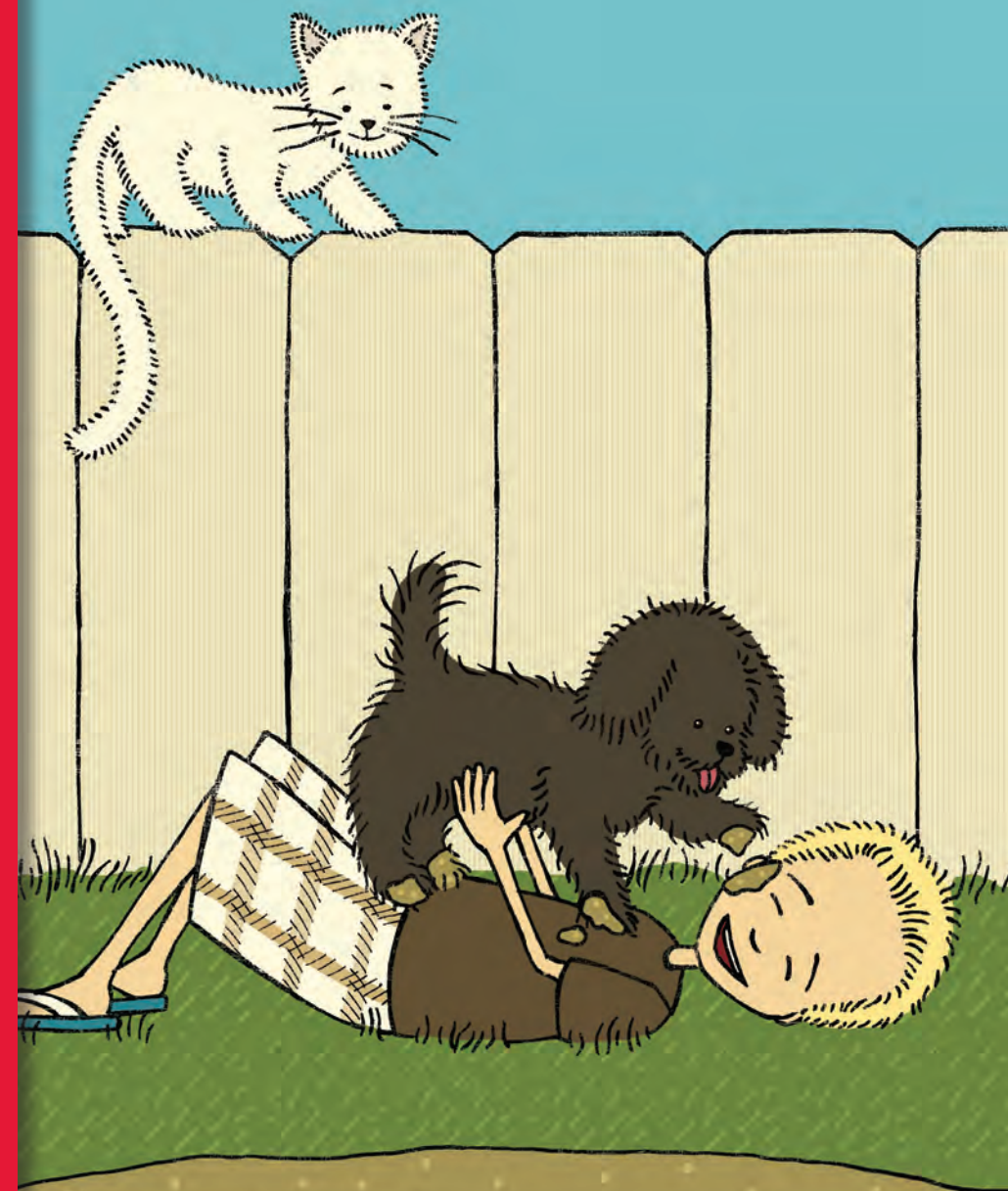


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Sam

Unit 8 Reader



Sam

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Sam

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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 rim
- /t/ as in got
- /d/ as in dip
- /k/ as in cot and kid
- /g/ as in log
- /n/ as in pen
- /h/ as in ham
- /s/ as in sit
- /f/ as in fat
- /v/ as in vet

Consonant Sounds and Spellings (continued):

- /z/ as in zip and hums
- /p/ as in tip
- /b/ as in bus
- /l/ as in lamp
- /r/ as in rip
- /w/ as in wet
- /j/ as in jog
- /y/ as in yes
- /x/ as in box
- /ch/ as in chips
- /sh/ as in ship
- /th/ as in moth
- /th/ as in this
- /qu/ as in quilt
- /ng/ as in ring

Other:

- '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 "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*
- Beginning with "The Van": tricky word *was*
- Beginning with "On the Bus": double-letter spellings for consonant sounds, i.e., 'bb', 'dd', 'ff', 'gg', 'cc', 'ck', 'll', 'mm'
- Beginning with "Sam in Class": double-letter spellings for consonant sounds, i.e., 'nn', 'pp', 'rr', 'ss', 'tt', 'zz'

Core Knowledge Language Arts®



Sam

Unit 8 Reader

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Sam and the Fish

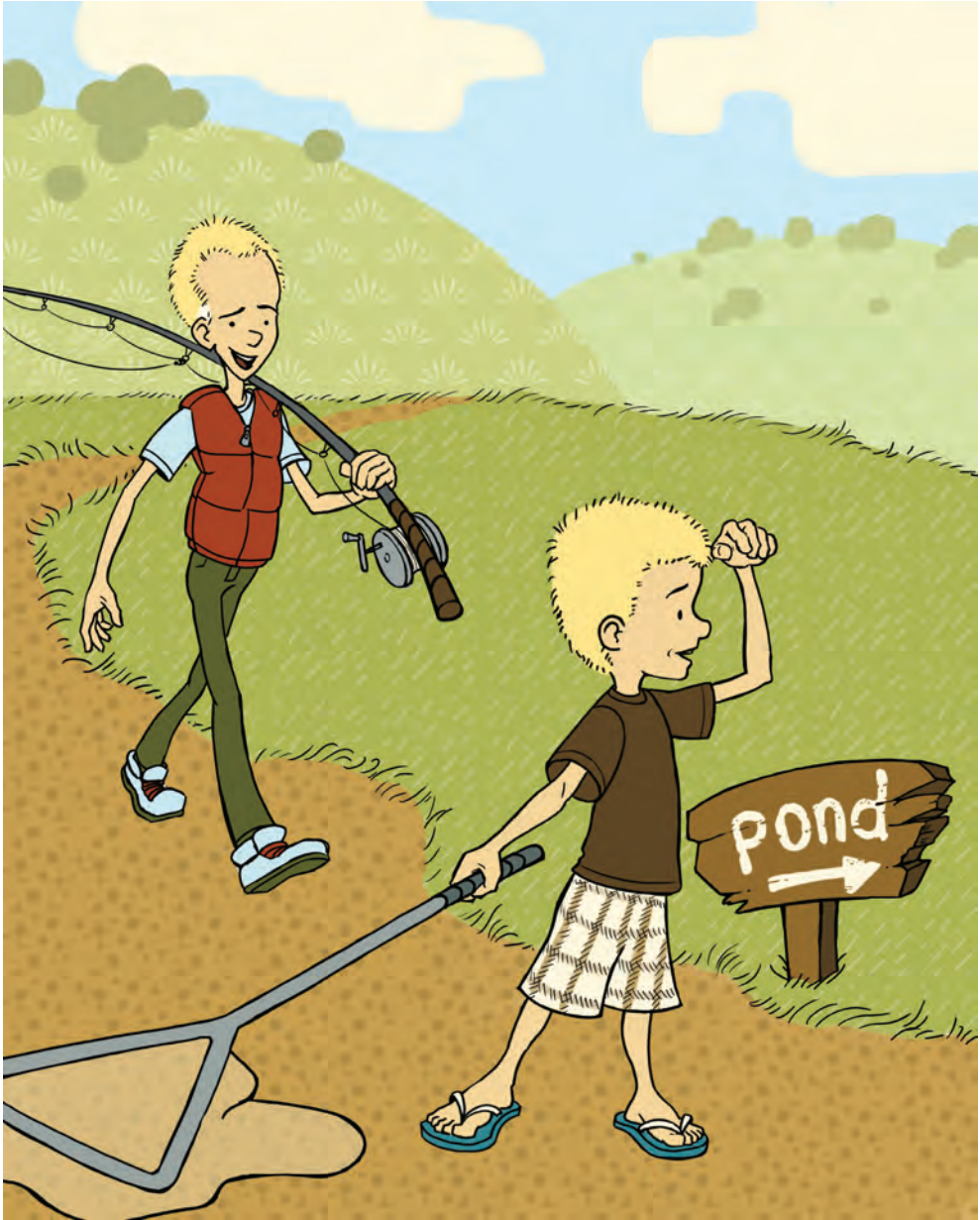
This is Sam.



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.

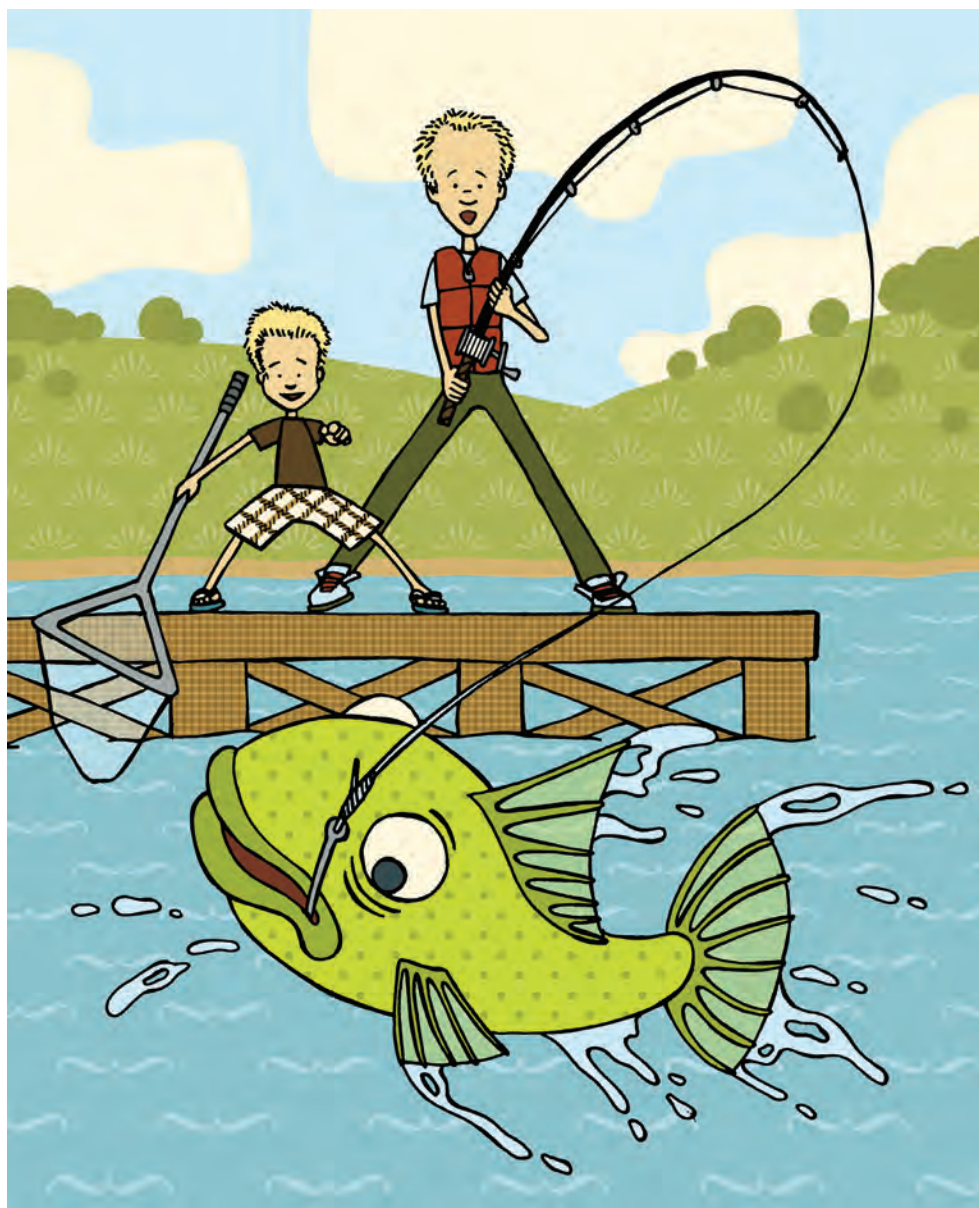
Then, zap!

Sam's dad gets a fish.

Thee fish jumps.

Thee fish twists and swims.

Sam's dad tugs on thee rod.



Thee fish swims past Sam.

Sam swings his net.

Sam lifts up thee net.

Thee fish is in thee 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 all hop in the pond.



Sam's pal, Chad, digs up a
crab.

Thee crab gets mad at
Chad.

Thee crab snips at Chad's
hands.

Chad drops thee crab.



Jen lifts up a log and spots
a bug.

Thee bug is long with lots of
legs.

Thee bug runs and digs in
thee sand.

Thee 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.



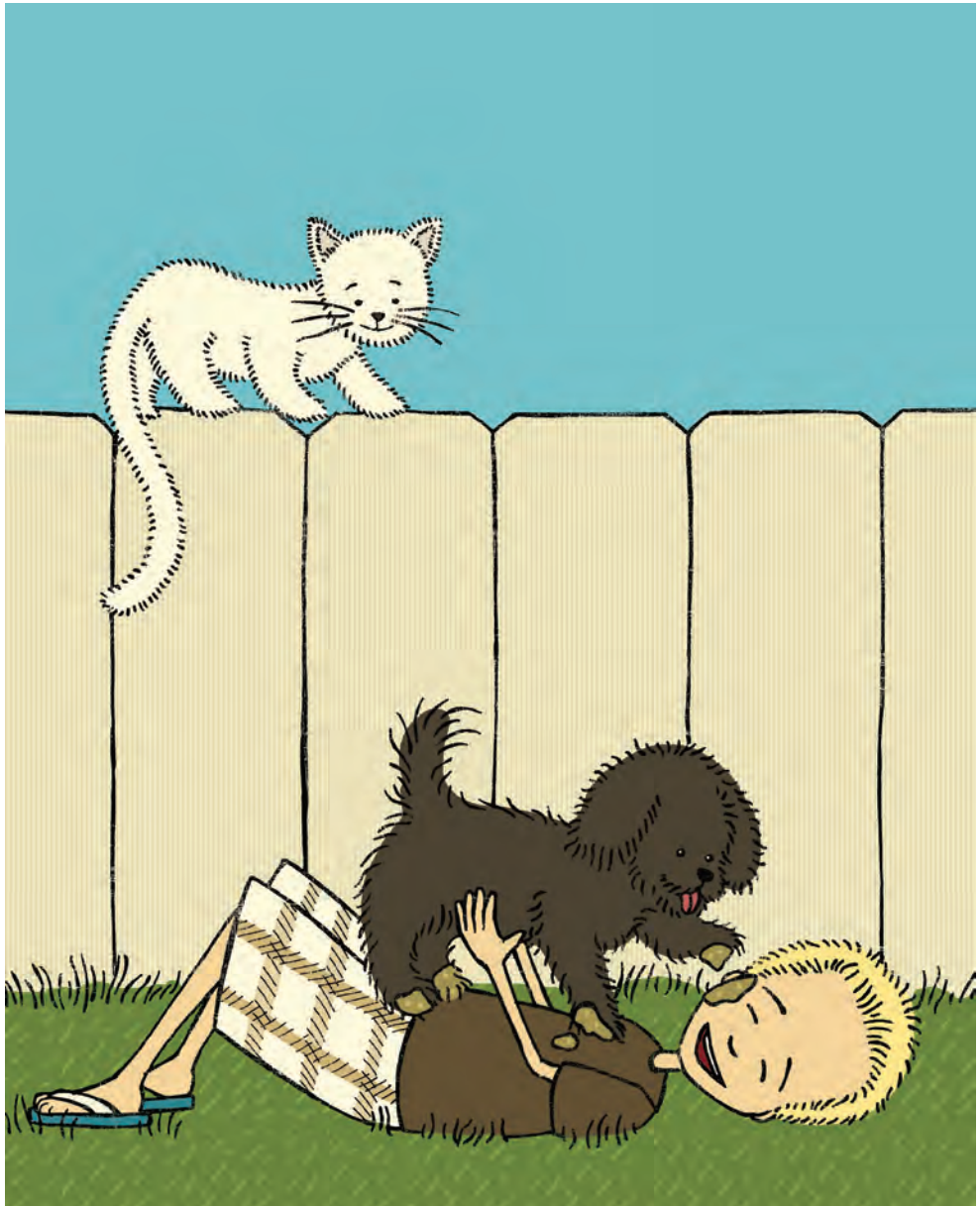
This is Sam's dog, Max.

Max runs and jumps.

Max digs in thee mud.

Max rubs mud on Sam.

Max yelps at thee 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 plants.

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.

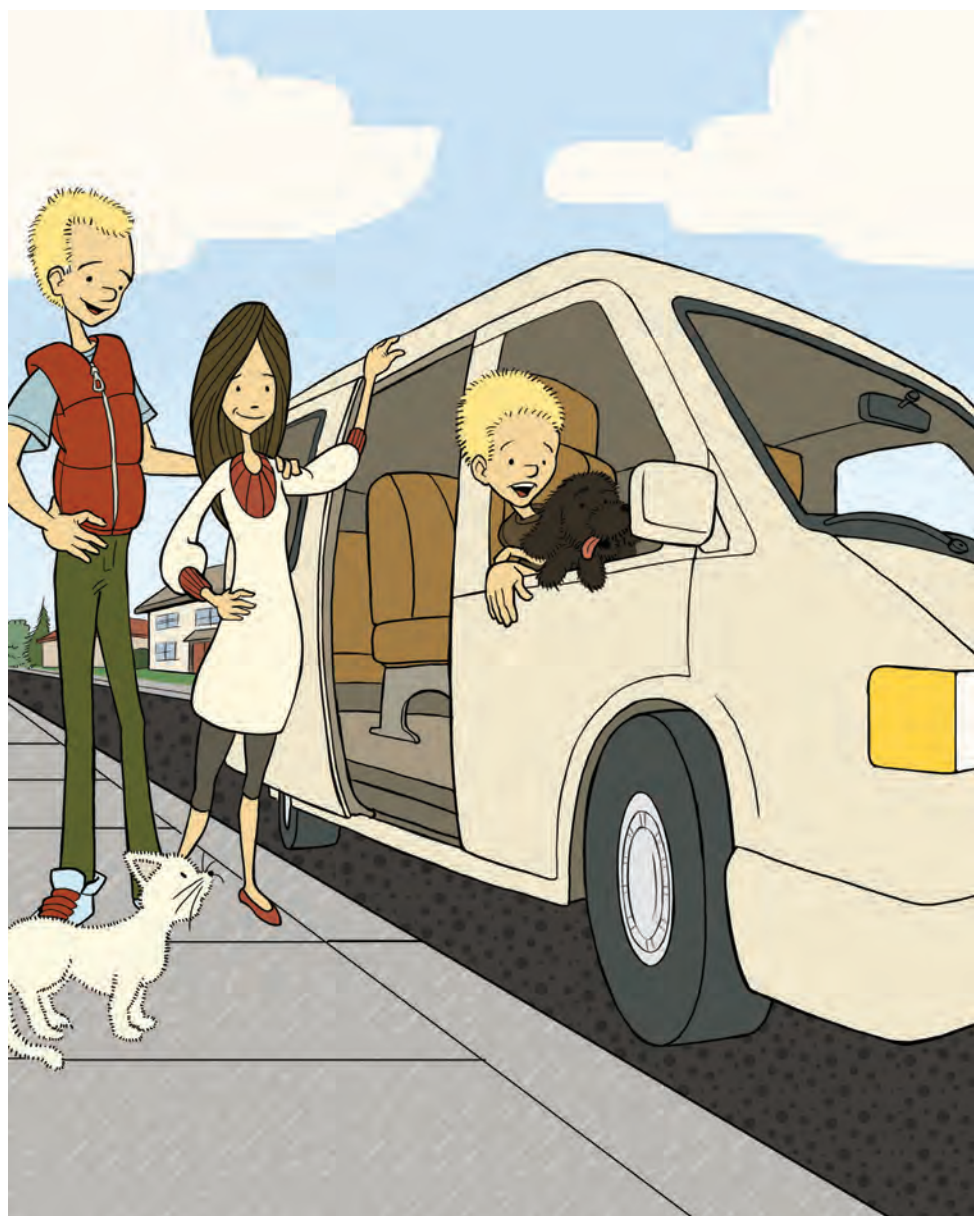
Sam jumps up. Sam picks up the mop.



The Van

Sam's mom has a van.

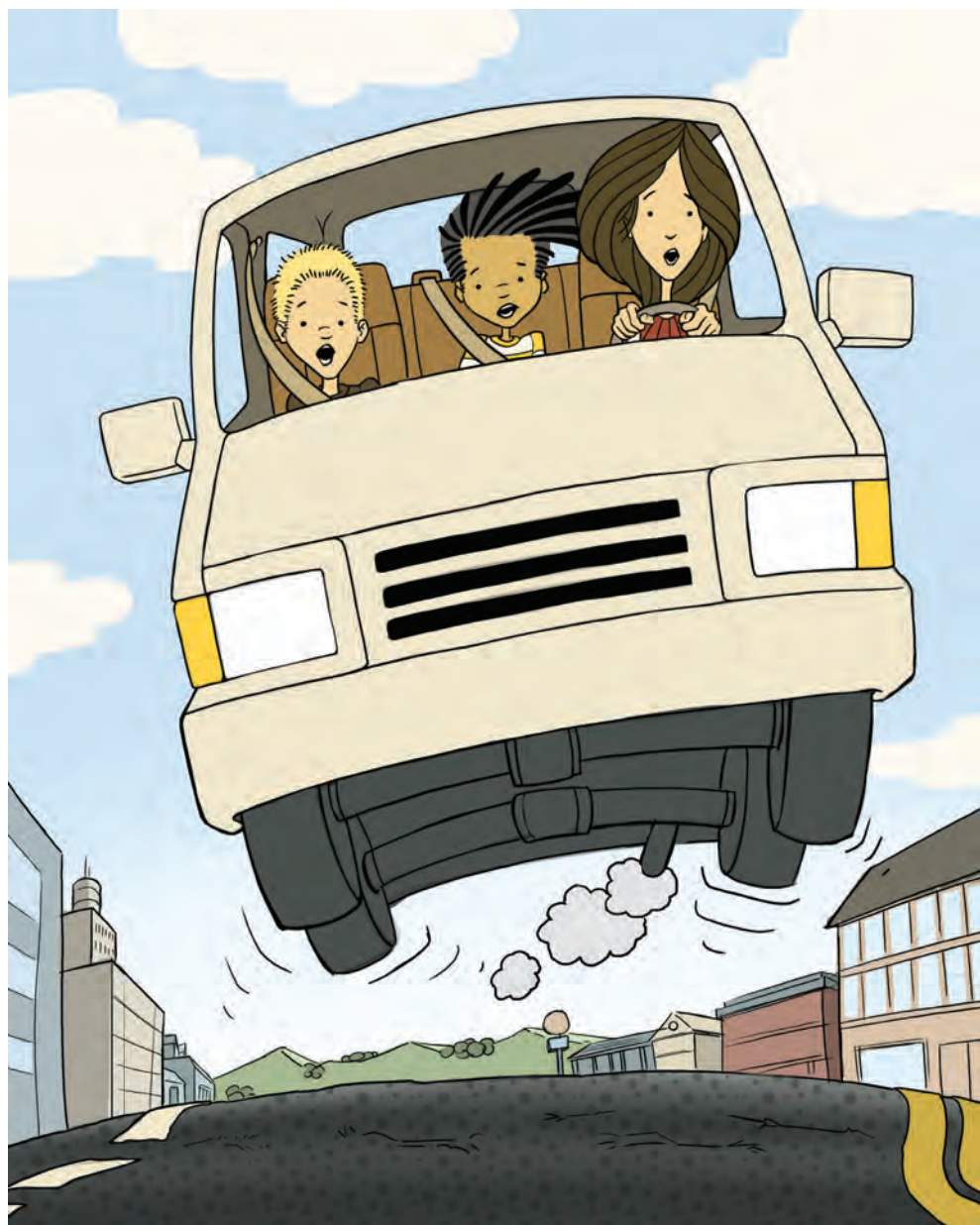
Sam is in the van.



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 and sits in **back**.

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**.



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.



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,

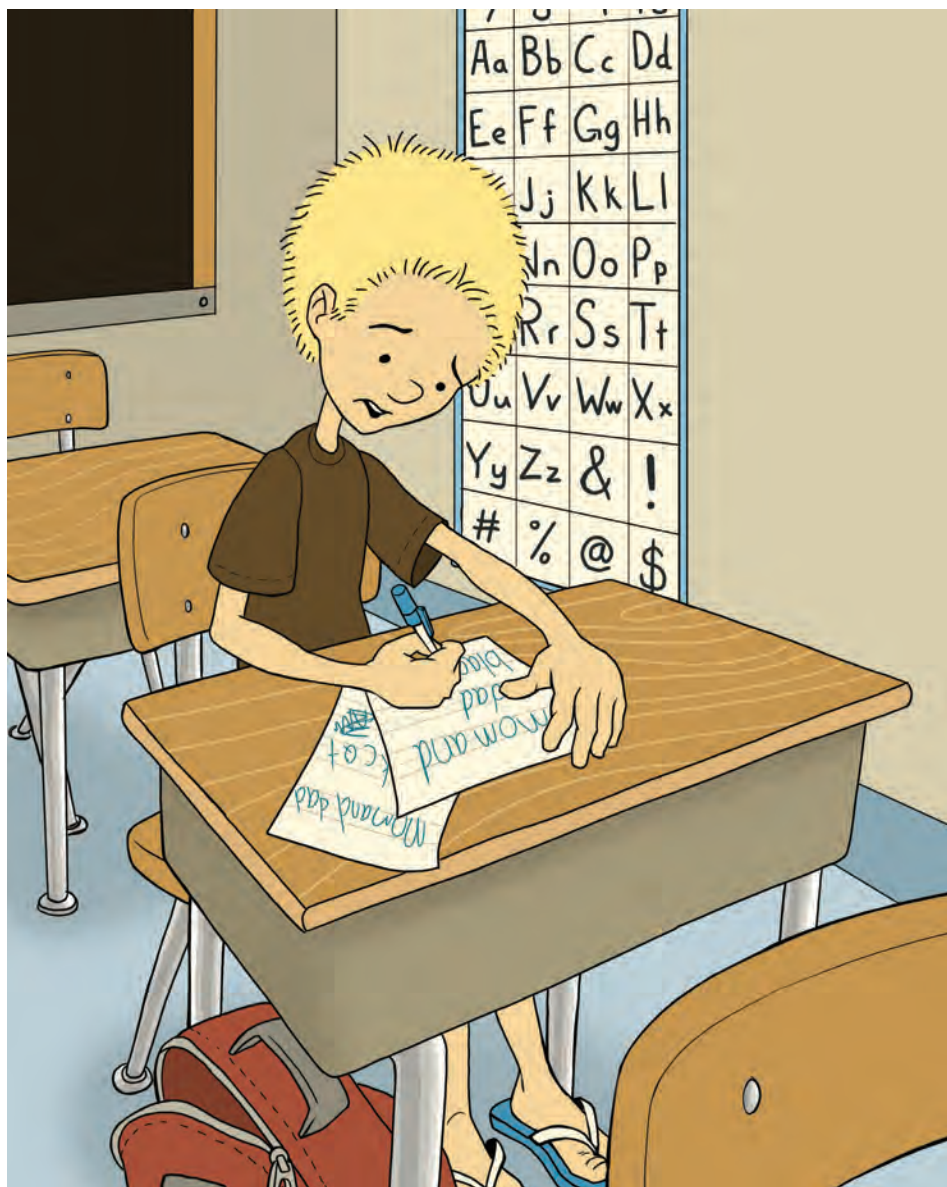
“Sit and print!”



Sam sits and prints.

Will **Miss Mack** let him swim?

Sam can't tell.



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!



Sam and Chad go
swimming 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 **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 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 **class** is on a trip.

The **class** is at the **dock**.

Miss Mack spots Ken, the fish man.



“Ken,” Miss **Mack** 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 **duck**.

That **duck** is a bad **duck**.

That **duck** **pecks** 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.



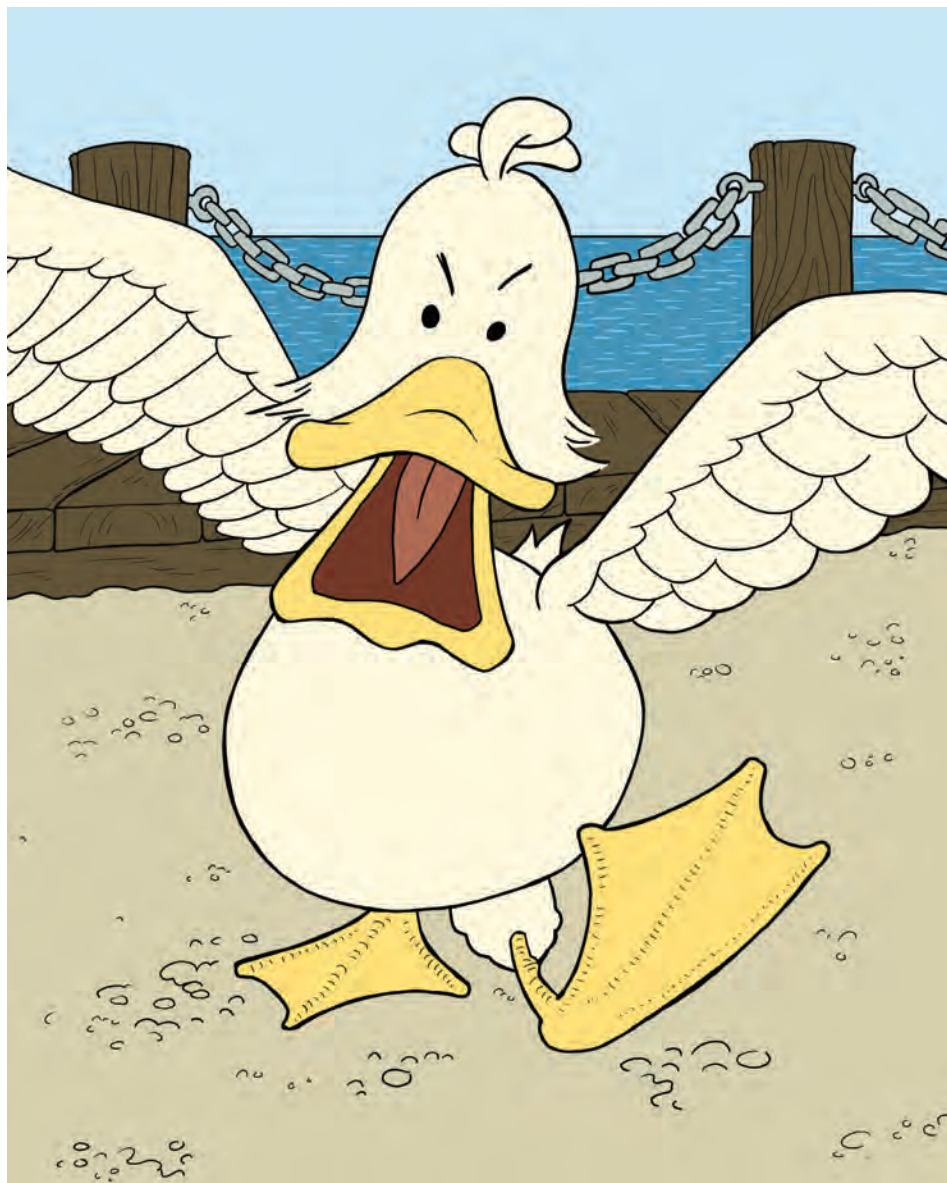
The **duck** spots the ring.

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
pe**cks** at Sam's hand.

Then it runs **off** with the
ring.

“Man!” ye**lls** Chad.

“That is one bad **duck**!”



Max in the Mud

Max track**cks** mud on the deck**ck**.

Sam's mom yell**ls**, "Bad dog!"



Sam's mom has Sam get a mop.

Sam gets a mop
and mops up the mud.



Sam's mom sniffs Max.

Ug!

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 **boss** is in the band,
as **well**.

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



Sam's dad pluck**s** at his strings.

Chad's dad bangs on his drums.

The kids clap and yell**.**

The 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.



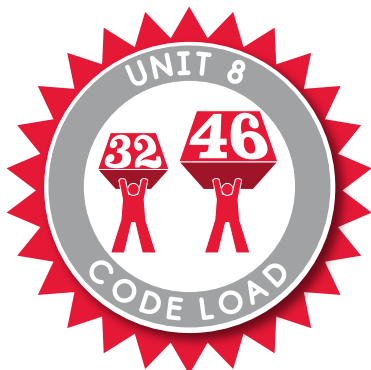
About this Book

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