

ENGLISH



K-3  
Foundational  
Skills



**KINDERGARTEN  
FOUNDATIONAL SKILLS UNIT 8**

**Sam** | Reader

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EDITION 1

Kindergarten

Foundational Skills 8

**Sam**

**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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# 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 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 the pond with his pals.

Six frogs rest in the the wet mud.

Sam runs at the the frogs.

The the frogs hop in the 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 the mud.

Max rubs mud on Sam.

Max yelps at the the cat.





This is Sam's cat, Tim.

Tim sips milk from a dish.

Tim naps on Sam's bed.

Tim runs from Max.



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 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 the rug.

Sam flops on the the rug and naps.

Then his mom spots him.

Sam's mom taps him with the the mop.

Sam jumps up. Sam picks up the 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.



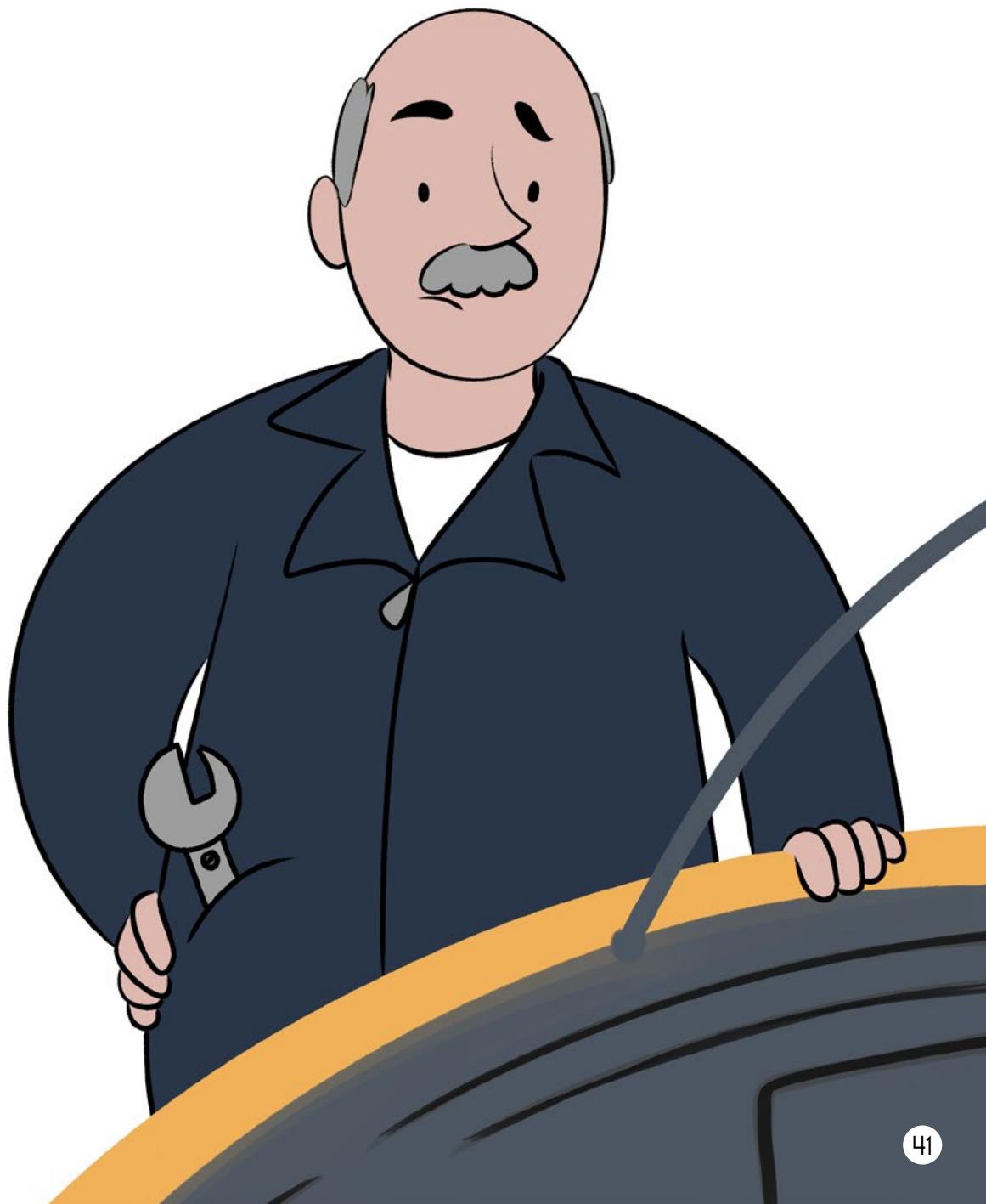


Sam's mom got a fix-it man.

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

The e fix-it kit did not help much.

The e fix-it man did not fix the e van.



Sam's mom got a cab.

The    kids got in the    cab.

Sam's mom    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.





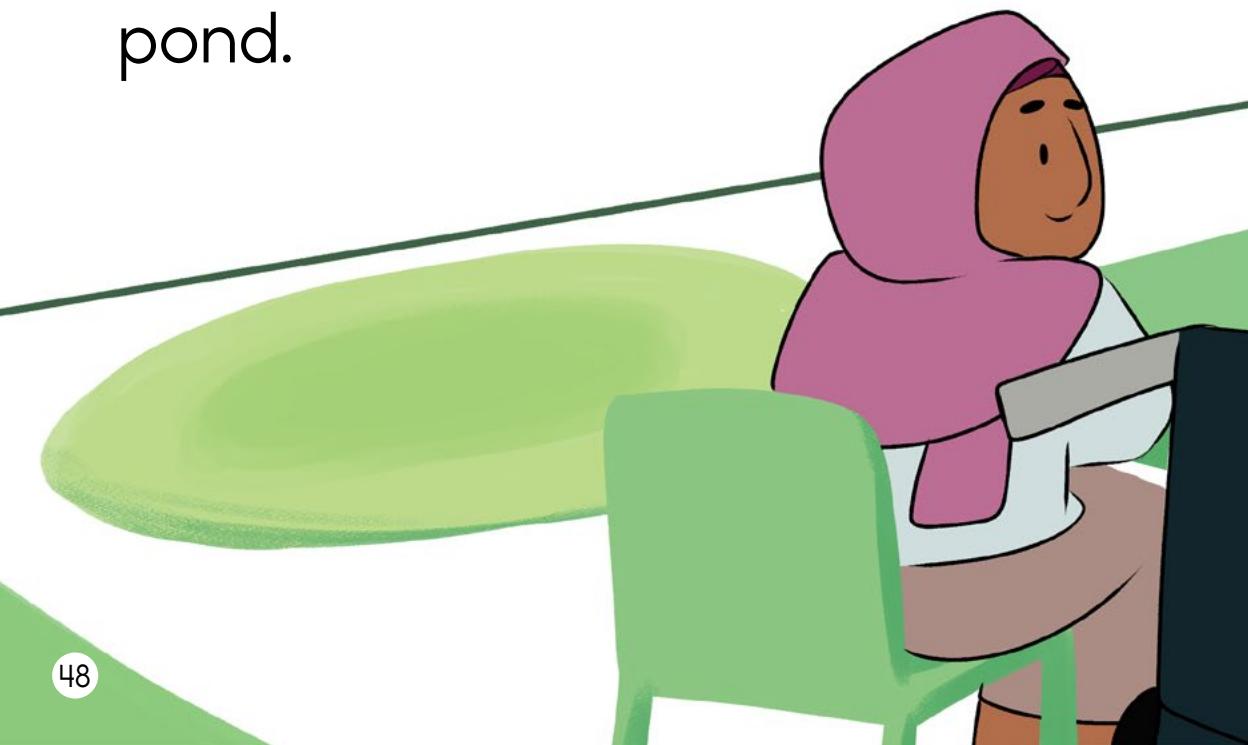
# Sam in Class

Sam sits in Miss Mack's class.

The kids will print till class ends.

Then the bell will ring.

Sam will run and jump in the pond.





AUGUST

Miss Mack has the class print.

The    kids print *black cat*.

Miss Mack checks Sam's print.

“That's a mess!” quips

Miss Mack.

“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 the pond.

Chad left his pants on the the sand.

Sam left his pants on a big rock.

Chad got in.

Splash!

Then Sam got in.

Splish!



Sam and Chad went swimming  
in the pond.

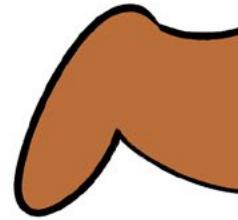
The sun was hot,

but the pond was not.

Chad and Sam got the chills.







Sam ran up on the the rock

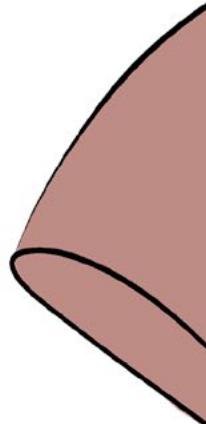
and got his pants.

Chad ran up on the the sand,

but Max, the 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 pack.

Sam slips the pack on his back.

Sam's mom hands him his lunch.

Sam grabs it.



Sam and his mom run fast.

“That’s the the bus!” Sam yells.

Sam’s mom huffs and puffs.

“Stop the the bus!” Sam yells.





The kids on the bus spot Sam.

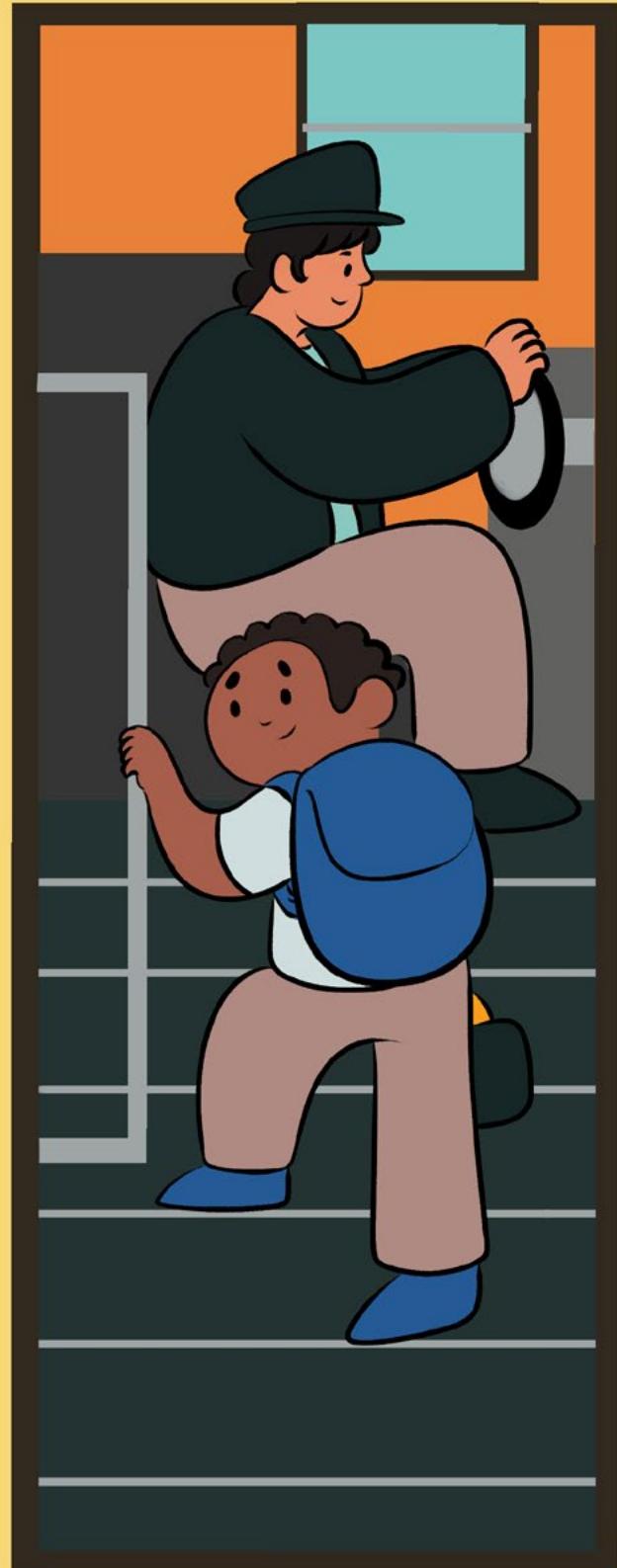
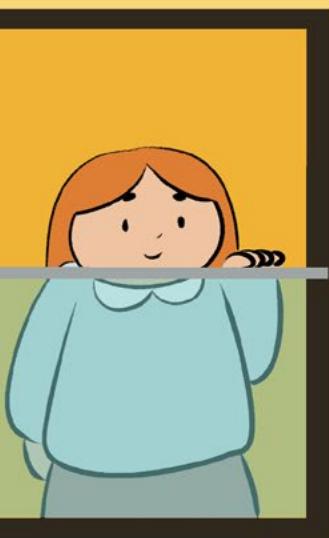
One of them yells, “That’s Sam.

Stop the bus!”

The bus stops.

Sam is in luck.

Sam gets on the bus.



# Sam and the Duck

Sam's class is on a trip.

The class is at the the dock.

Miss Mack spots Ken, the the fish man.





“Ken,” Miss Mack asks,

“Can the the kids dig in the the sand?”

Ken nods.

“Yes, the the kids can dig in the the sand, but the the kids must not pet the the duck.

That duck is a bad duck.

That duck **pecks** at kids.”



Miss Mack tells the the kids,

“Class, let’s not pet the the duck.”

Sam and Chad dig in the the sand.

Chad digs up a a ring.

Sam lifts the the ring up.

The the ring glints in the the sun.



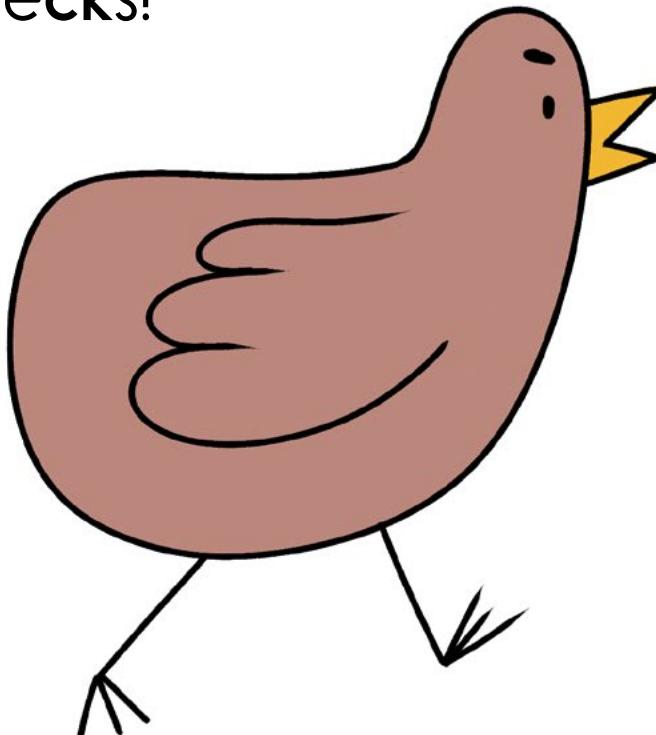


The    duck spots the    ring.

The    duck quacks and runs at  
Sam.

“Sam!” Miss Mack yells,

“It’s that bad duck, the    one  
that pecks!”



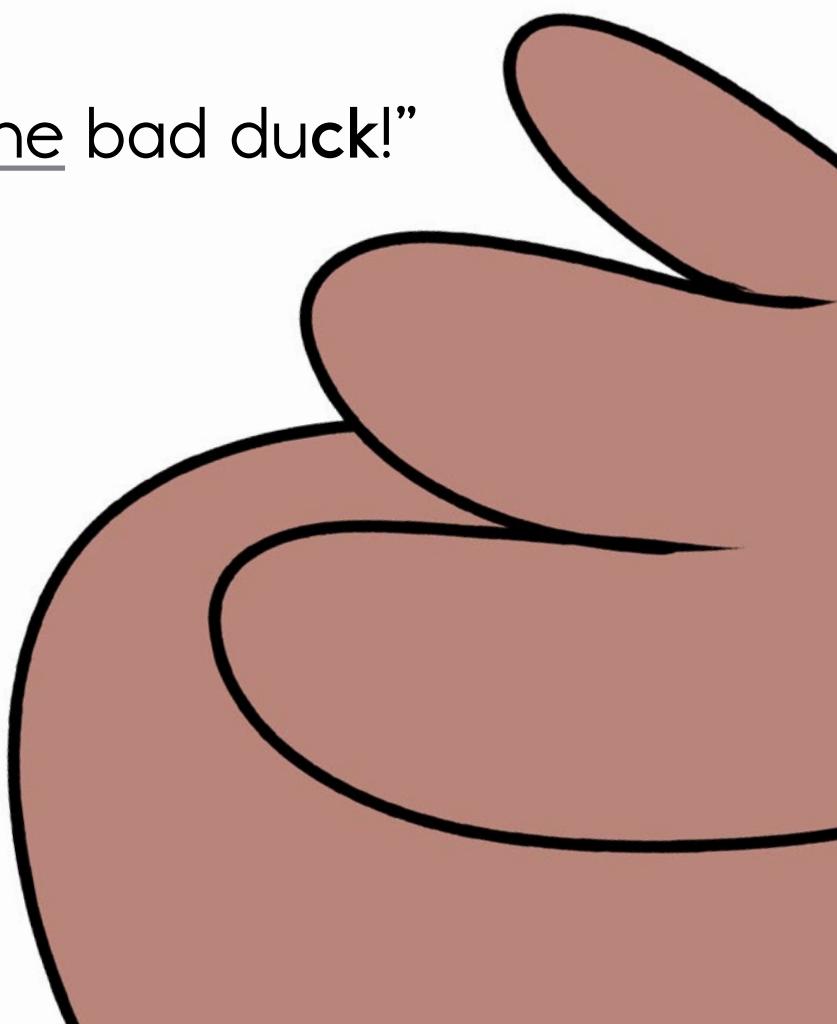


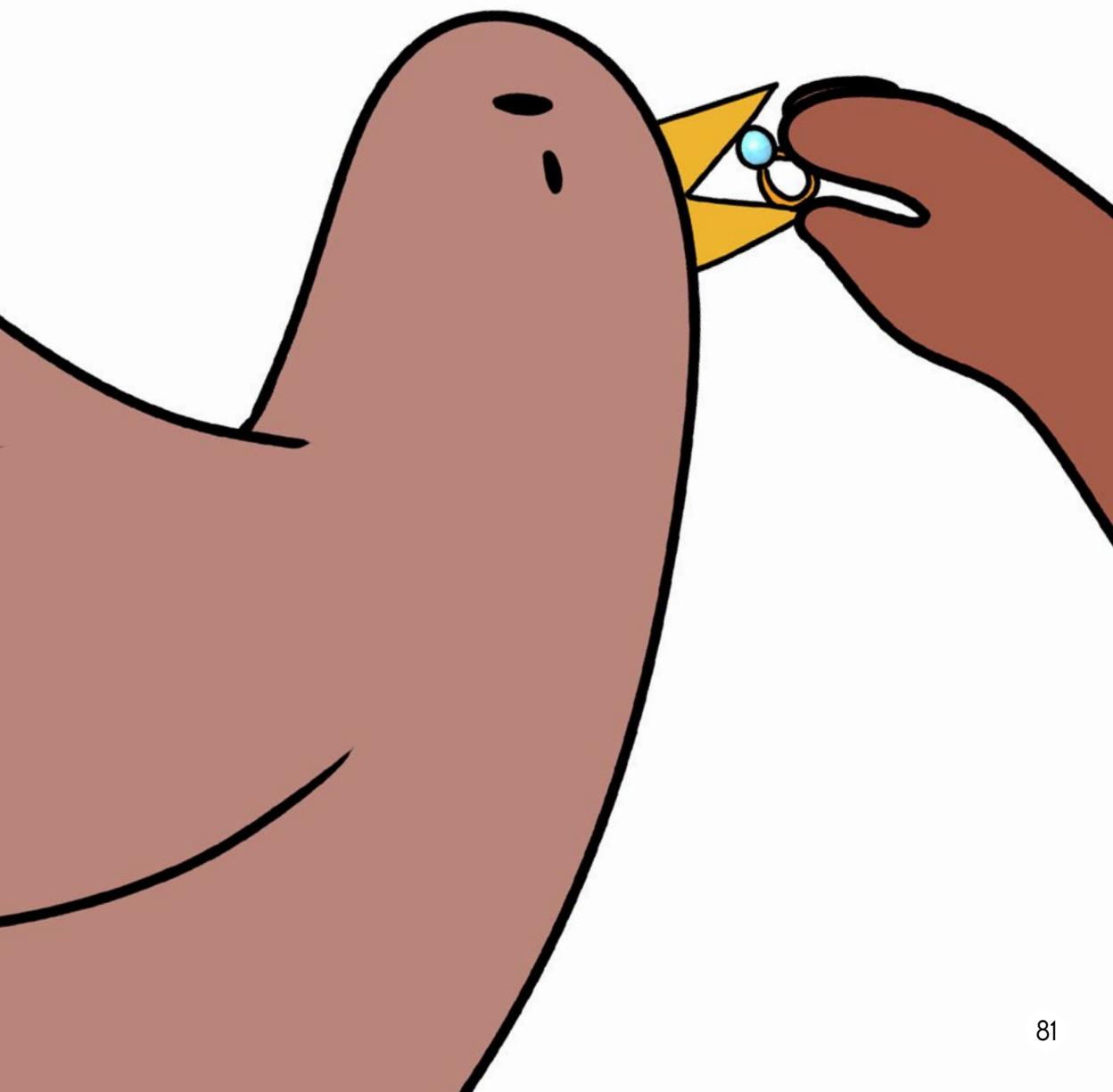
The duck runs up and pecks at Sam's hand.

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 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 in the front, with the sax.



Sam's dad plucks at his strings.

Chad's dad bangs on his drums.

The e kids clap and yell.

The e band is a big hit!





# The Chick

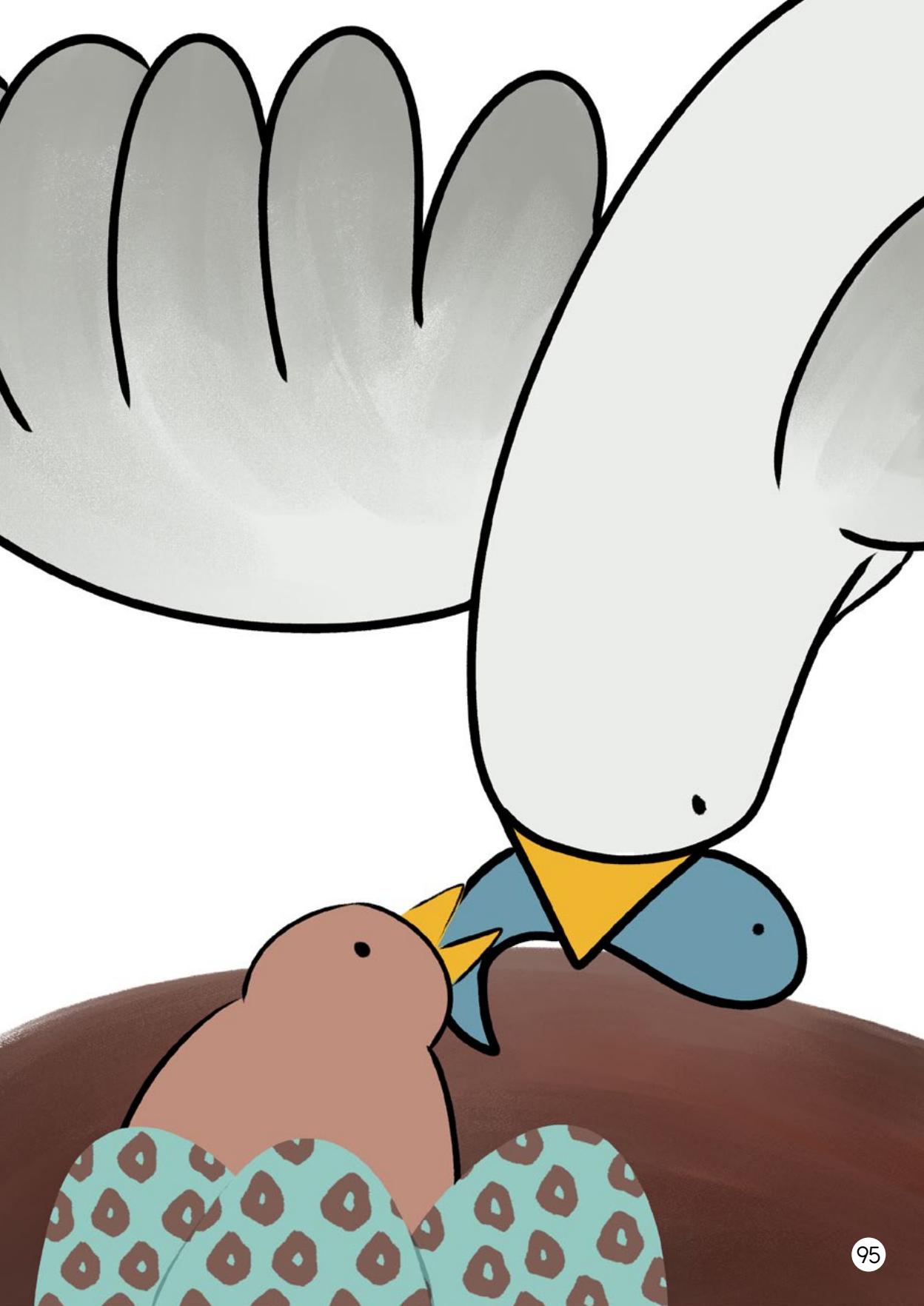
Sam and Chad got up on a rock.

On top of the rock was a gull's nest.

The gull had a chick.

The gull fed the chick a bit of fish.

Then the gull left.



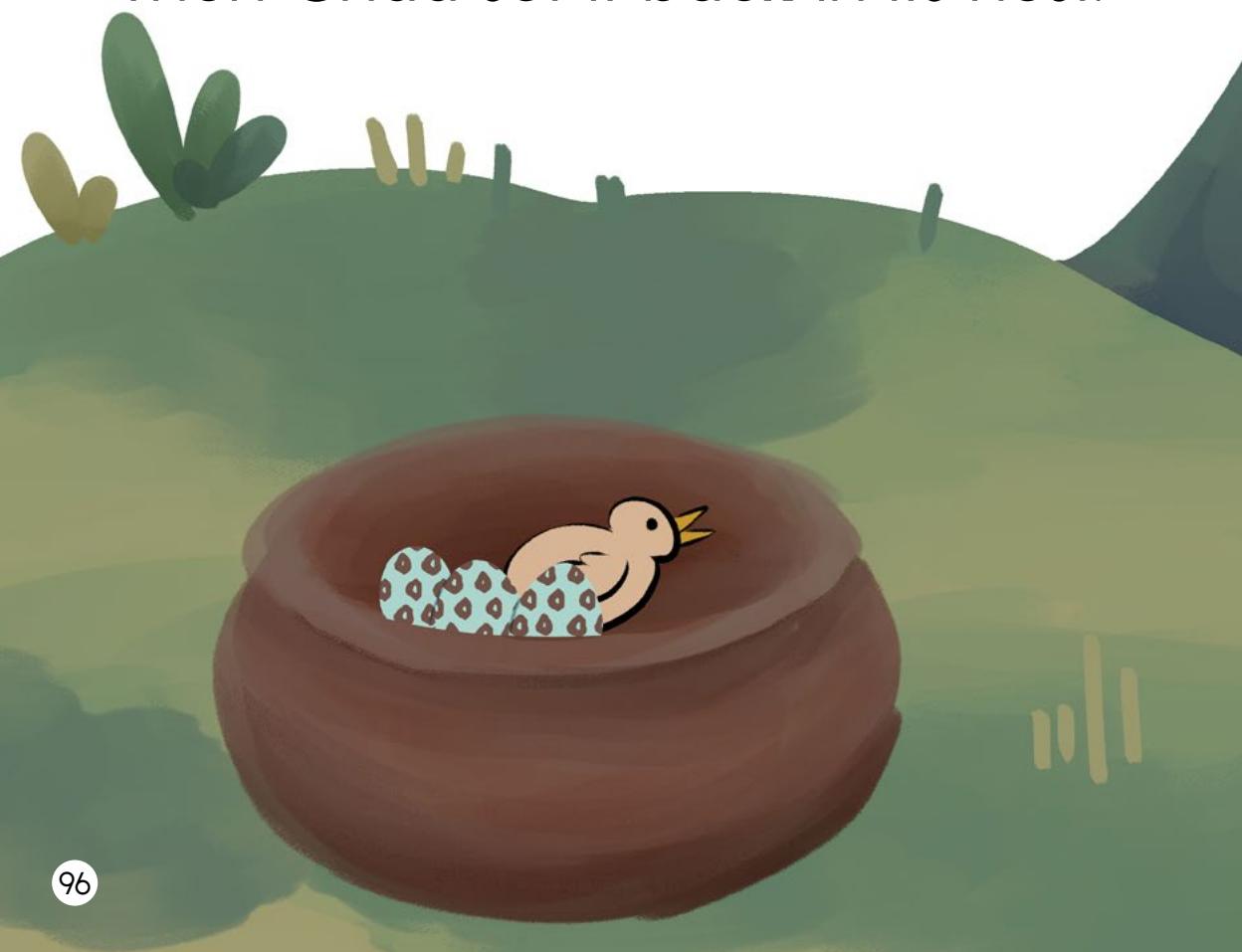
The chick fell from its nest.

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

## 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 clock, /l/ as in shell, /f/ as in off
- Beginning with "Sam in Class": /s/ as in dress; Capital Letter 'W'
- Beginning with "The Chills": /m/ as in swimming
- Beginning with "The Band": /z/ as in jazz

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