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Scott
Unit 10 Reader

Skills Strand
KINDERGARTEN



400L

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Scott

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KINDERGARTEN Core Knowledge Language Arts®



Skills Strand

Scott
Unit 10 Reader





Code Knowledge assumed at the beginning of the Reader:

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Vowel Sounds and Spellings:

/i/ as in *skim*
/e/ as in *bed*
/a/ as in *tap*
/u/ as in *up*
/o/ as in *flop*

Consonant Sounds and Spellings:

/m/ as in *swim*,
swimming
/t/ as in *bat*, *batting*
/d/ as in *bid*, *bidding*
/k/ as in *cot*, *kid*, *rock*,
soccer
/g/ as in *log*, *logging*
/n/ as in *run*, *running*
/h/ as in *ham*
/s/ as in *sit*, *hiss*

/f/ as in *fat*, *huff*
/v/ as in *vet*
/z/ as in *zip*, *hums*, *buzz*
/p/ as in *tip*, *tipping*
/b/ as in *rub*, *rubbing*
/l/ as in *lamp*, *fill*
/r/ as in *rip*, *ferret*
/w/ as in *wet*
/j/ as in *jog*
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/x/ as in *box*
/ch/ as in *chin*
/sh/ as in *shop*
/th/ as in *thing*
/th/ as in *then*
/qu/ as in *quilt*
/ng/ as in *king*

Tricky Words:

the, *a*, *from*, *of*, *one*,
was, *all*, *word*, *to*, *I*,
no, *when*, *where*, *why*,
what, *which*, *so*, *once*,
said, *says*, *are*, *were*,
here, *there*

Other:

Uppercase Letters
Eight-letter words
's (for possession and contraction)
't (contraction)
Punctuation (period, comma, quotation marks, question mark, exclamation point)

Code Knowledge added gradually in the unit for this Reader:

- Beginning with "Scott and Lee": the sound /ee/ spelled 'ee'
- Beginning with "Red Ants": Tricky Words *he*, *she*, and *we*
- Beginning with "The Bees": Tricky Words *be* and *me*
- Beginning with "Cake and Grapes": the sound /ae/ spelled 'a_e', Tricky Words *they* and *their*
- Beginning with "A Fine Hike": the sound /ie/ spelled 'i_e'
- Beginning with "The Bike Ride": Tricky Word *my*
- Beginning with "The Plane Ride": Tricky Word *by*
- Beginning with "The Gift": the sound /oe/ spelled 'o_e'
- Beginning with "In the Pet Shop": the sound /ue/ spelled 'u_e', Tricky Words *you* and *your*

Core Knowledge Language Arts®



Scott

Unit 10 Reader

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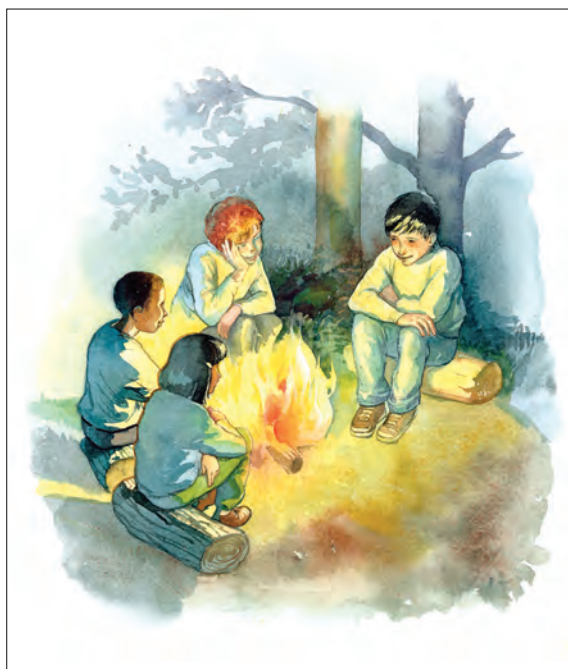
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Scott and Lee

This is Scott **Green**. Scott is ten.

Scott's dad **keeps** a pig in a pen. Scott's mom **keeps** **three** hens. Scott **keeps** a **sheep**.

Lee the **Sheep** is Scott's pet. Scott **feeds** **Lee** and rubs him on the back. **Lee** is a **sweet sheep**.



Red Ants

Lee the She**ee**p had a bad **w**ee**k** last **w**ee**k**. Red ants bit him on his legs and **f**ee**t**.

Scott had to sw**ee**p the ants with his hand to get rid of them.



Scott was mad at the ants.

“Ants,” he said, “**Lee** is a **sweet** **sheep**. **Feel** **free** to munch on plants and **weeds**, but not on **Lee**!”

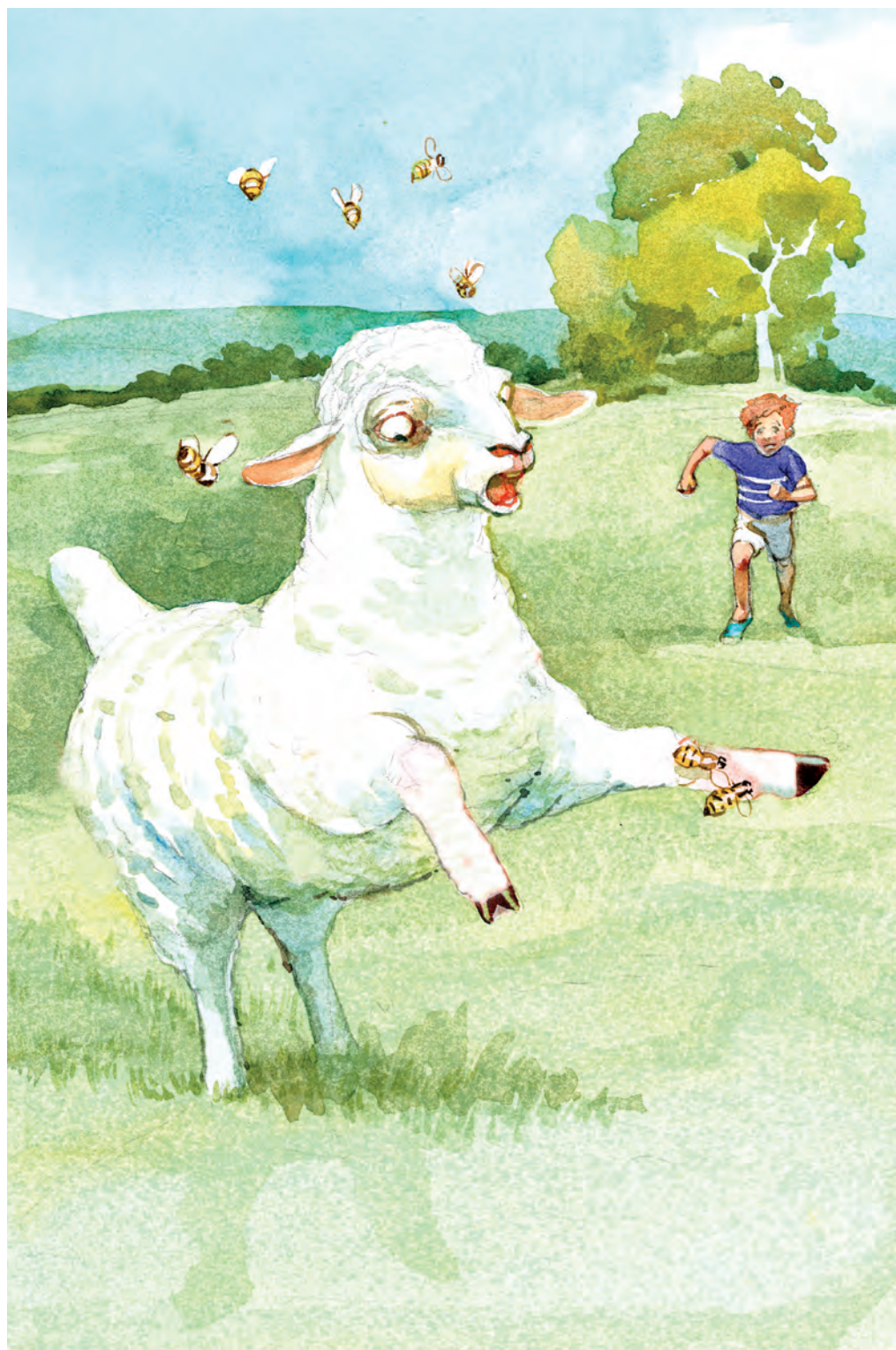
One of the ants said, “We **feel** bad. We will not munch on **Lee**. We will munch on plants and **weeds**.”



The Bees

The red ants left. But then the **bees** got **Lee**! The **bees** stung **Lee** on his **cheek** and on his **feet**.

Scott ran up to help **Lee**. Then he went and had a chat with the **bees**.



“**B**e**e**s,” said Scott, “why sting **L**e**e** the **S**he**e**p? **H**e is a swe**e**t she**e**p.”

One **b**e**e** said, “**B**e**e**s will **b**e **b**e**e**s.”

One **b**e**e** said, “**I** must **b**e **m**e.”

Then Scott got mad. **H**e said, “Sting the pig. Sting the hens! Sting the cat. Sting the dog. But let **L**e**e** **b**e!” And the **b**e**e**s let **L**e**e** be.



Cake and Grapes

Scott got a **cake** to **share** with his pal **Jade**. **Jade** got a bunch of red **grapes** to **share** with Scott.

Scott went to **Jade's** and **gave Jade** the **cake**. **Jade gave** Scott the **grapes**. Then the kids sat and **ate**. **Jade ate** all of Scott's **cake**. Scott **ate** all of **Jade's grapes**.



Fun in the Sand

Scott is with **Jade** and **Dave**. The kids dig in the sand. They **shape** the sand. They **make** a sand man.

A big **wave** hits. The kids can't **save** their sand man from the **wave**. The sand man gets wet. He slumps. He sags. He drips.

The sand man is a mess. But the kids are not sad. They run and splash in the **waves**.



Skates

Jade got **skates** when she was six. Scott just got his last **week**. He is **scared** to get up on his **skates**.

“Is this **safe**?” Scott asks. “What if I trip and get a **scrape**? What if I hit a **tree**? What if I **see** a **snake**?”

“It is safe!” says **Jade**. “Just **skate**.”

Jade helps Scott **skate**. Scott slips once. Then he gets the hang of it.

“**Jade**,” he yells, “it’s fun to **skate**!”



A Fine Hike

Scott is on a hike with Clive and Clive's dad. They hike three miles up a big hill.

At the top of the hill, Clive's dad says, "This is where we will camp." He drops his pack on the grass. Scott and Clive help him set up the tent.



At **five**, Scott and Clive **hike** to the **lake** to fish. They get **five** fish!

At dusk, the kids **hike** back to camp. Clive's dad **makes** a **fire**. The kids munch on hot dogs.

At **nine**, they get in their tent. They are all **tired**. They smile as they **sleep**.



The Bike Ride

Scott's sis, Meg, **likes** to **ride** a **bike**. Once Meg went on a **bike ride** with Scott. Meg's **tire** hit a rock and she fell off the **bike**.

Meg was **brave**. She did not yell. She did not sob. She got back on the **bike**. Then she said, "Let's **ride**!"

"Meg," Scott said, "I am glad my sis is so **brave**!"

That **made** Meg **smile** with **pride**!



The Plane Ride

Scott's dad rents a **plane**.
He asks Scott and Meg to
ride with him in the **plane**.
The kids **smile** and nod.

The kids get in the **plane**.
They click on their belts.
Then their dad **takes** off.
The **plane** picks up **speed**.
By the **time** it gets to the
end of the strip, it lifts up.



The kids can **see** lots of things from the **plane**.

“That’s Big **Lake!**” says Scott. “But it’s not so big from up here, is it? It **seems like** it’s just a frog pond!”

“What’s that?” Meg asks.

“That’s a truck,” says Scott.

“A truck?” says Meg. “But it’s the **size** of a dot!”

Scott and Meg **smile**. It’s fun to **ride** in a **plane**.



The Gift

Scott and Meg's mom is named Liz. Shee stops off at **Hope's** Dress Shop.

"**Hope,**" Liz says, "I **need** a doll's dress. The dress on Meg's doll has a bunch of **holes** in it."

"Well," says **Hope,** "here's a dress. It's a doll's **size,** and it's on **sale.**"



“This is just what I **need**!”
says Liz. “It will fit Meg’s doll,
and Meg **likes green**!”

Hope drops the dress in
a bag. Liz hands **Hope** cash.
Hope hands the bag to Liz.

Hope is glad. She has
made a sale. Liz is glad, as
well. She has a gift to **take**
home to Meg.



The Sled Ride

“I’ll **drive!**” said Scott, as he sat on the sled. **Jade** and Meg got on next. **Dave** was the last one on the sled. He sat in back.

The sled slid off. It went fast.

“Scott,” **Jade** said, “**steer** to the left! There’s a big **stone** there by the—”

Smack! The sled hit the **stone**. The kids fell off.



Scott went to check on **Jade**.

“Ug!” **Jade** said. “I **feel like** I **broke** all the **bones** in my leg!”

“Hop on the sled,” Scott said. “I will drag it **home**.”

Meg went to check on **Dave**.

Dave said, “I **froze** my **nose**!”

“Hop on the sled with **Jade**,” said Meg. “Scott and I will drag it **home**.”



Scott's Snack Stand

Scott has a snack stand. Last **w****e****e****k**, h**e** **r****o****d****e** his **b****i****k****e** to a shop to get nuts to sell at his stand. H**e** got **t****h****r****e****e** big bags of nuts. The nuts cost him a lot of cash.

Scott slid the bags in his **t****o****t****e** bag. Then h**e** **r****o****d****e** **h****o****m****e**.

W**h****e****n** h**e** got **h****o****m****e**, h**e** got his mom to help him **m****a****k****e** hot **s****p****i****c****e** nuts on the **s****t****o****v****e** top.



Then Scott set up his stand.

“Hot **spice** nuts!” he said.
“Get a bag of hot **spice** nuts!
Just one buck!”

A kid **came** by and got a bag of nuts. Then a man got a bag. Then the man’s **wife** got a bag. He **made** back the **five** he had spent on nuts, plus ten in cash!



In the Pet Shop

Scott is in a pet shop. He spots a chimp in a pen. The chimp hangs from an a branch. Then he jumps up on a big red **cube** and grins at Scott.

Scott sings a **tune** to the chimp. The chimp **waves** back. Scott **likes** the chimp, and the chimp **seems** to **like** him!



“Mom,” Scott says, “this chimp is so **cute**. He got up on his **cube** and **waved** at me! Can I **take** him **home**?”

“No,” says his mom. “My **home** is a chimp-free **zone**.”

Scott **stares** at the chimp. His mom can **see** that he is sad, so she tells him he can get a fish.

Scott is so sad he can't **take** the chimp **home**, but he is glad he gets to **take** a fish **home**.



Scott Bakes a Cake

Scott's mom **bakes** **cakes** with Meg.

"Scott," she says, "you can help us with this **cake**, if you **like**."

Scott shrugs. "Well," he says, "if you can **use** my help, I will help."

"It will be fun," says his mom. "You can crack the eggs."



Scott cracks **three** eggs and drops them in the dish.

Scott asks if he can mix up the eggs. Then he asks if he can add in the **cake** mix.

“Well,” his mom says, “if you add the **cake** mix, then Meg gets to frost the **cake**.”

“Can I help Meg frost it?” Scott asks.

Mom and Meg **smile**.

Meg says, “**See**, Scott. It’s fun to **bake** a **cake**!”



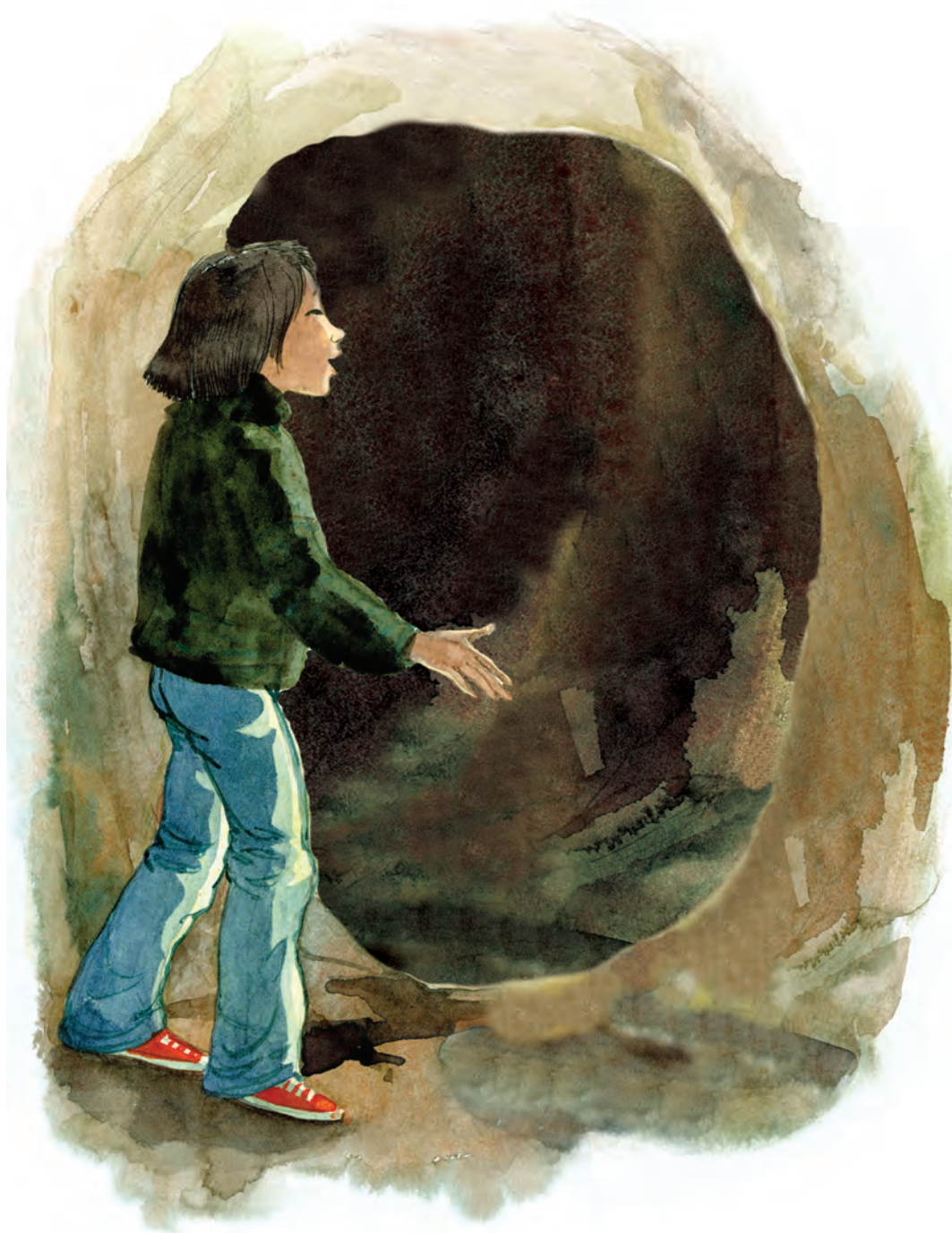
The Cave

Scott and **Jade** are on a hike. **Jade** spots a **cave** and **peeks** in.

“Are there bats in there?”
Scott asks.

“I can’t tell,” **Jade** says,
“but I **hope** so! I **like** bats!”

“Ick!” says Scott. “Bats are not **cute**.”



Scott and **Jade** step in the **cave**.

Jade yells, “Bats, where are you? **Wake** up!”

Scott says, “Let the bats **sleep**.”

Just then a bat **glides** up. It flaps its wings. It dips and spins.

Jade **stares** at the bat and **smiles**.

Scott ducks and yells, “**Hide!** A bat!”



The Skiff Ride

“Let’s **take** a **ride** in my skiff,” says Scott.

“What’s a skiff?” asks Ling.

“Um, it’s **like** a ship,” says Scott, “but not so big.”

The kids run to the dock. They can swim well, but, to be **safe**, they slip on **life** vests. Scott and Ling get in the skiff.



Scott **steers** the skiff. He **steers** it to the west **side** of the **lake**. The skiff **glides** in the wind.

Ling spots lots of fun things.

“I **see** ducks by that **pine tree**!” she yells.

“Is that a fish?” Scott asks.

“There’s a **crane**!” Ling adds.

She says, “Scott, this is so much fun!”



Lunch Trades

Dave checks his lunch bag. “No!” he **fumes**. “It’s ham. I **ate** ham all week! Will you **trade**, Ling?”

“I’ll **trade** my hot dog,” Ling says, “but not my chips. Will you **trade** your lunch, Scott?”

“I will **trade**,” Scott says, “but you will not **like** what Mom **gave** me.”



“Why?” asks Ling. “What’s in your bag?”

“A fish **bone**, a lump of fat, and a wet sock,” says Scott.

“No to all of those!” says Ling.

“Ug!” says **Dave**. “No **trade**!”

As Ling and **Dave** **trade**, Scott keeps his bag. He does not tell Ling and **Dave** what he has in his bag. He has chips, ham, a bun, and a bunch of red **grapes**. Scott **likes** all of the things in his bag. He will not **trade** them.



Mike's Tale

The kids sat by a fire.

“Let's all tell **tales**,” said Ling. “Then we can **vote** on which **tale** is the best!”

“Let me tell **mine**!” Mike said. “My **tale** will **scare** you.”

“No!” said **Dave**, “You can't **scare** me!”



“Well,” said **Mike**, “w**e** will **see**!” “There’s a Grump,” **Mike** said, “that **m****a****k****e**s its **h****o****m****e** **c****l****o****s****e** to this spot. It’s big. It has long fangs. It **s****l****e****e****p**s w**h****e****n** the sun is up and **w****a****k****e**s w**h****e****n** the sun sets. The Grump can smell kids. It **l****i****k****e**s to grab them and . . .”

Just then, t**h****e**r**e** w**a**s a snap.

“W**h**a**t** w**a**s that?” **D****a****v****e** said.

“It w**a**s just a twig,” Ling said.

“But w**h**a**t** **m****a****d****e** it snap **l****i****k****e** that?” said **D****a****v****e**.



Dave was scared.

“EEEEEEEEEEEEEEEEEEEE!” he
said. “IT’S THE GRUMP! RUN!
RUN FROM THE GRUMP!”

Dave got up to run,
but Ling said, “It’s not the
Grump! It’s just Meg!”



Green Grove Glade

Dave and Scott **hike** to **Green Grove Glade** with their moms and dads.

They stop at the **gate** and a man says, “Moms and dads, rest here where you can **see** your kids as they run, jump, and **slide**.”

Scott and Dave are glad this is a spot for kids. They are glad their moms and dads are **close** if they get **tired**.



The kids swing on the swings. They **slide** on the **slides**. They **ride** on the **rides**. When they get **tired**, they get their moms and dads and **hike** back to their **homes**.

“Was it fun, Scott?” his mom asks when they get home.

Scott nods and **smiles**.

“What was it like?” she asks.

Scott grins and quips, “It was fun, Mom! Green Grove Glade is a fun spot for kids!”



The Boss

“Meg,” Scott says, “when Mom and Dad are on their trip, I will be the boss here.”

“You are not the boss of me!” says Meg.

“I’m the boss!” says Scott.

“You are not!” says Meg.



Scott glares at Meg. Meg glares back at him. Just then Mom steps in and taps Scott on the back. “Scott,” sheu says, “meet Jen. Jen will be the boss till Dad and I get back.”

“Meg’s boss?” Scott asks.

“Meg’s boss and Scott’s boss,” his mom says.

“Rats!” says Scott. “When will I get to be the boss?”



The King of Kites

“What’s that?” **Dave** asks.

“It’s a **kite** I **made**,” says Scott.

“Can I help you test it?”
Dave asks.

“Yes,” says Scott.

The kids take the kite **close** to the lake to test it. Scott grabs the string. Then he runs as fast as he can.



The wind grabs Scott's **kite**. The **kite** zips up. It **rides** on the wind. It **shines** in the sun. The wind lifts it up till it is just a speck.

Dave **cheers**.

“Scott,” he yells, “you are the man! That **kite** you **made** is the best **kite** of all **time**! You are the King of **Kites**!”



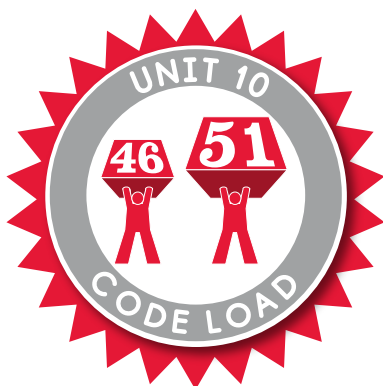
About This Book

This book has been created for use by students learning to read with the Core Knowledge Reading 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 forty-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 inside back cover 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 inside back cover identify spellings, tricky words, and other topics that are introduced gradually in the unit this reader accompanies.

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