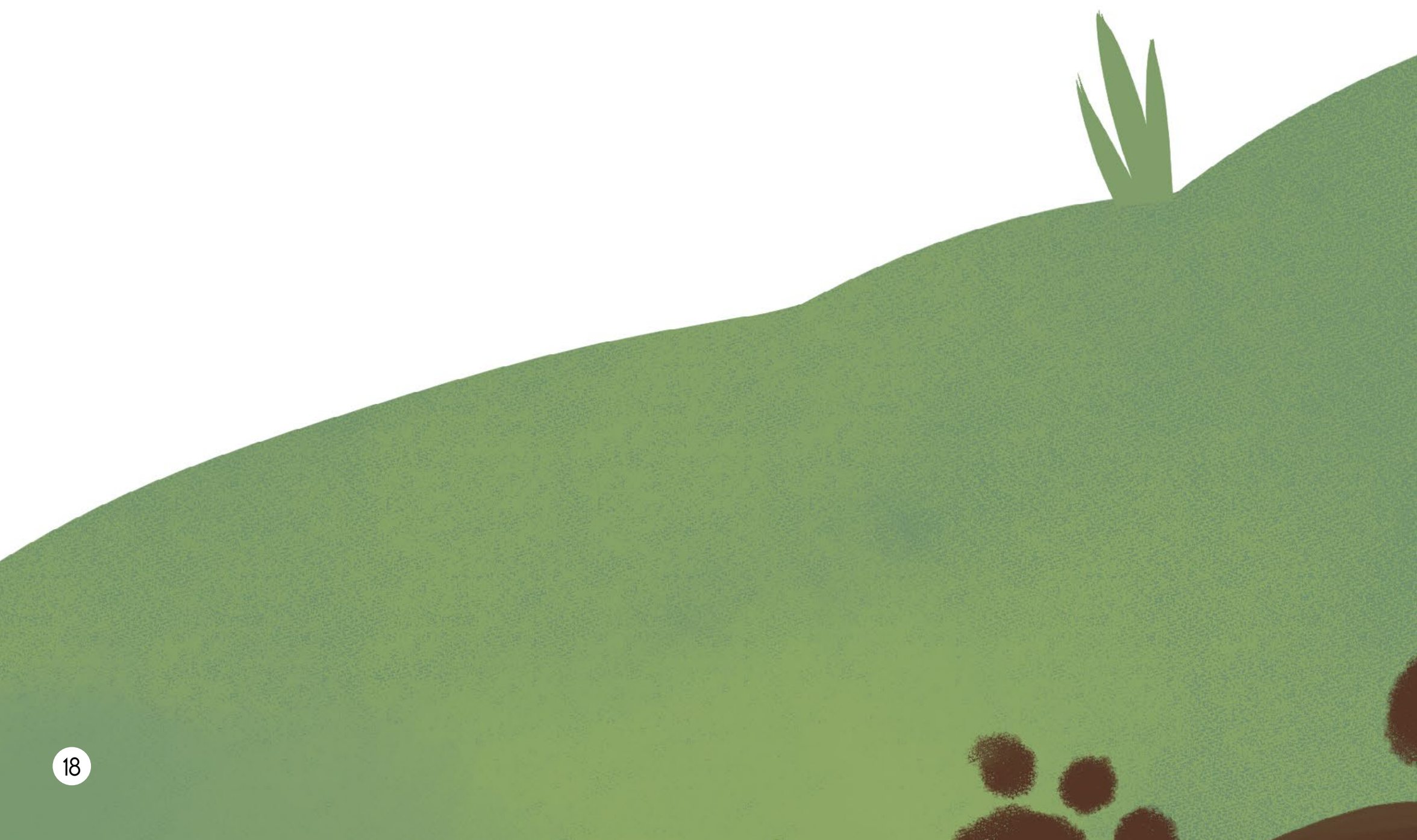
This is Sam's dog, Max.

Max runs and jumps.

Max digs in the mud.

Max rubs mud on Sam.

Max yelps at the cat.



This is Sam's cat, Tim.

Tim sips milk from a dish.

Tim naps on Sam's bed.

Tim runs from Max.

TIM

This is Sam's bug, King Tut.

King Tut hops from plant to plant.

King Tut chomps on bugs.

King Tut runs from Tim.

Tasks

Sam has a long list of tasks.

Sam must scrub a bunch of cups.

Sam must help his dad trim shrubs.

Sam must mop the steps.

Sam scrubs all of the cups.

Scrub, scrub, scrub.

Sam helps his dad trim shrubs.

Snip, snip, snip.

The sun is hot.

Sam gets hot.

Sam spots a fan on the rug.

Sam flops on the rug and naps.

Then his mom spots him.

Sam's mom taps him with the mop.

Sam jumps up. Sam picks up the mop.

The Van

Sam's mom has a van.

Sam is in the van.

Sam and his mom got his pal, Chad.

Then the van hit a big bump.

The van will jump up, up, up.

Then, slam!

The van hit the land.

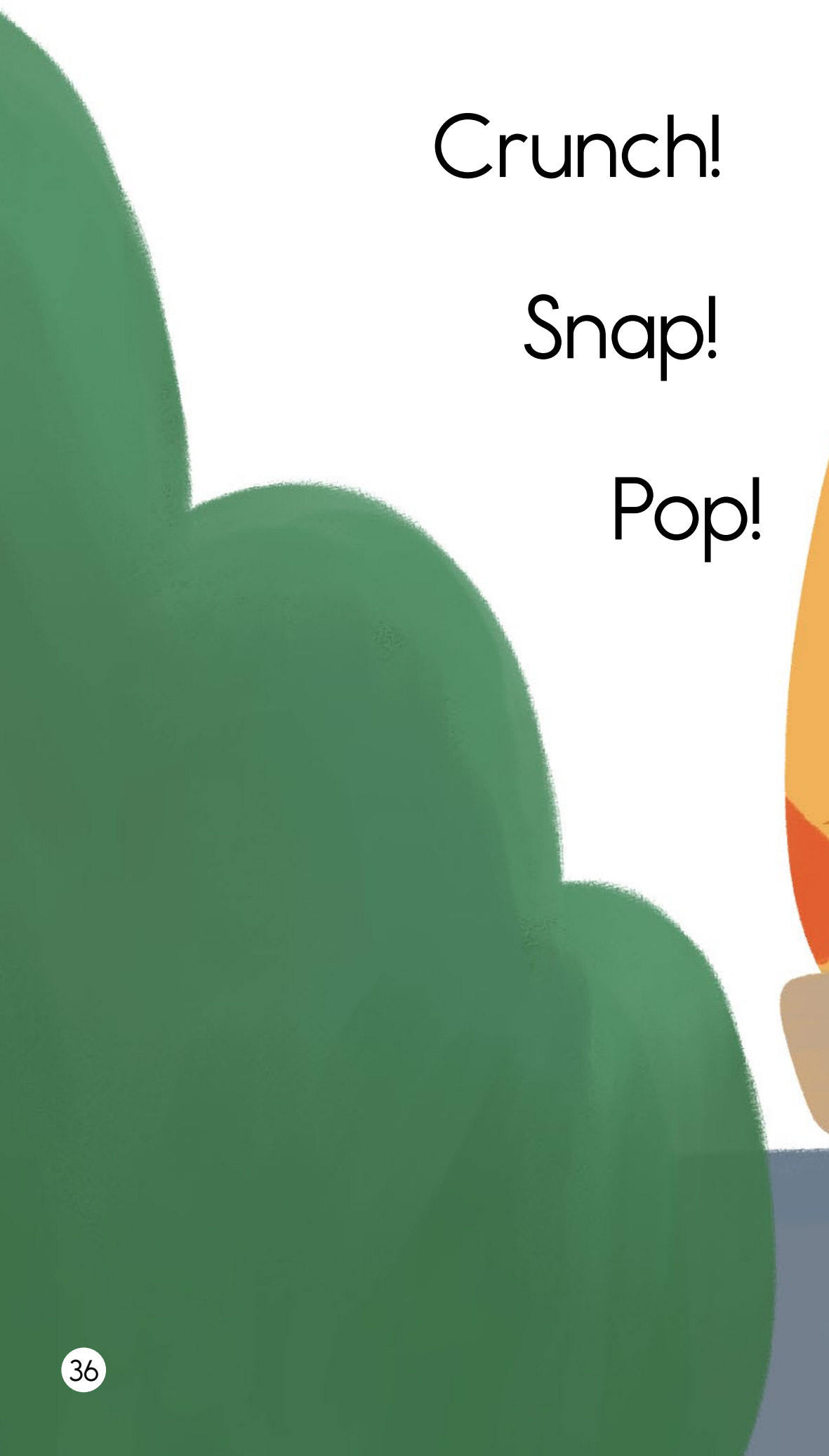
Crash!

Smash!

Crunch!

Snap!

Pop!



The van was bent.

The van had lots of dents.

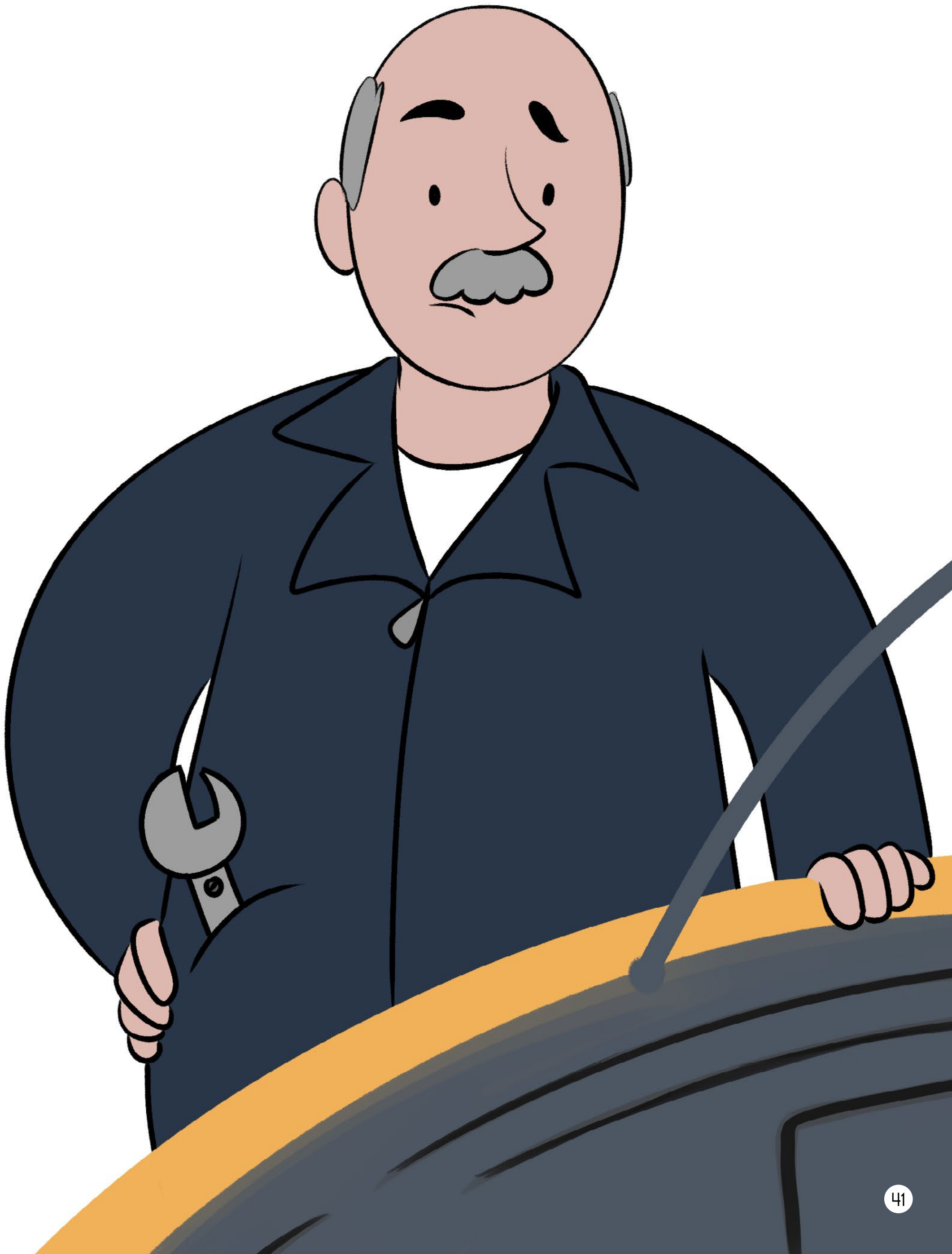
The van did not run.

Sam's mom got a fix-it man.

The fix-it man had a big fix-it kit.

The fix-it kit did not help much.

The fix-it man did not fix the van.



Sam's mom got a cab.

The kids got in the cab.

Sam's mom was sad.

Sam held his mom's hand.

Then Sam sang his mom a song.

"Mom," Sam sang,

"a van is just a van!"

On the Bus

The van is in the fix-it shop.

Sam's mom must get on the bus.

The bus pulls in at the bus stop.

Sam's mom gets on.

The bus bumps up the hill.

Sam's mom hangs on with one hand.

Sam’s mom rings the bell.

The bus stops at the next stop.

Sam’s mom gets off.

ELM AVE.

Sam in Class

Sam sits in Mi**ss** Ma**ck**'s cla**ss**.

The kids will print ti**ll** cla**ss** ends.

Then the be**ll** wi**ll** ring.

Sam wi**ll** run and jump in the pond.

AUGUST

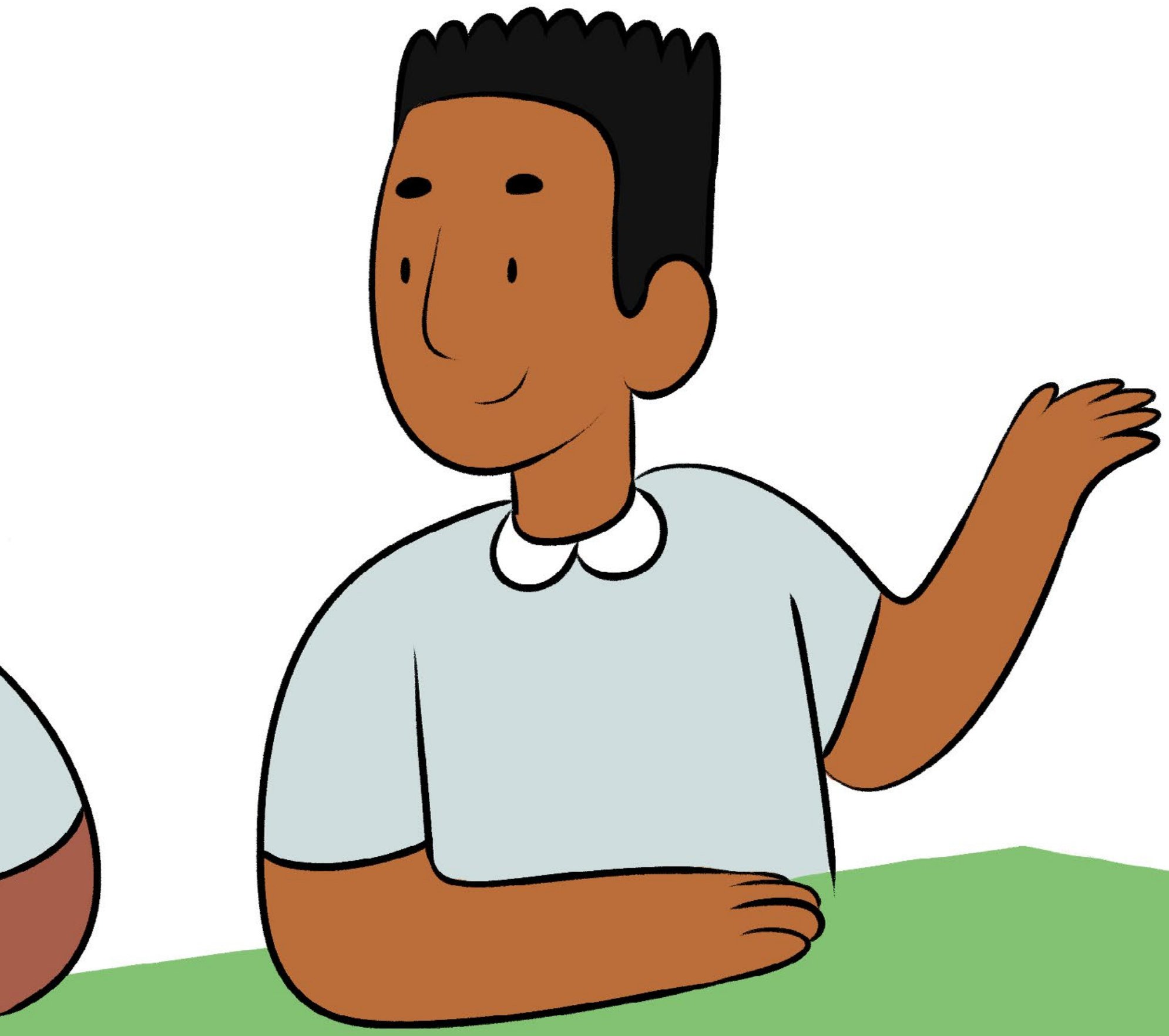
Mi**ss** Ma**ck** has the clas**s** print.

The kids print *bla**ck** cat*.

Mi**ss** Ma**ck** che**ck**s Sam's print.

"That's a me**ss**!" quips Mi**ss** Ma**ck**.

"Fix it!"



The bell rings.

Sam jumps up and grabs his bag.

Miss Mack tells Sam,

“Sit and print!”

A
B
C
Ms. Mack

Sam sits and prints.

Will Miss Mack let him swim?

Sam can't tell.

S

Miss Mack tells Sam,

"Print one last thing.

Print *splash in the pond*."

Sam grins at Miss Mack.

Miss Mack grins back at him.

Sam prints *splash in the pond*.

Then Miss Mack sends him off.

Sam yells, "Miss Mack is the best!"

The Chills

Sam met Chad at the pond.

Chad left his pants on the sand.

Sam left his pants on a big rock.

Chad got in.

Splash!

Then Sam got in.

Splish!

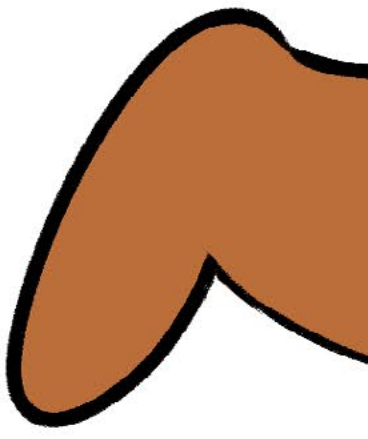
They wore swim trunks.

Sam and Chad went swi**mm**ing in the pond.

The sun was hot,

but the pond was not.

Chad and Sam got the chills.



Sam ran up on the rock

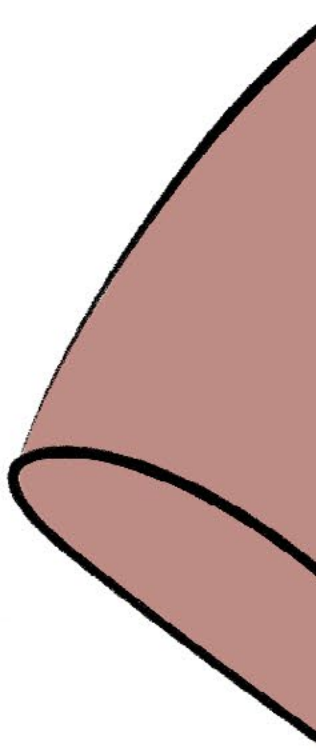
and got his pants.

Chad ran up on the sand,

but Max, the dog, had his pants.

Chad ran and got his pants

back from Max.



Stop that Bus!

Sam's mom runs in and yells,

"Sam, get up!"

Sam jumps up.

Sam's mom hands him his pants.

Sam jumps in his pants.

Sam's mom hands him his pa**ck**.

Sam slips th<u>e</u> pa**ck** on his ba**ck**.

Sam's mom hands him his lunch.

Sam grabs it.

Sam and his mom run fast.

“That’s the bus!” Sam yells.

Sam’s mom huffs and puffs.

“Stop the bus!” Sam yells.

The kids on the bus spot Sam.

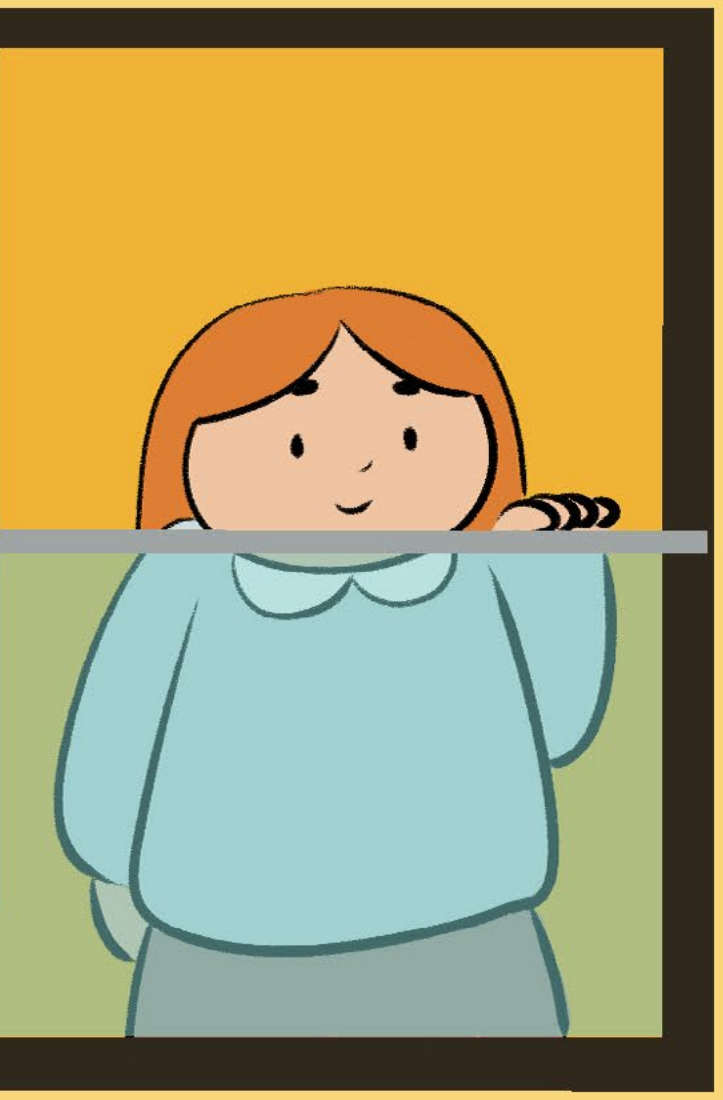
One of them yells, “That’s Sam.

Stop the bus!”

The bus stops.

Sam is in luck.

Sam gets on the bus.



Sam and the Duck

Sam's cla**ss** is on a trip.

The class is at the do**ck**.

Mi**ss** Ma**ck** spots Ken, the fish man.

“Ken,” Mi**ss** Ma**ck** asks,

“Can the kids dig in the sand?”

Ken nods.

“Yes, the kids can dig in the sand,

but the kids must not pet the du**ck**.

That du**ck** is a bad du**ck**.

That du**ck** pe**ck**s at kids.”

Miss Mack tells the kids,

"Class, let's not pet the duck."

Sam and Chad dig in the sand.

Chad digs up a ring.

Sam lifts the ring up.

The ring glints in the sun.

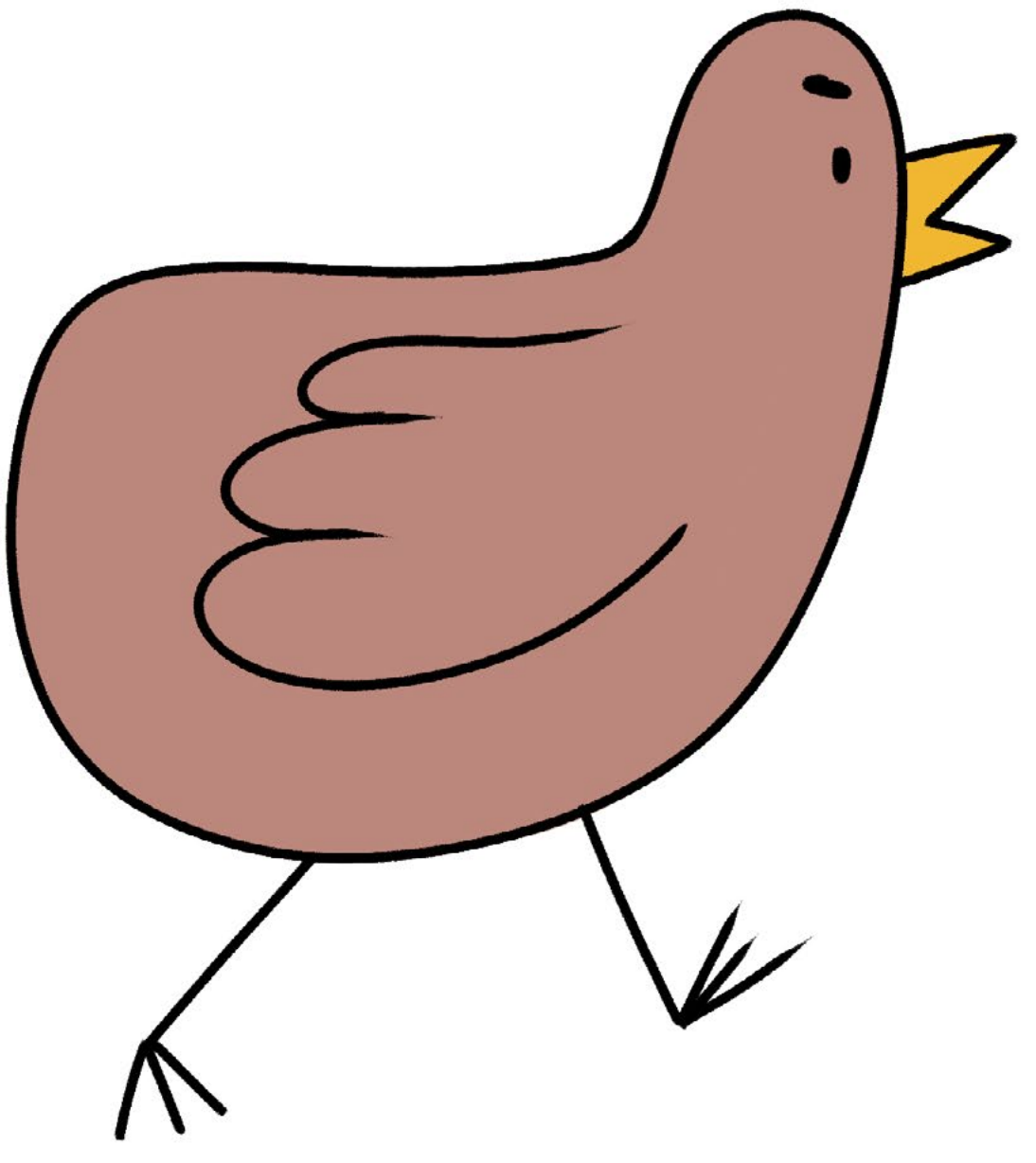
The duck spots the ring.

The duck quacks and runs at Sam.

"Sam!" Miss Mack yells,

"It's that bad duck,

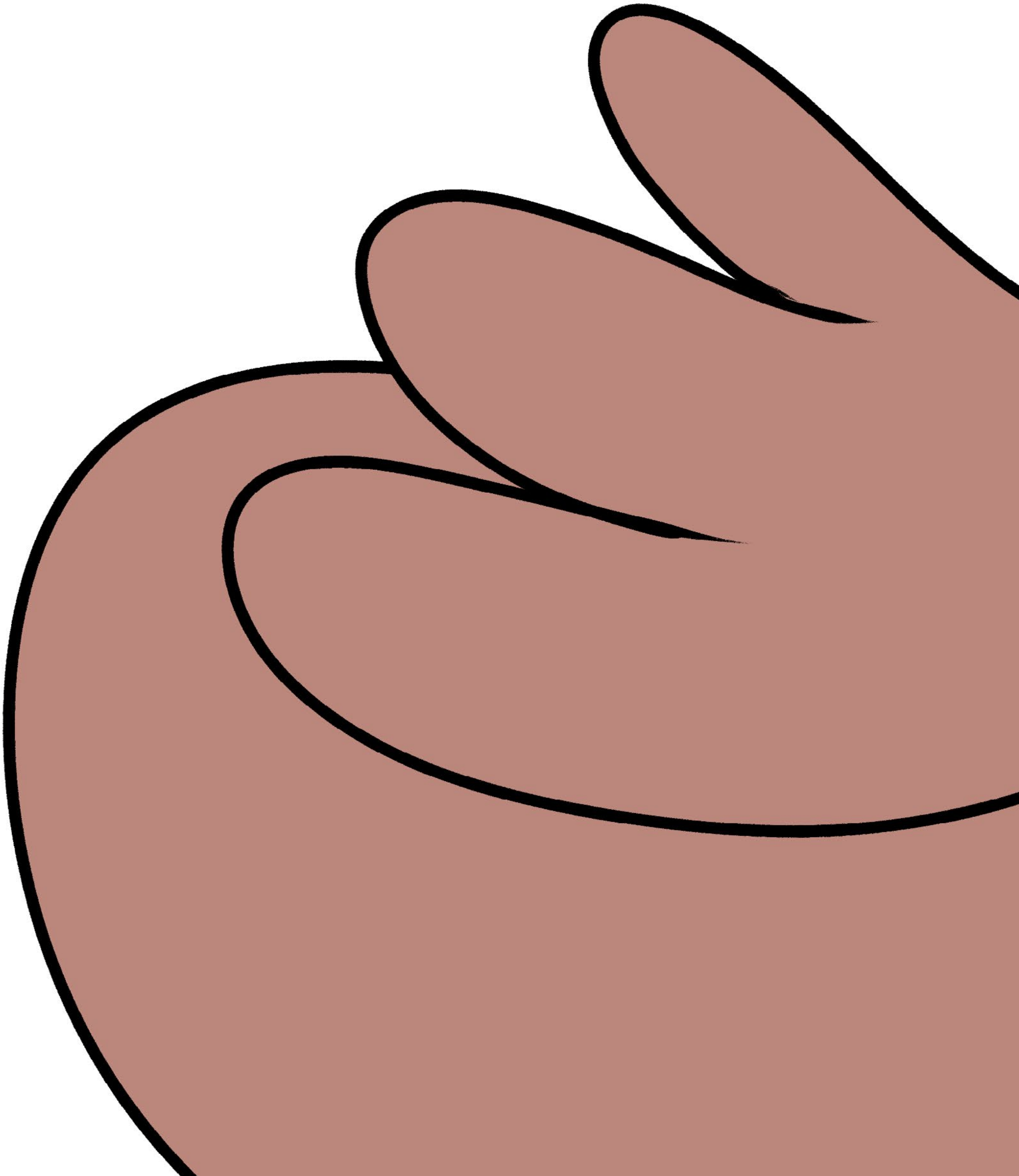
the one that pecks!"



The duck runs up and pecks

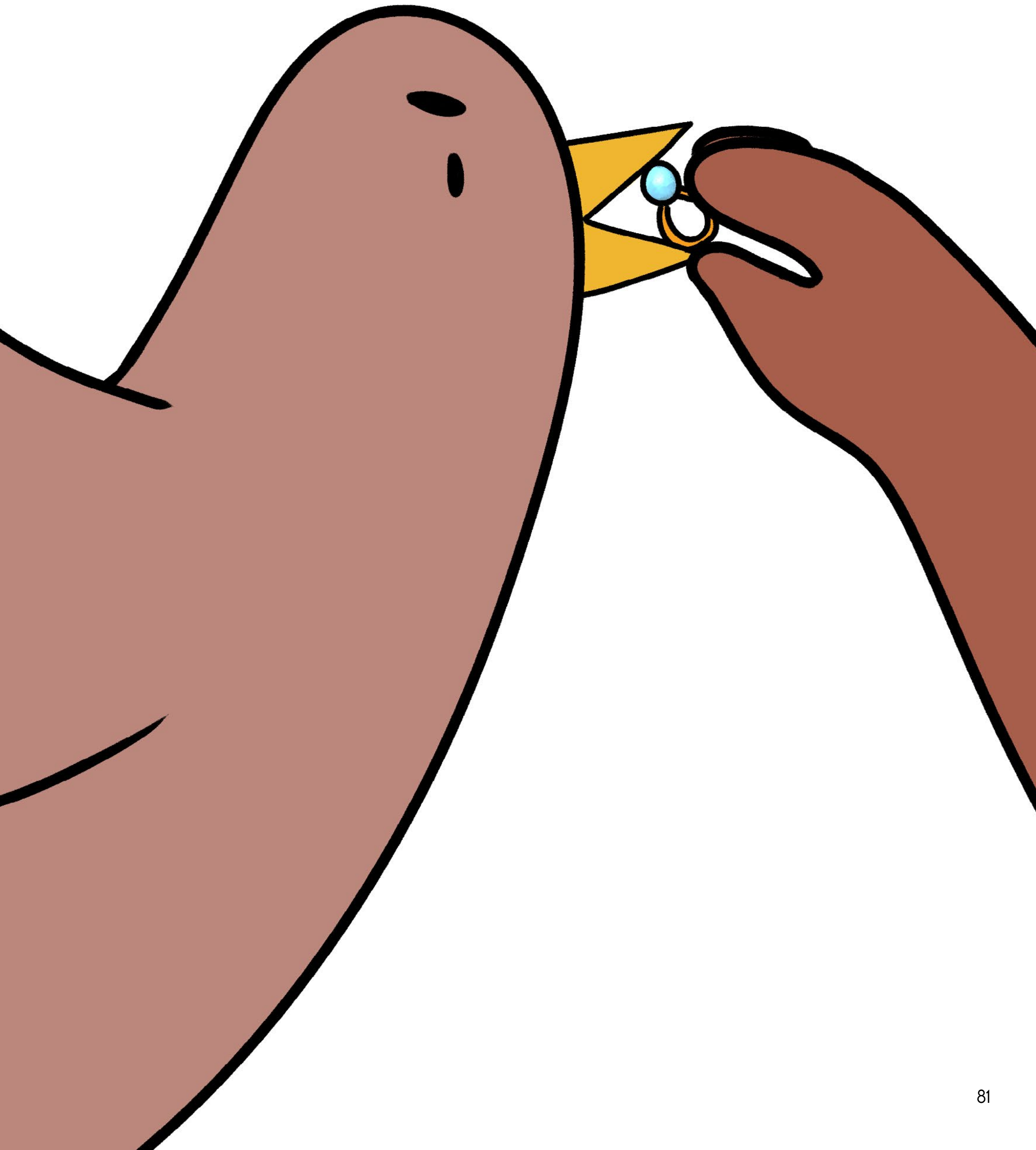
at Sam's hand.

Then it runs off with the ring.



“Man!” yells Chad.

“That is one bad duck!”



Max in the Mud

Max tracks mud on the deck.

Sam's mom yells, "Bad dog!"

Sam's mom has Sam get a mop.

Sam gets a mop and mops up the mud.

Sam’s mom sniffs Max.

Ugh!

The dog smells bad!

Sam gets Max in the bath tub.

Sam's mom scrubs him.

Then, at last, Max smells fresh!

The Band

Sam's dad is in a jazz band.

That's him in the back.

Chad's dad is in the band with him.

That's him on the drums.

Chad's dad's boss is in the band,
as well.

That's him on the left, in the hat.

Sam's dad plu**ck**s at his strings.

Chad's dad bangs on his drums.

The kids clap and ye**ll**.

The band is a big hit!

The Chick

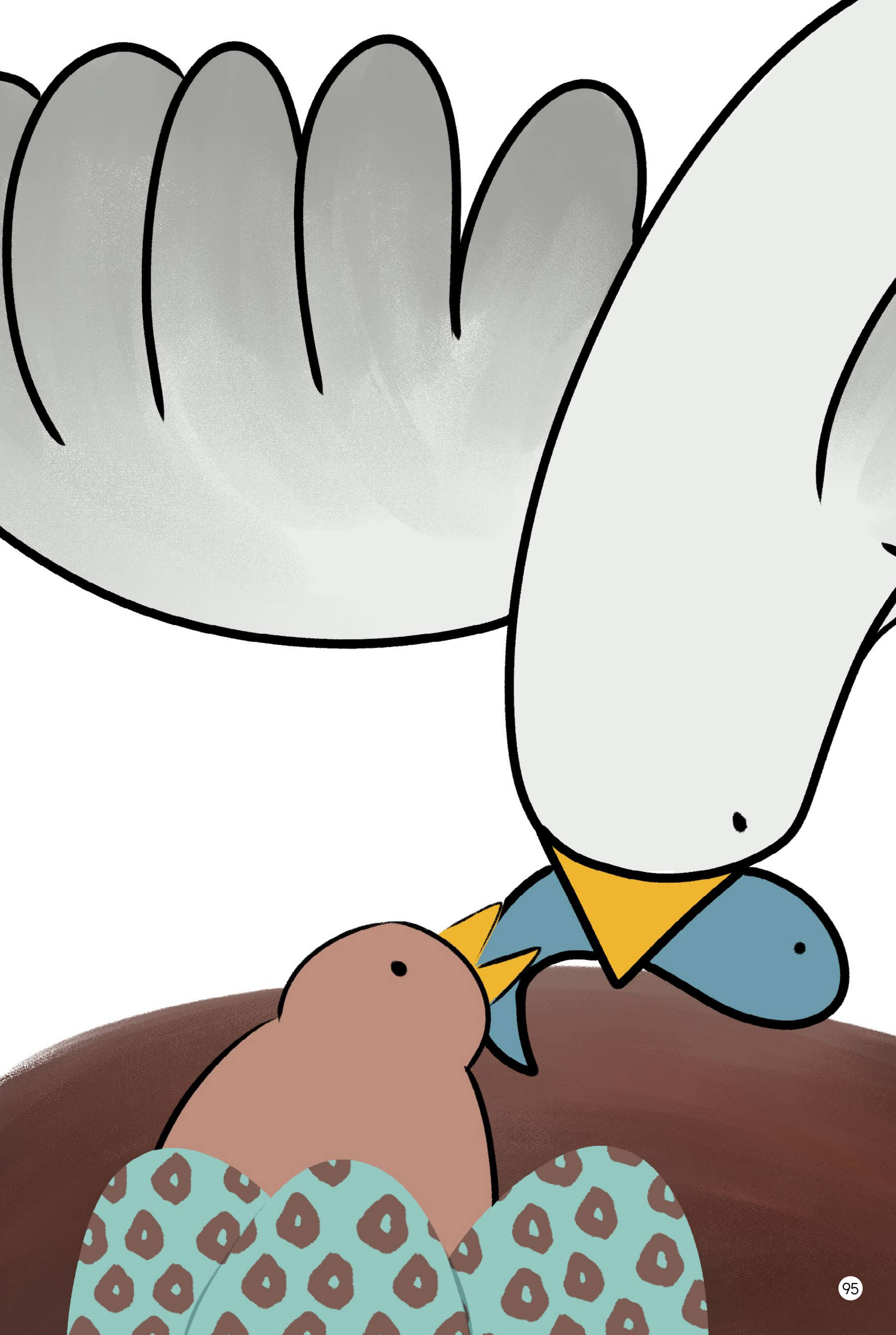
Sam and Chad got up on a ro**ck**.

On top of the ro**ck** was a gu**ll**'s nest.

The gu**ll** had a chi**ck**.

The gu**ll** fed the chi**ck** a bit of fish.

Then the gu**ll** left.



The chick fell from its nest.

Plop!

The chick got stuck in a crack.

Sam and Chad got the chick.

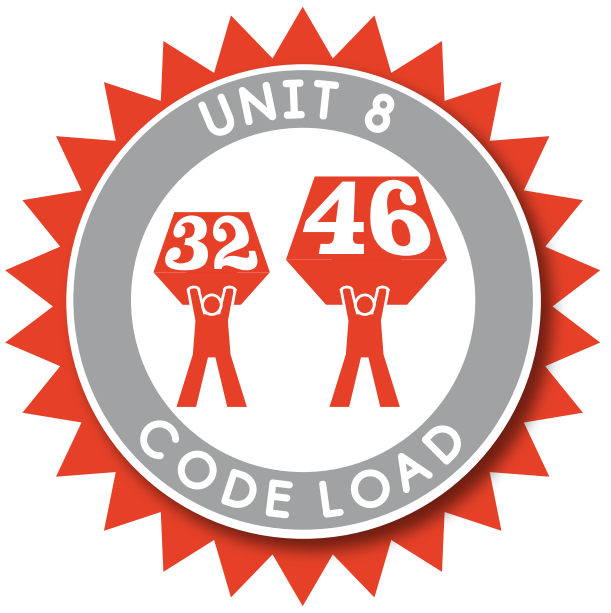
Then Chad set it back in its nest.

About this Book

This book has been created for use by students learning to read with this 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:

/i/ as in *sk<u>i</u>m*

/e/ as in *b<u>e</u>d*

/a/ as in *t<u>a</u>p*

/u/ as in *<u>u</u>p*

/o/ as in *fl<u>o</u>p*

CONSONANT SOUNDS AND SPELLINGS:

/m/ as in *ri<u>m</u>*

/t/ as in *go<u>t</u>*

/d/ as in *<u>d</u>ip*

/k/ as in *<u>c</u>ot*, *<u>k</u>id*

/g/ as in *lo<u>g</u>*

/n/ as in *pe<u>n</u>*

/h/ as in *<u>h</u>am*

/s/ as in *<u>s</u>it*

/f/ as in *<u>f</u>at*

/v/ as in *<u>v</u>et*

/z/ as in *<u>z</u>ip*

/p/ as in *ti<u>p</u>*

/b/ as in *<u>b</u>us*

/l/ as in *<u>l</u>amp*

/r/ as in *<u>r</u>ip*

/w/ as in *<u>w</u>et*

/j/ as in *<u>j</u>og*

/y/ as in *<u>y</u>es*

/x/ as in *bo<u>x</u>*

consonant clusters

CAPITAL LETTERS:

C, D, F, I, J, L, M, P, S, T, V

OTHER:

- Four- and five-letter words
- 's (for possession)
- 't (contraction)
- Punctuation (period, comma, exclamation point)

TRICKY WORDS:

a, are, blue, down, I, little, look, one, out, the, three, two, yellow

Code Knowledge added gradually in the unit for this Reader:

- Beginning with "Sam and the Fish": Tricky Words *the* and *a*
- Beginning with "Fun at the Pond": Tricky Words *of* and *all*
- Beginning with "Sam's Pets": Tricky Words *one* and *from*; Capital Letters 'O' and 'K'
- Beginning with "The Van": Tricky Word *was*
- Beginning with "On the Bus": double-letter spellings for the following consonant sounds: /k/ as in *clo<u>ck</u>*, /l/ as in *she<u>ll</u>*, /f/ as in *o<u>ff</u>*
- Beginning with "Sam in Class": /s/ as in *dre<u>ss</u>*; Capital Letter 'W'
- Beginning with "The Chills": /m/ as in *swi<u>mm</u>ing*
- Beginning with "The Band": /z/ as in *ja<u>zz</u>*

ISBN 979-8-89072-848-7

© 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