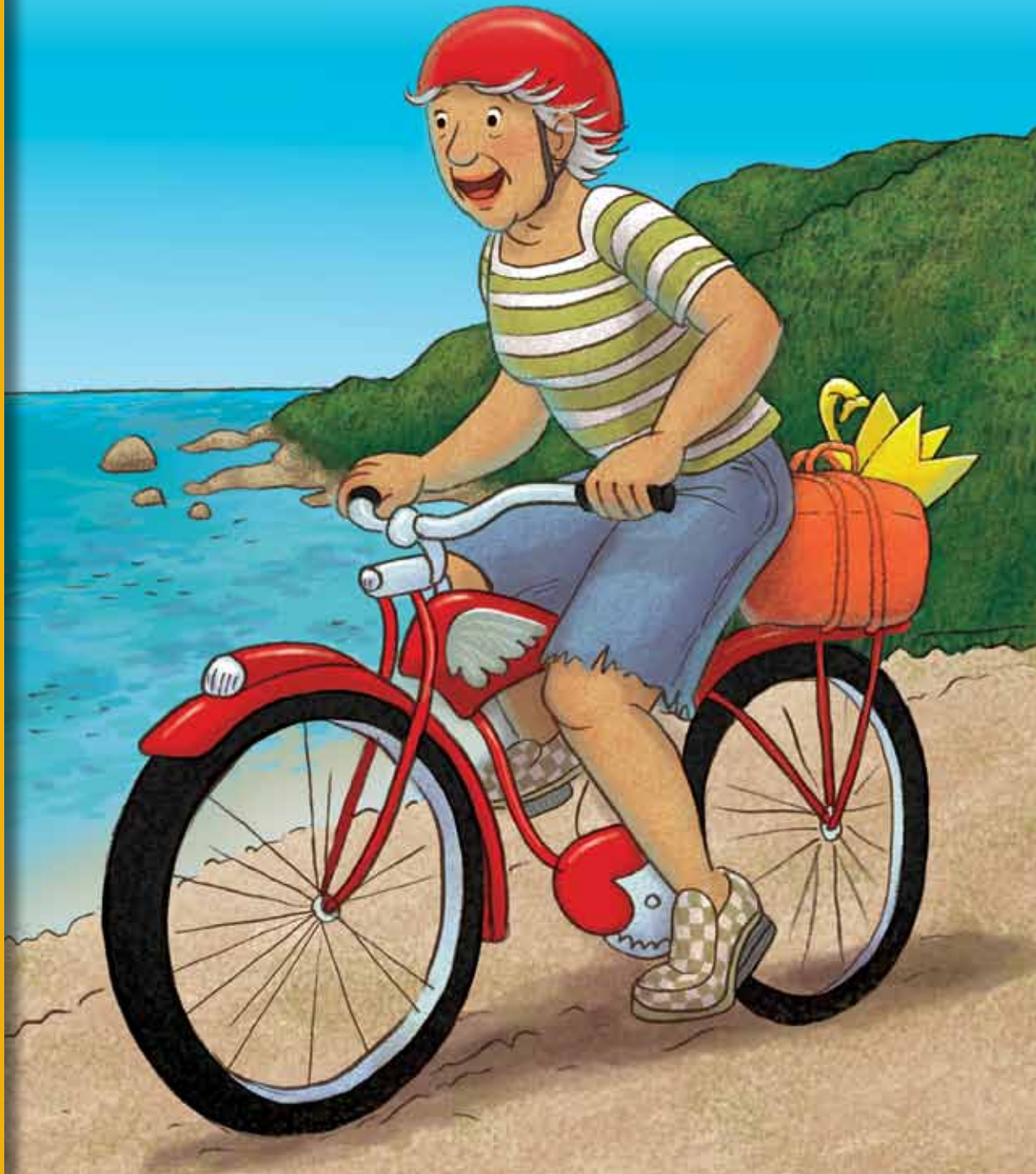


Gran

Unit 2 Reader



Core Knowledge Language Arts® • Skills Strand



Core Knowledge®

GRADE 1

THIS BOOK IS THE PROPERTY OF:

STATE _____
 PROVINCE _____
 COUNTY _____
 PARISH _____
 SCHOOL DISTRICT _____
 OTHER _____

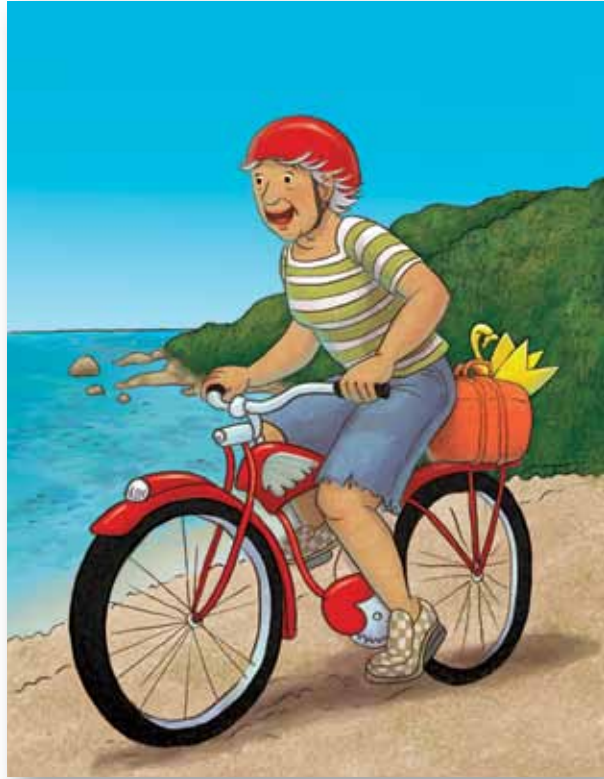
Book No. _____

Enter information
 in spaces
 to the left as
 instructed.

ISSUED TO	Year Used	CONDITION	
		ISSUED	RETURNED
.....		
.....		
.....		
.....		
.....		
.....		
.....		
.....		
.....		
.....		

PUPILS to whom this textbook is issued must not write on any page or mark any part of it in any way, consumable textbooks excepted.

1. Teachers should see that the pupil's name is clearly written in ink in the spaces above in every book issued.
2. The following terms should be used in recording the condition of the book:
 New; Good; Fair; Poor; Bad.



Gran

Unit 2 Reader

Skills Strand

GRADE 1

Core Knowledge Language Arts®



Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported 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 the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses 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:

<http://creativecommons.org/licenses/by-nc-sa/3.0/>

Copyright © 2013 Core Knowledge Foundation
www.coreknowledge.org

All Rights Reserved.

Core Knowledge Language Arts, Listening & Learning, and Tell It Again! are trademarks of the Core Knowledge Foundation.

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.

Table of Contents

Gran

Unit 2 Reader

Gran's Trips	2
The Pet	10
Wong from Hong Kong	14
Where is Wong?	18
The Swim Meet	26
At the Reef	30
The Bug Glass	36
The Tape	42
Fuzz and Mel	46
The Sweet Shop	56

King and Queen 60

The Trip West 70

Saved by the Bells 78

Pausing Point (Stories for Assessment and Enrichment)

Splash Dogs 82

Tex and Rex 88

Gran's Mud Run 94

Gran's Trip Home 100



Gran's Trips

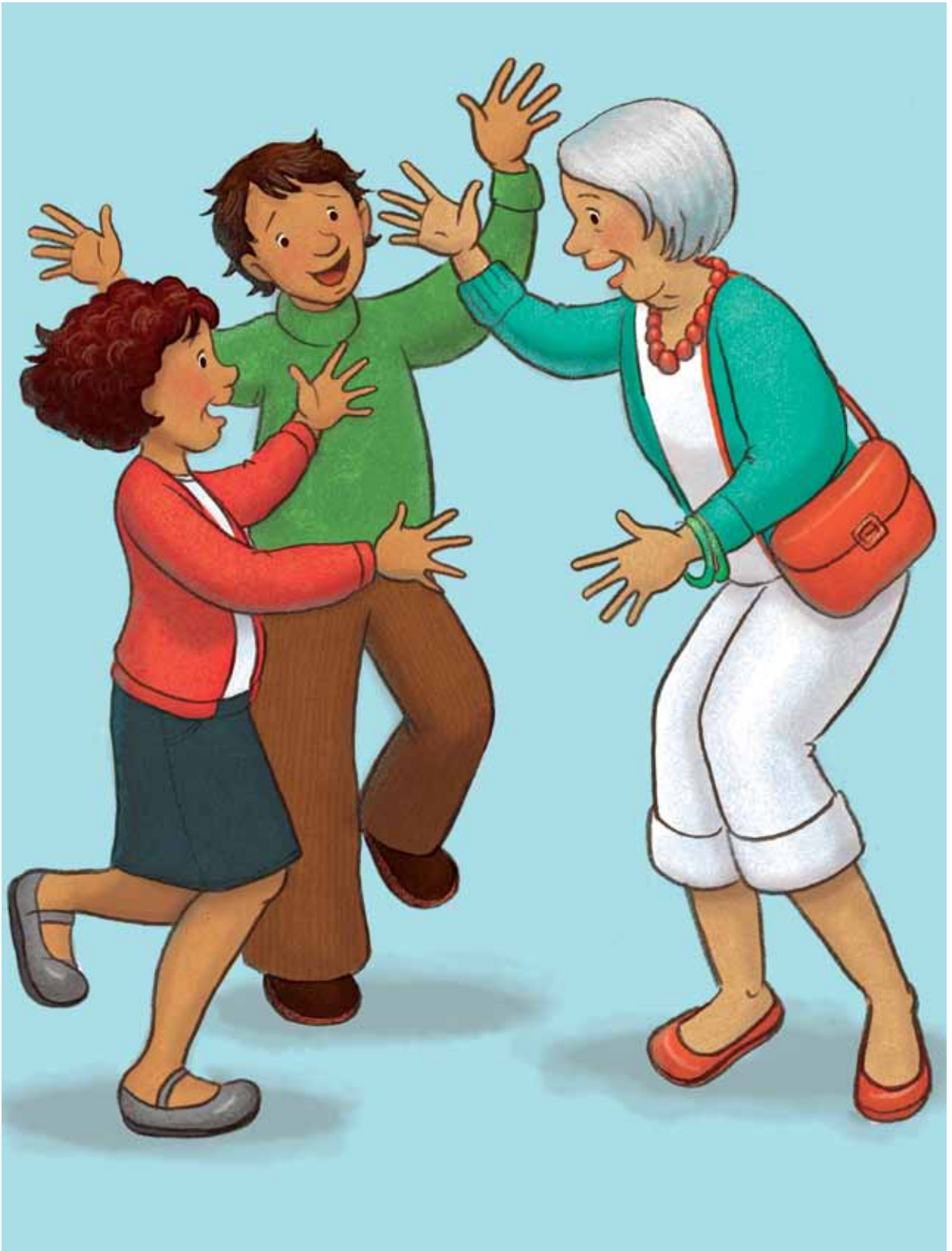
“When will Gran get here?”
Josh asks.

Jen shrugs.

Just then, Josh and Jen **see** a
cab on the **street**.

“Gran is here!” Jen yells.

When Gran steps from the
cab, Josh and Jen run up to get
a hug.



“Was the trip fun?” Josh asks.

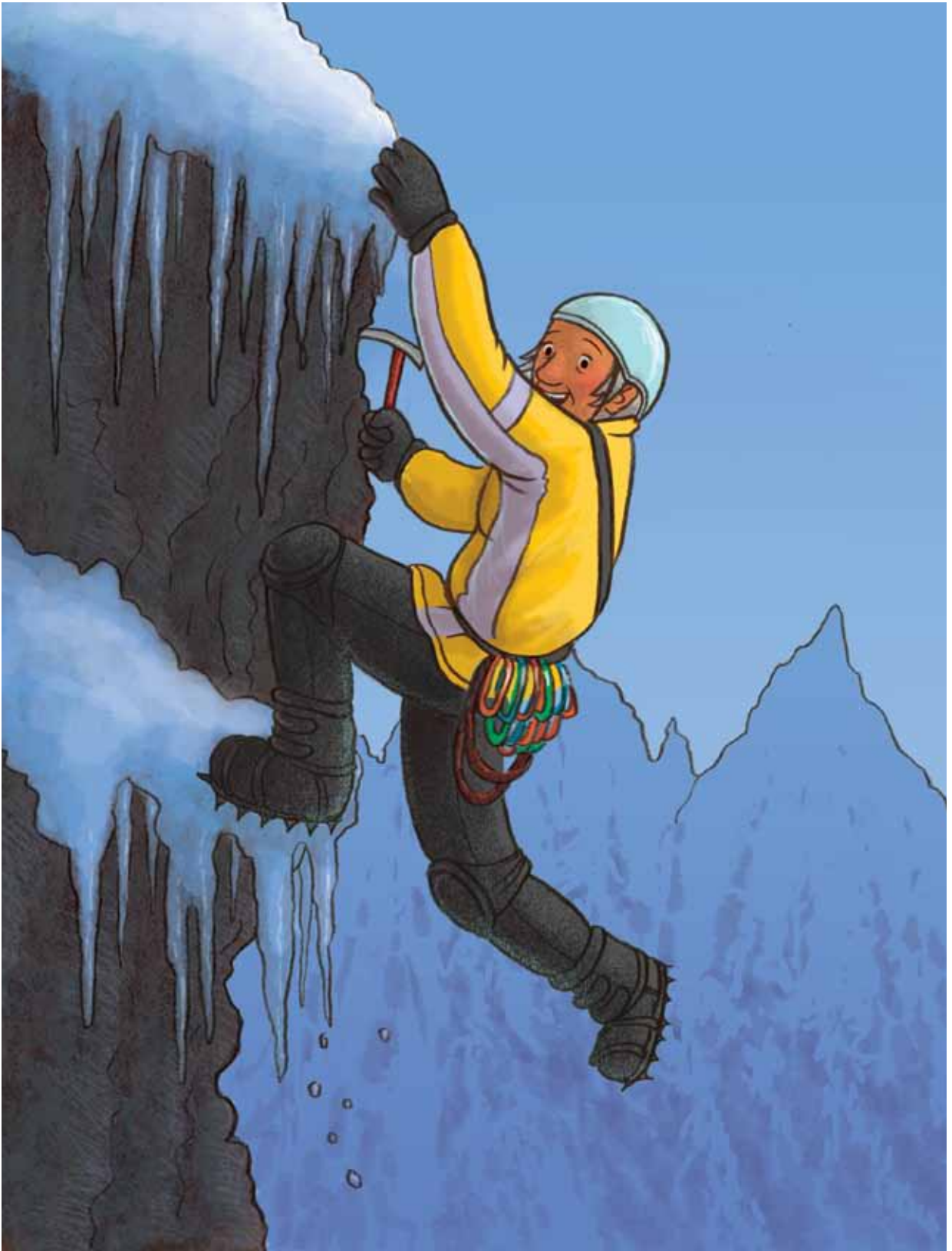
“Which one?” Gran asks. “I went on threee trips!”

“Where to?” asks Josh.

“One was to the Swiss Alps,” says Gran. “In the Alps, there were steep cliffs. I went up to the top of one cliff, but it was slick. I fell and had to cling to the rocks!”

“No!” says Jen.

“Yes!” says Gran. “Here is a snap shot.”



“What was the next trip?” Josh asks.

“I went to Hong Kong,” says Gran.

“What is in Hong Kong?”

“Lots of stuff,” says Gran. “In Hong Kong I met a man who sings and has wings on his back.”

“No!” says Josh.

“Yes!” says Gran. “Here is a snap shot.”



“What was the last trip?” asks Jen.

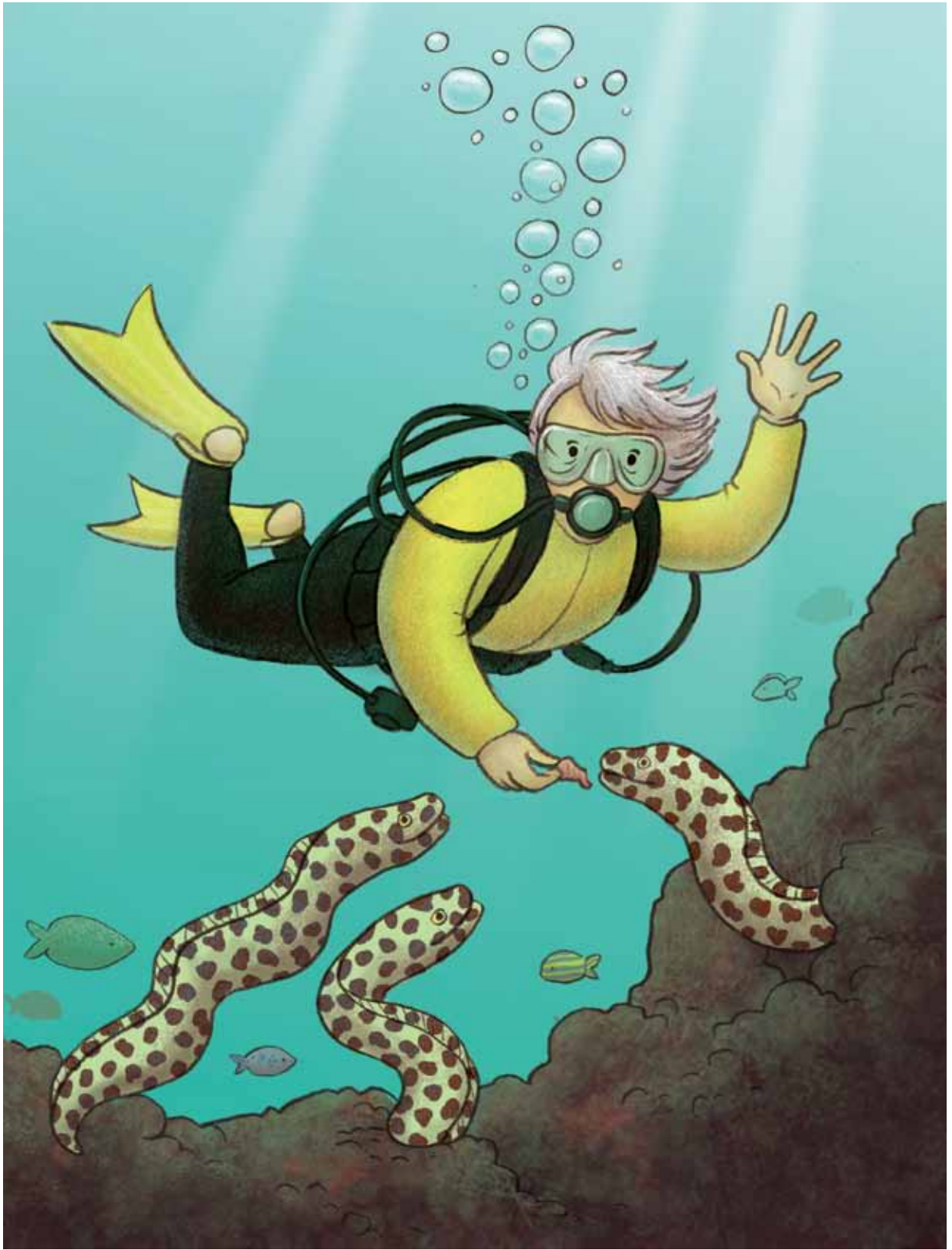
“I went to the gulf to swim with the **eels** and **feed** the fish,” says Gran.

“No!” says Jen.

“Yes!” says Gran. “Here is a snap shot.”

“Which trip was the best?” Josh asks.

“This one!” Gran says. “The one where I get to **see** Josh and Jen!”



The Pet

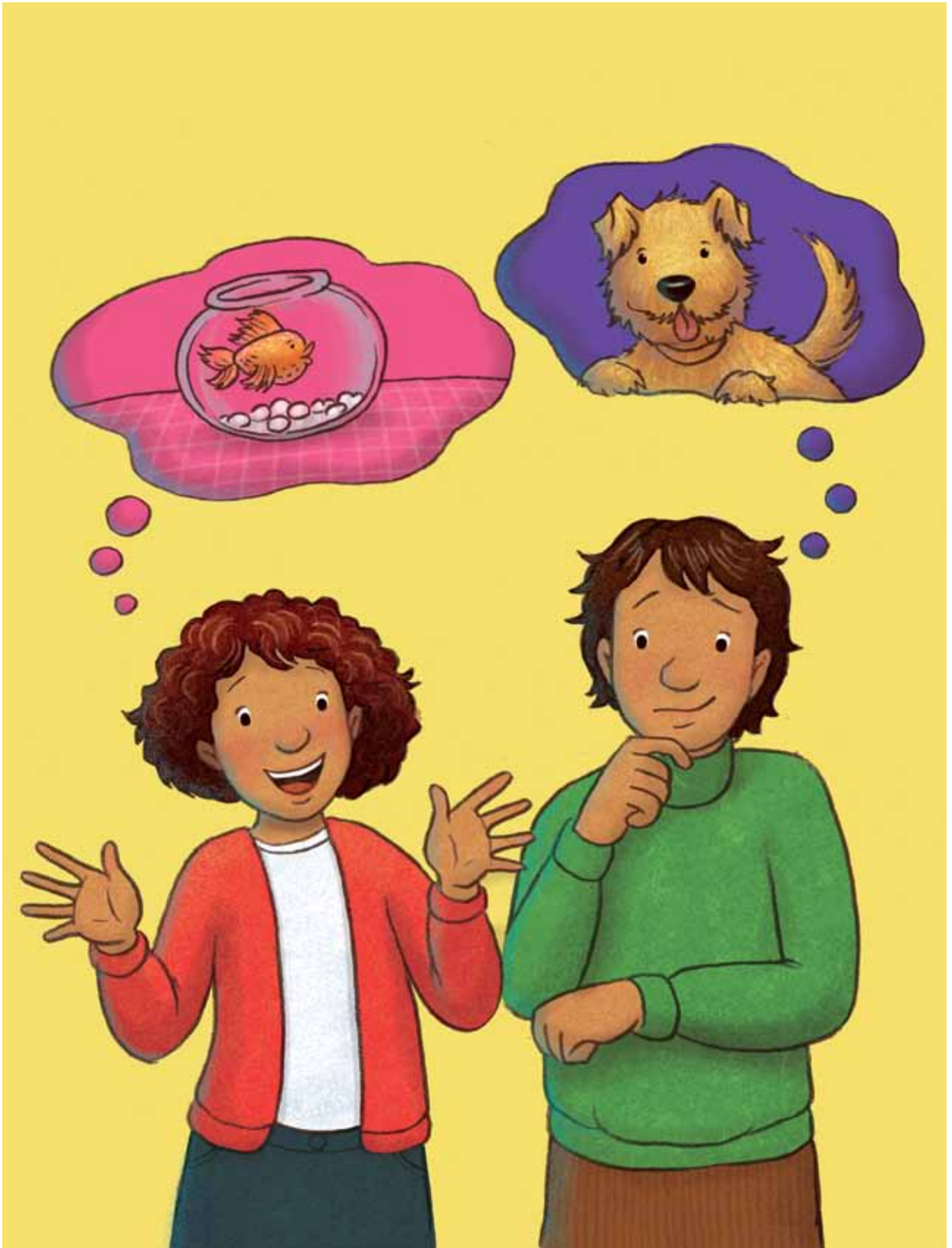
Gran says, “When I was in Hong Kong, I got a pet.”

“What can it be?” asks Jen. “Is it a fish?”

“No,” says Gran.

“Is it a dog?” asks Josh.

“No,” says Gran.



“Is this pet big?” asks Josh.

“Well,” says Gran, “he is not big, but he is long.”

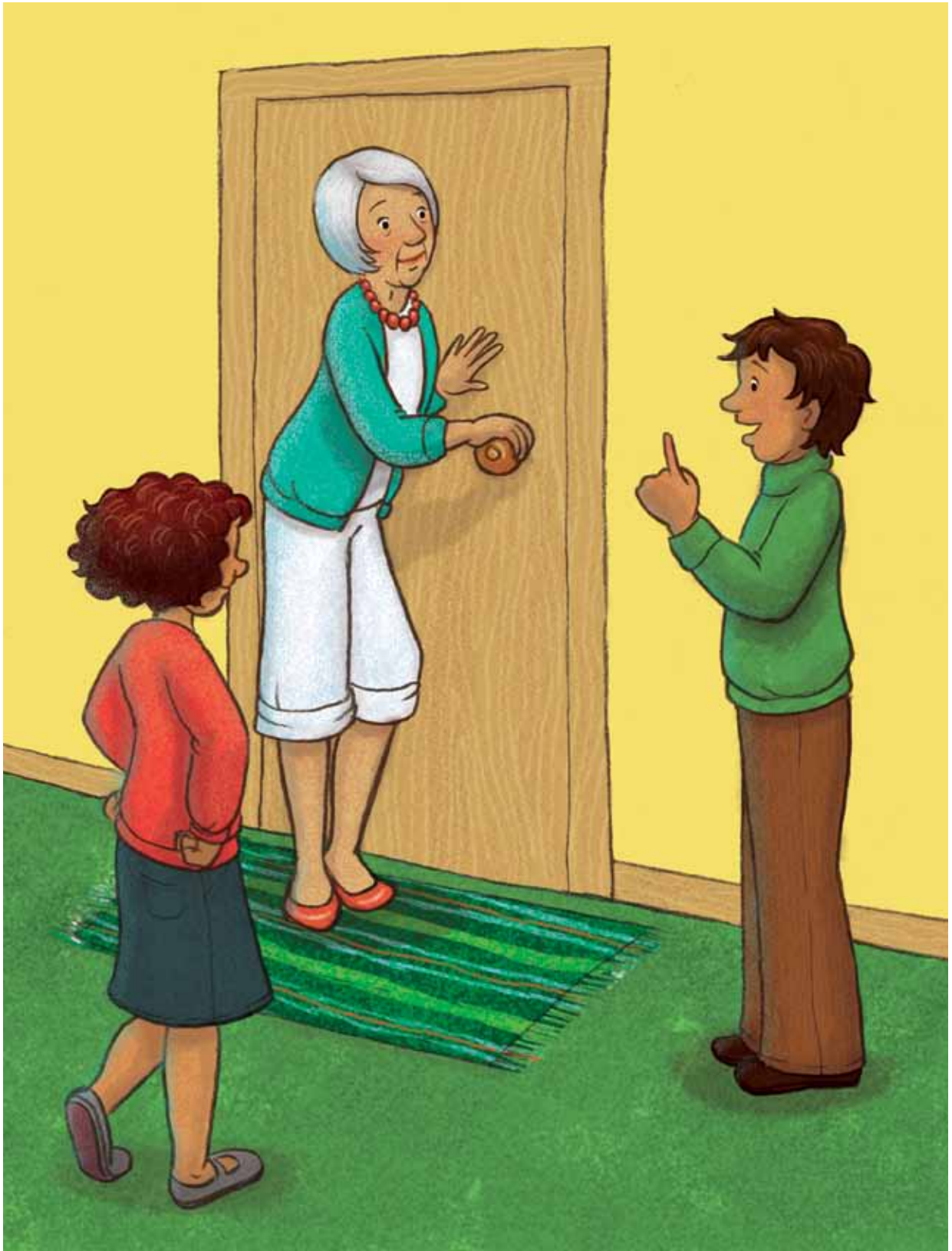
“Has he got **teeth**?” asks Josh.

“He has fangs!” says Gran.

“What are fangs?” asks Jen.

Just then, the bell rings.

Gran says, “That must be him!”



Wong from Hong Kong

Jen yells, “Gran, there is a man here with a big **crate**.”

Gran says, “It must be Wong!”

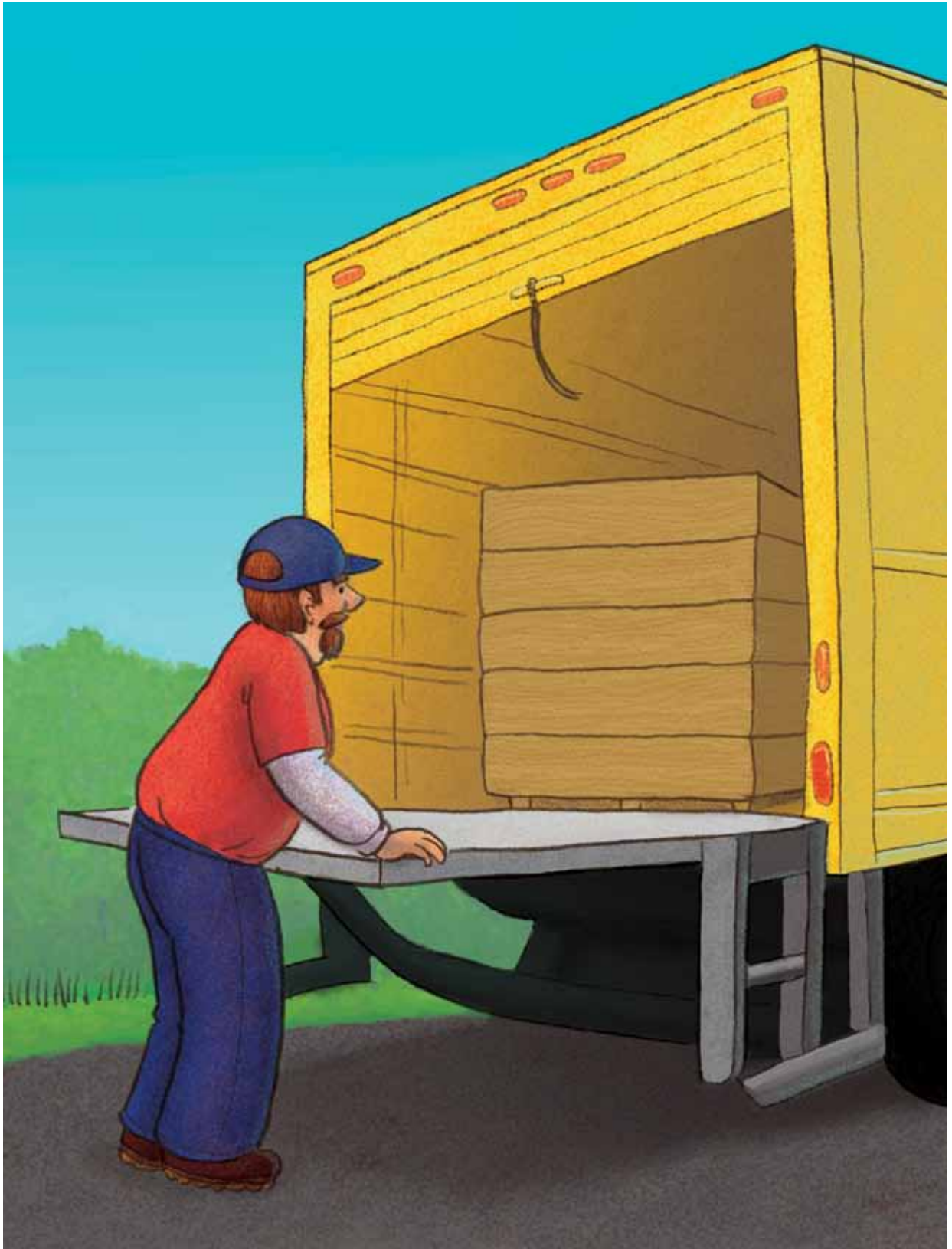
“Who?” asks Jen.

“The pet I got in Hong Kong,” says Gran.

“Wong from Hong Kong?” asks Jen.

“Yep!” says Gran.

“But what is this Wong?” asks Josh.

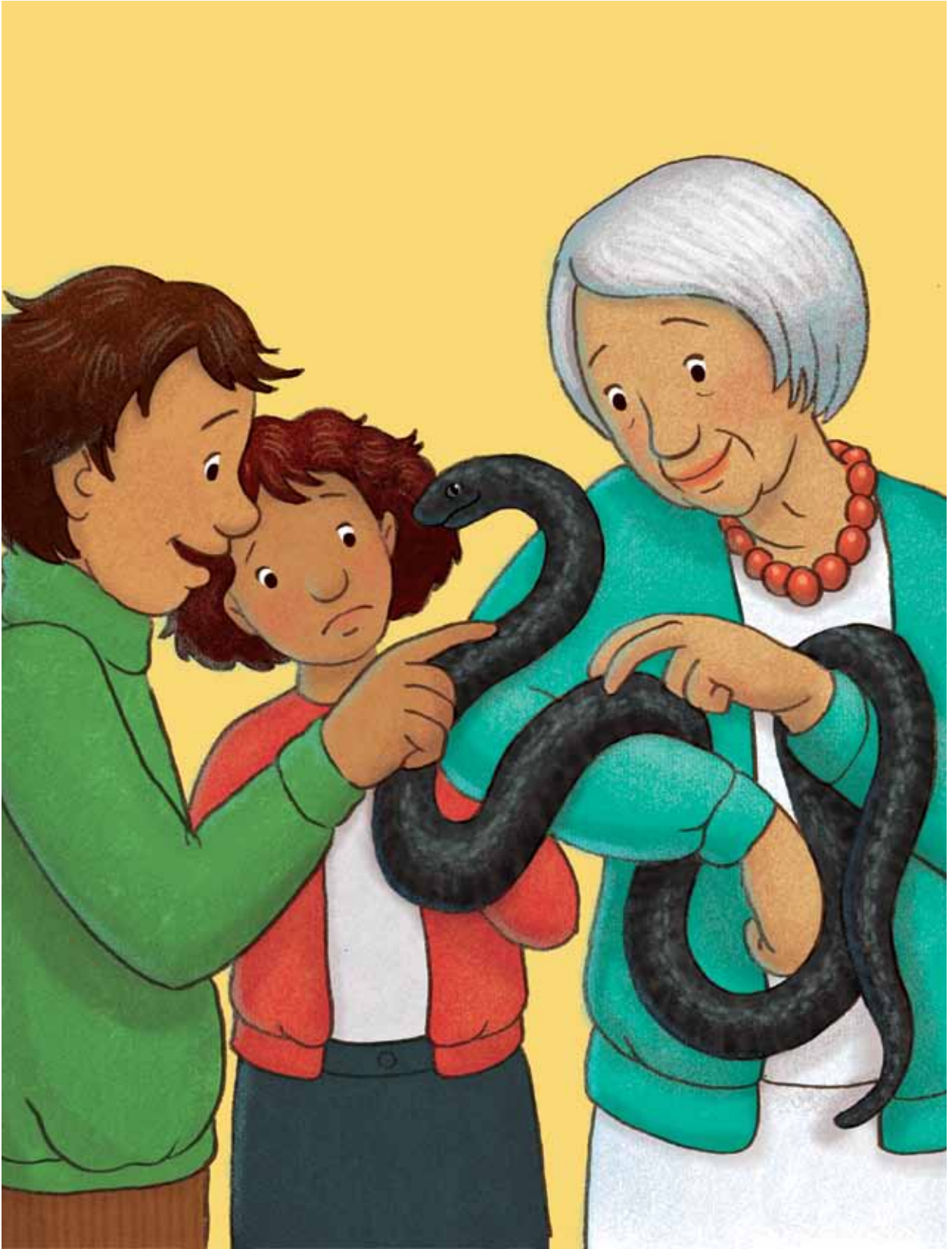


Gran **takes** the lid off the **crate** and lifts up a long, black **snake**.

“**Sweet!**” says Josh. “Wong is a **snake!**”

“**Eek!**” Jen yells. “I am **scared** of **snakes!**”

Gran says, “Wong is a **safe** **snake**. There are **snakes** that can kill us, but Wong is not one of them. This is a **snake** we can pet.”

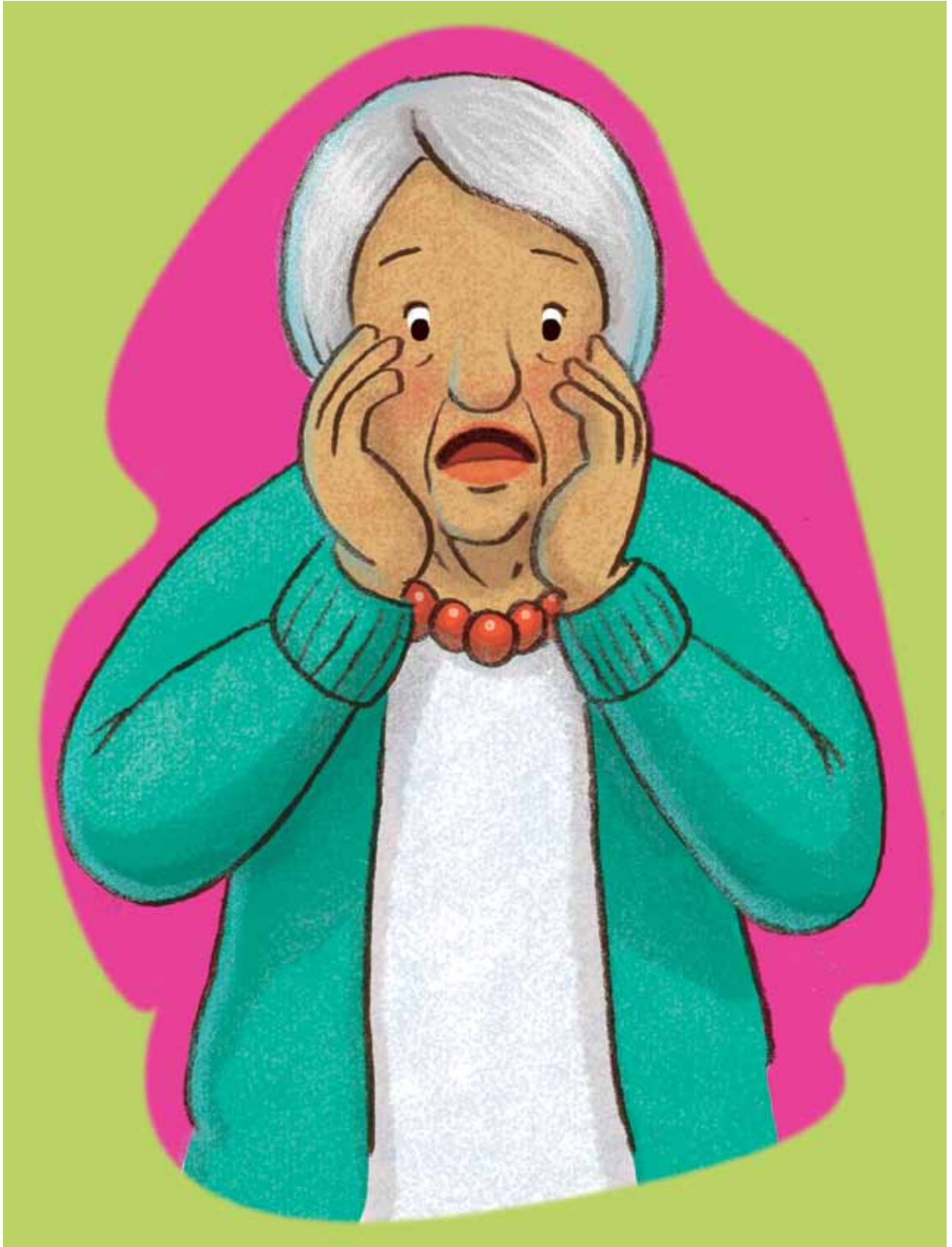


Where Is Wong?

“Help!” Gran yells.

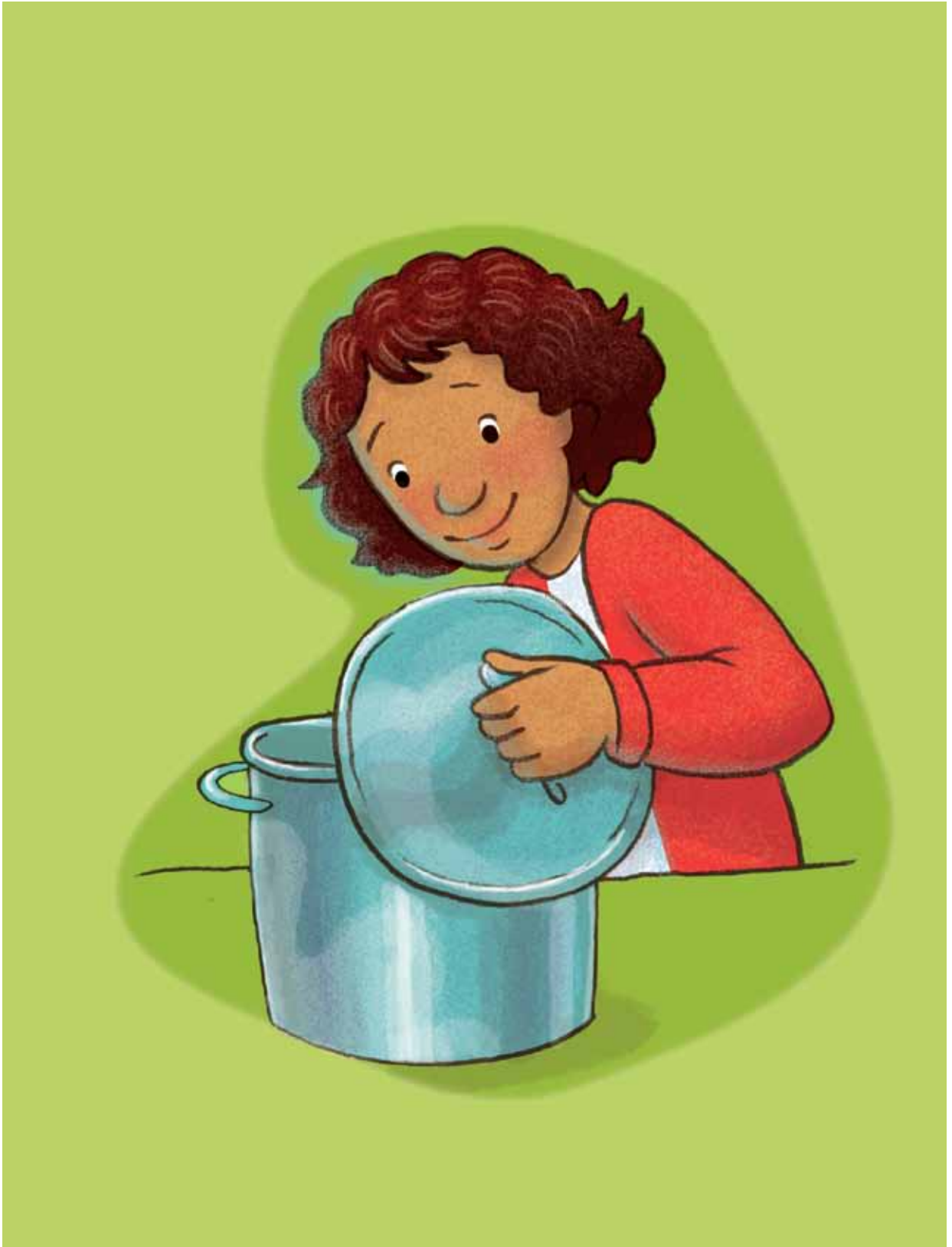
“What is it?” says Jen.

“Wong is not in his **crate!**” says Gran. “Where is he?”



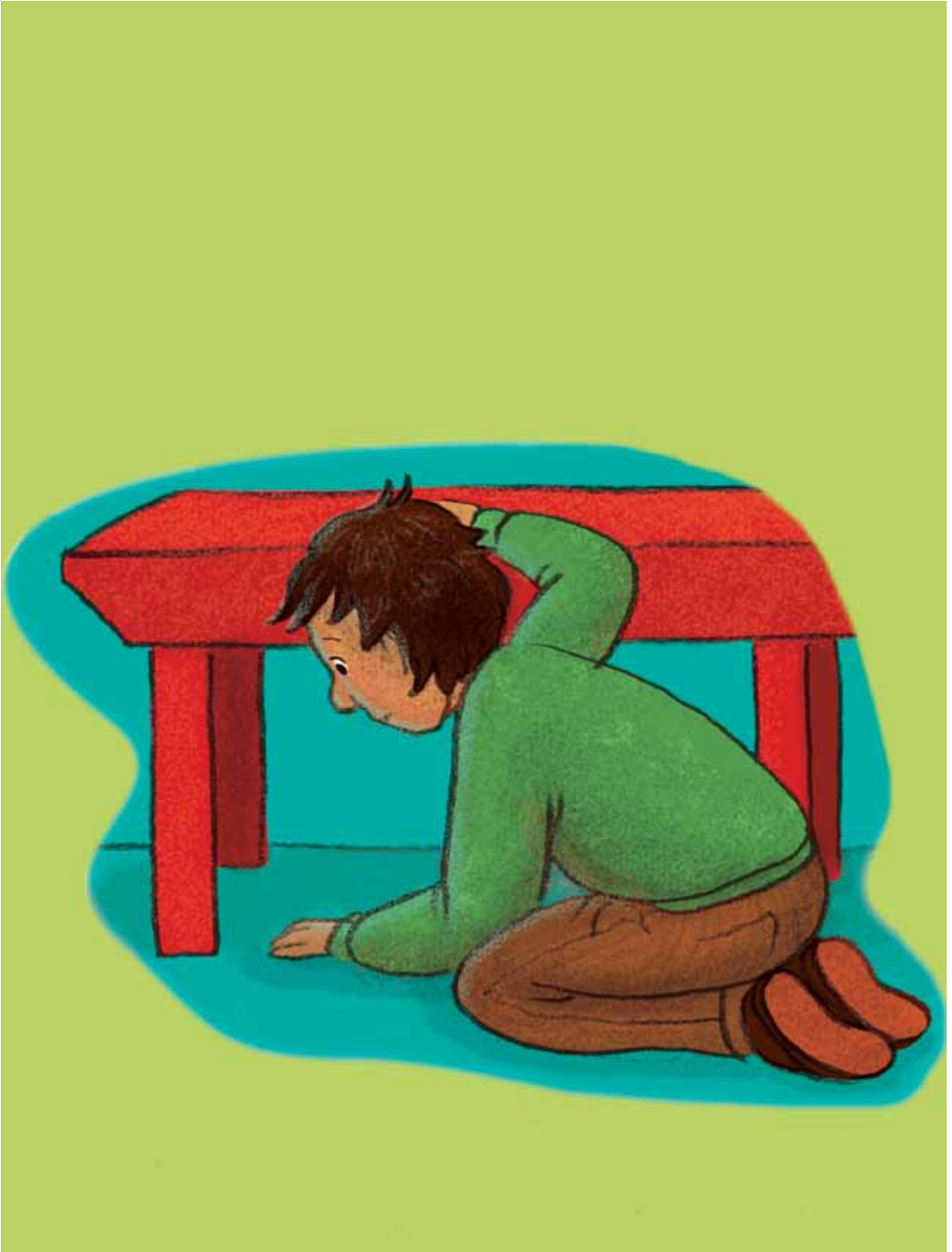
Jen checks the pots and pans.

“He is not in here!” she yells.
“Check in the den.”



Josh checks the den.

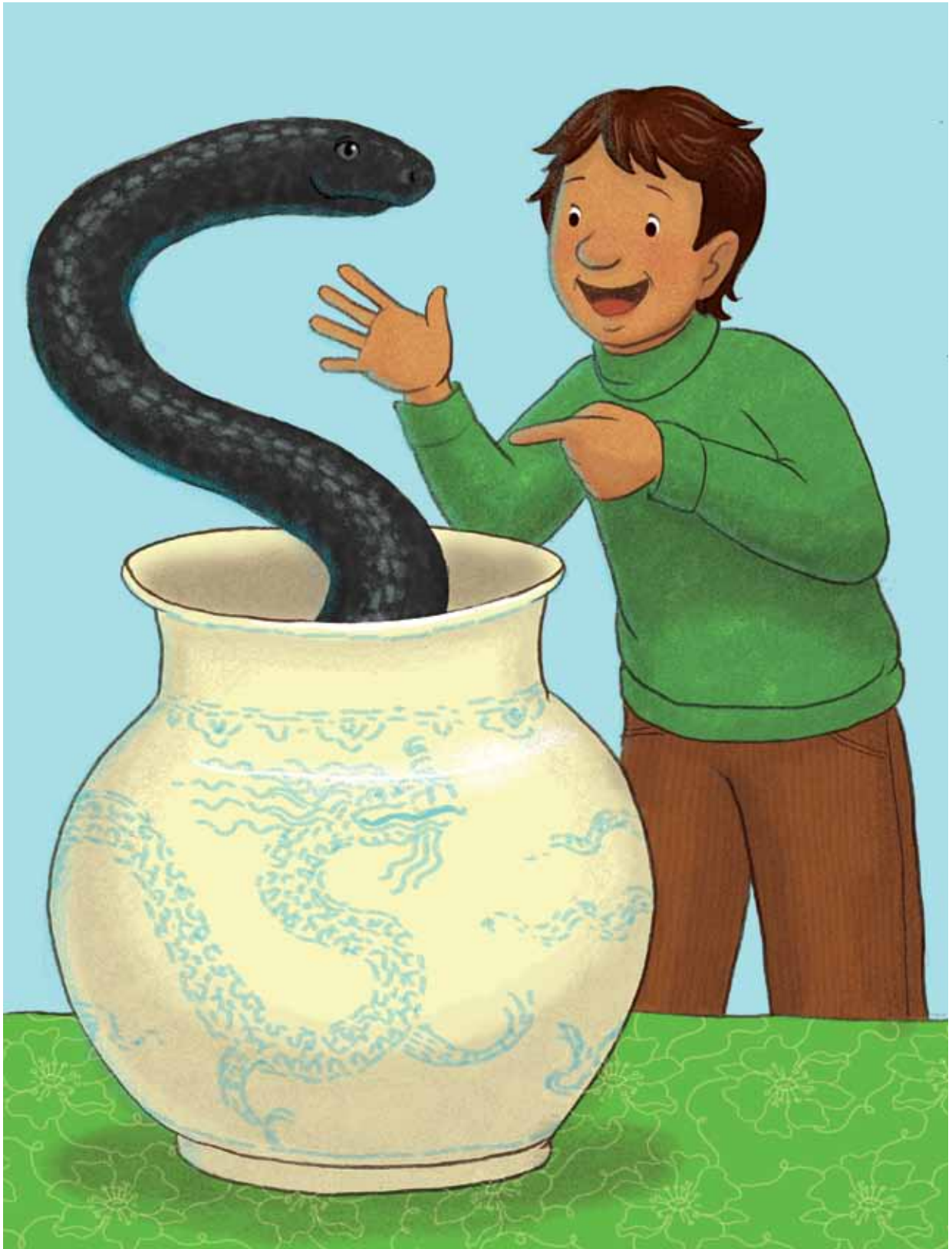
“He is not in here,” he yells. “I bet he went back to Hong Kong!”



Just then, Wong **peeks** up from
a big **vase**.

“There he is!” says Josh.

Gran runs to Wong and picks
him up. She pets the **snake**. She is
glad to **see** him.



The Swim Meet

Josh and Jen **like** to swim. They
take Gran to their swim **meet**.

Jen **lines** up in **lane five**.

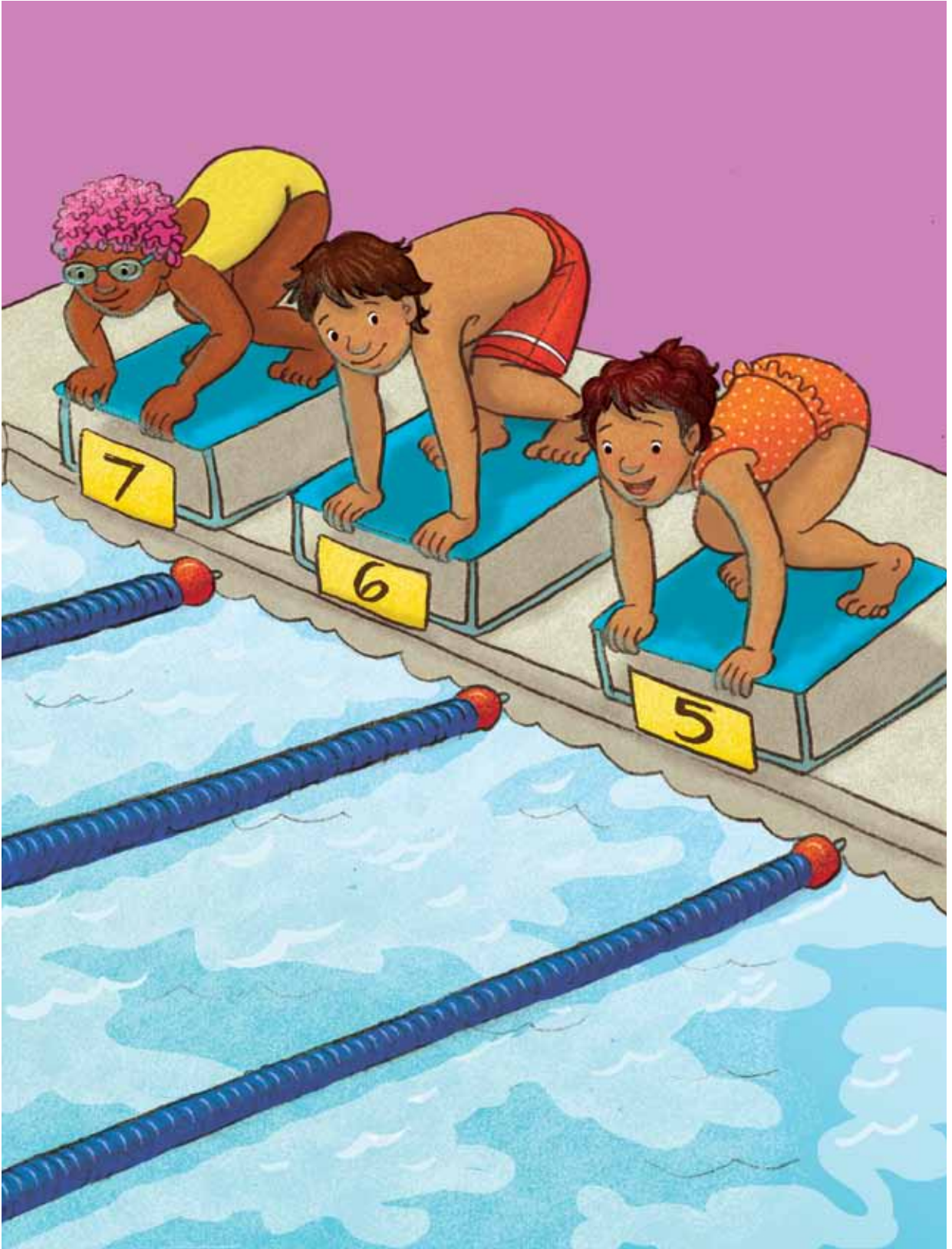
Josh **lines** up in **lane six**.

The kids are up on the blocks.

Then there is a **beep**.

All the kids **dive** in. Splash!

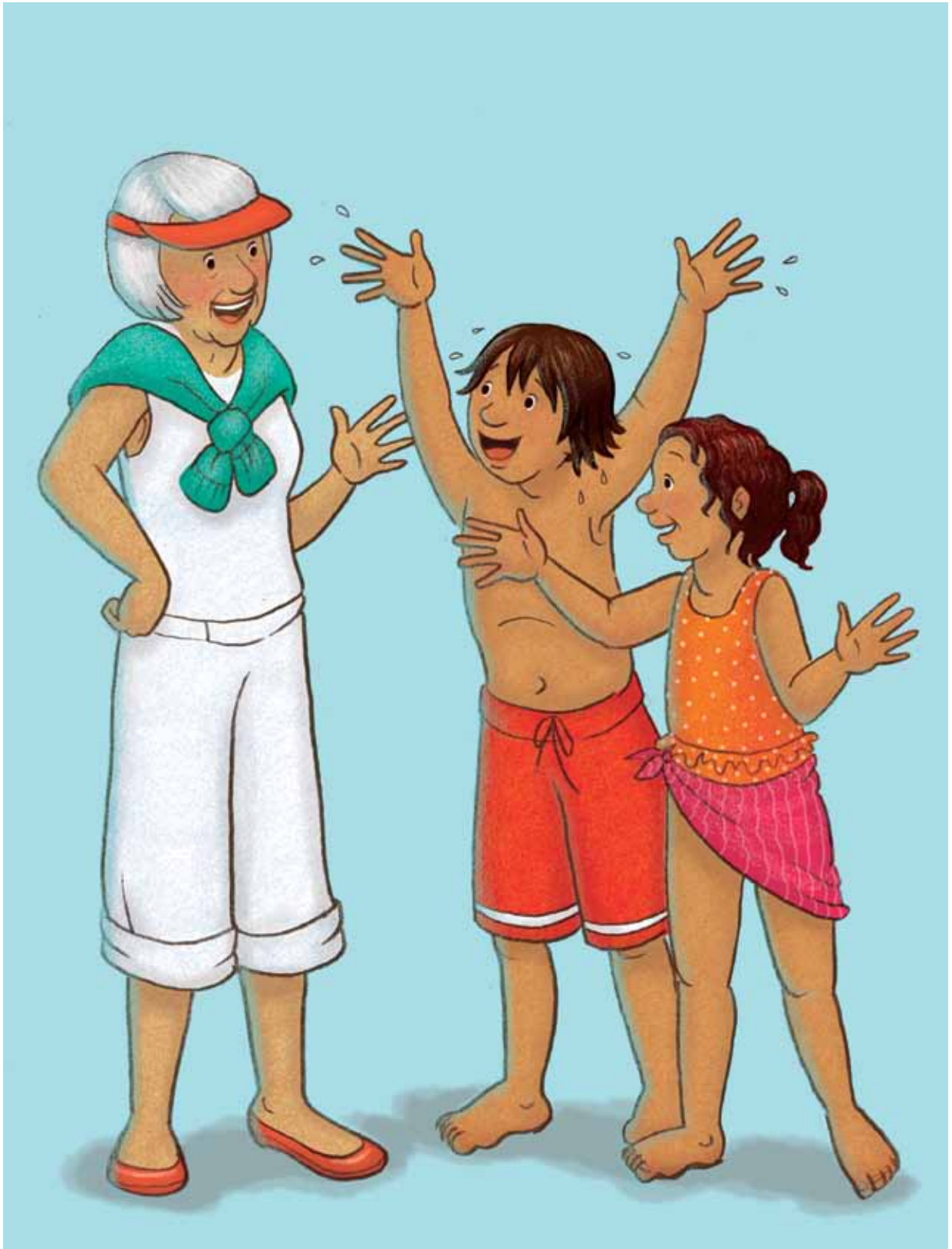
“Swim!” yells Gran. “Swim fast!”



Josh and Jen swim as fast as they can. They swim and swim. In no time, they **make** it to the end.

“Did Josh win?” asks Gran. “Did Jen win?”

Josh and Jen **wave** and **smile**. They did not win, but they had a lot of fun!

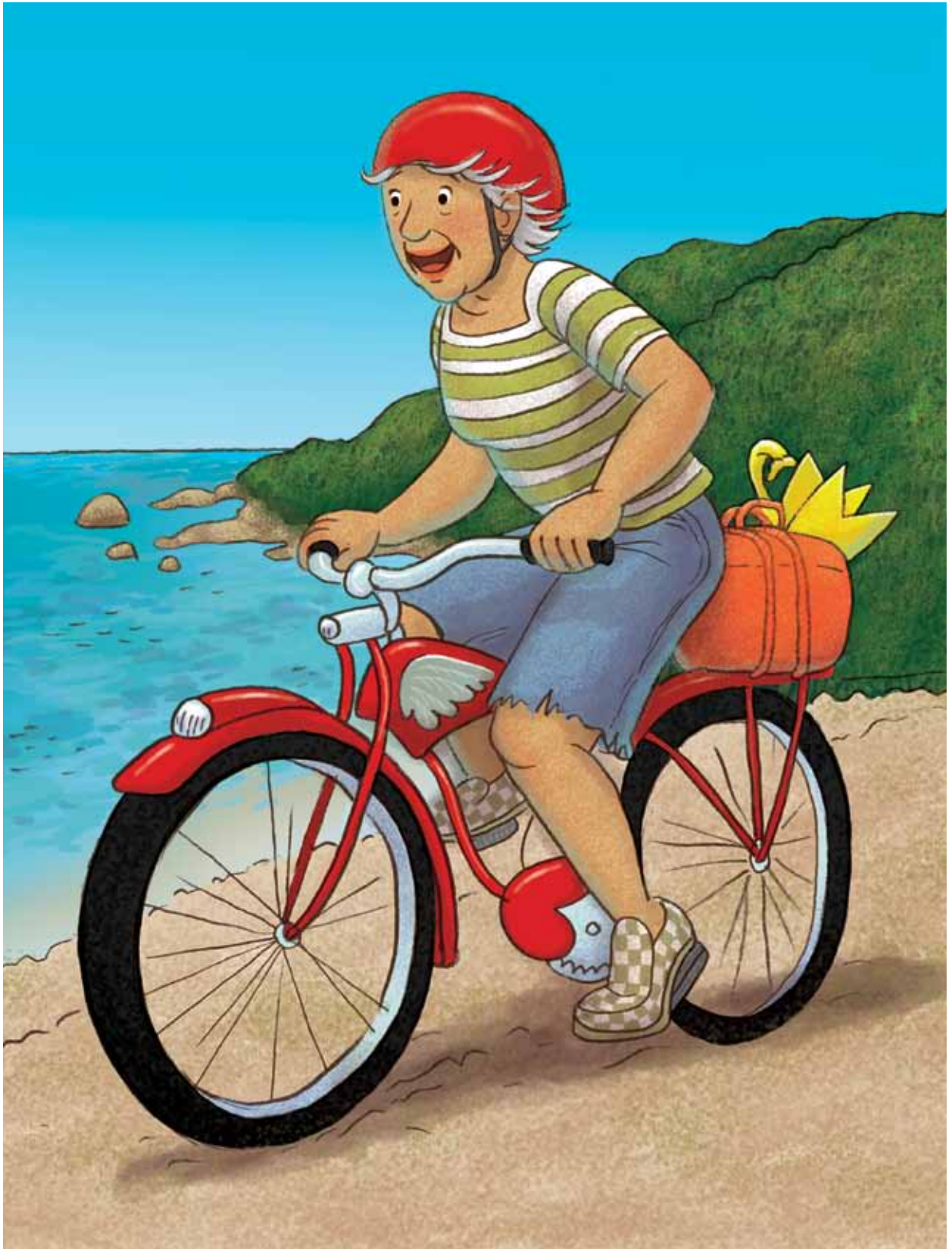


At the Reef

Josh asks Gran what it was **like** when she went to the **reef**.

“Well,” Gran says, “it was a lot of fun! I **made** a plan to **meet** my pal **Mike**. I had to **ride** my **bike** **nine** miles to the **reef** to **meet** **Mike**.”

“That is a long **ride**!” says Jen.



“When I got there I went on a **dive** to **see** the fish and the **eels**.”

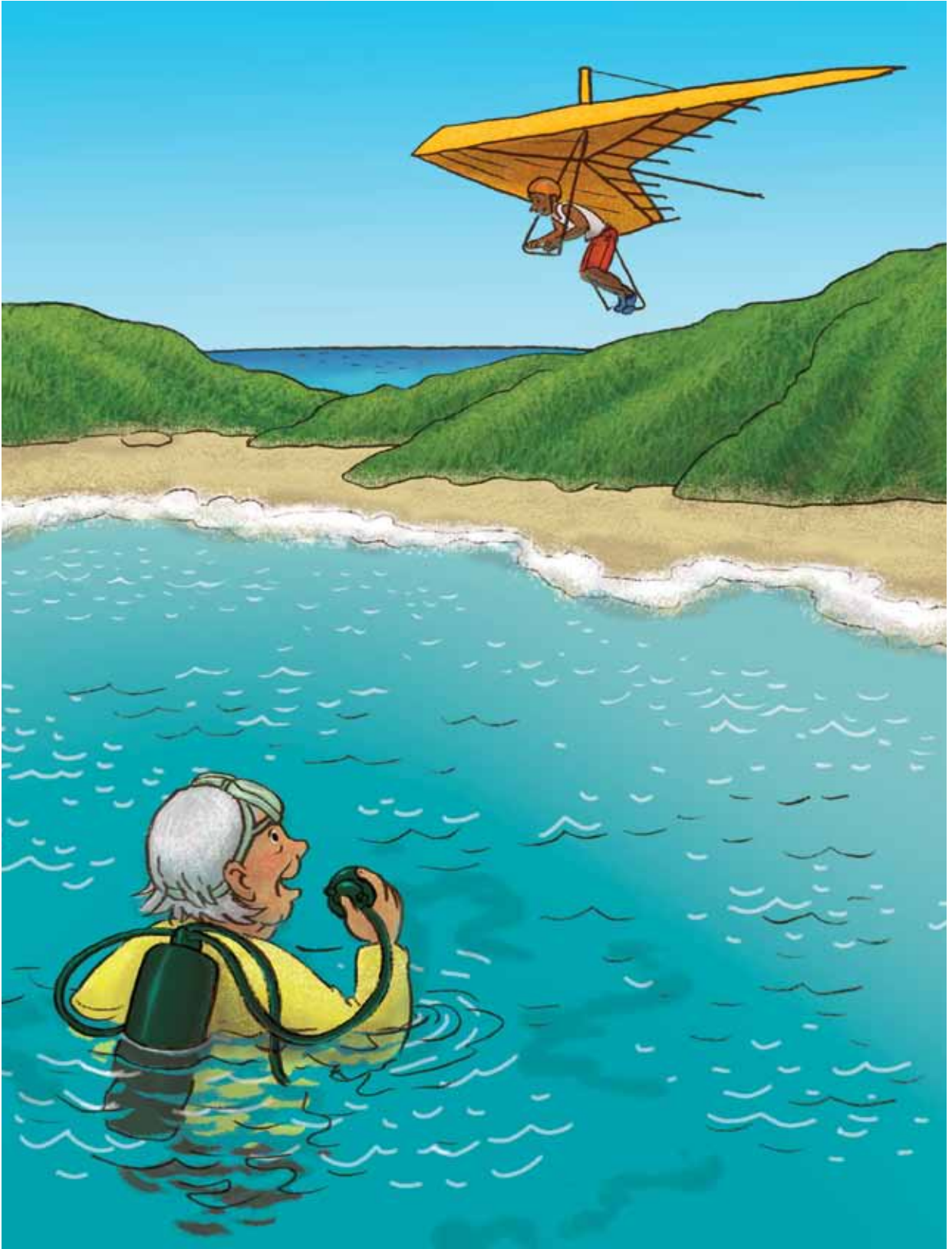
“With **Mike**?” Josh asks.

“No,” Gran says. “**Mike** did not **dive** with me. He went to hang **glide**.”

“Did he **like** it?” Jen asks.

“Not so much,” Gran says with a **smile**.

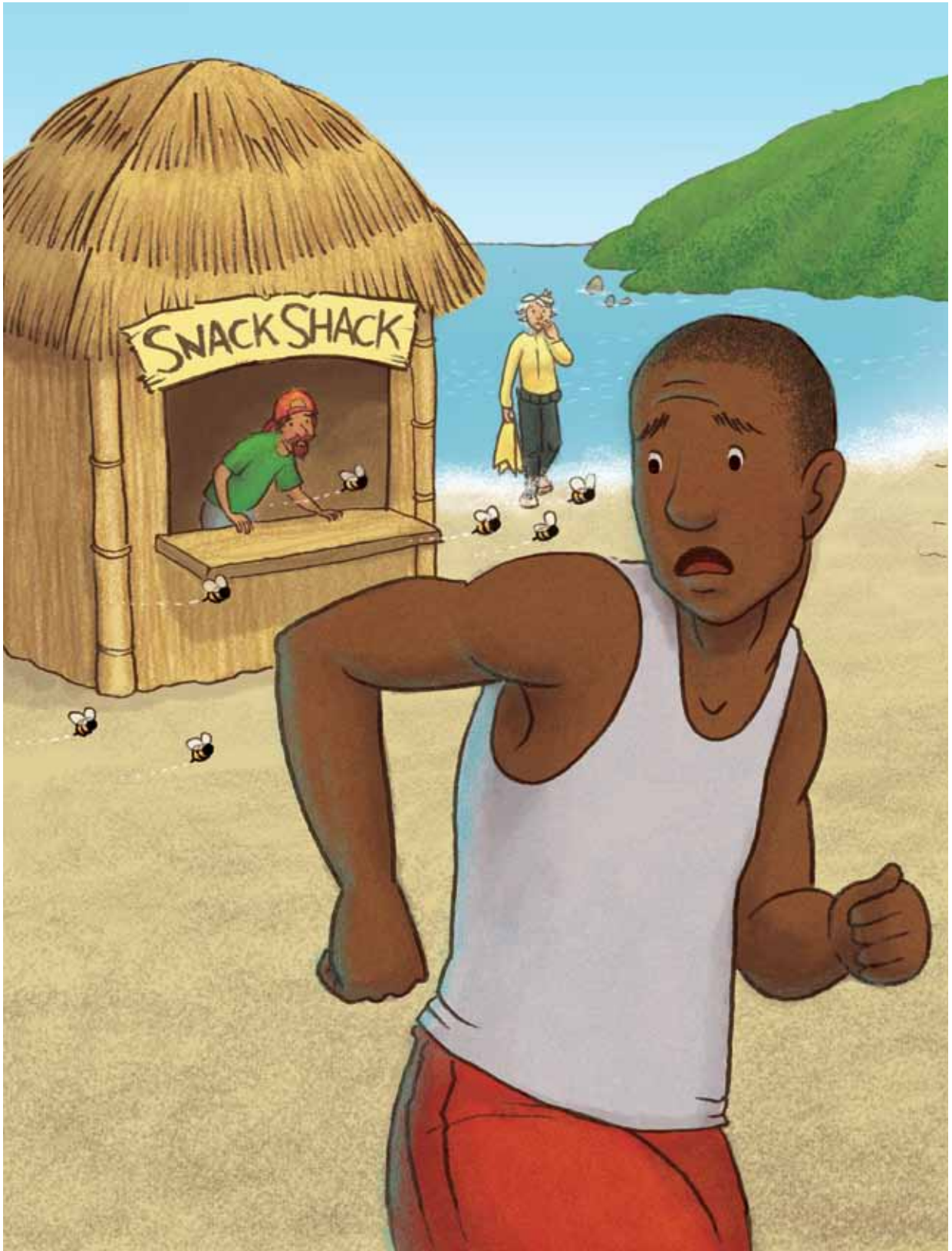
“Why not?” asks Josh. “It must be lots of fun to hang **glide**.”



“Did he crash?” asks Jen.

“No, no,” says Gran, “but he did have a bad **time**. When it was **time** to land, he hit a **hive** of **bees**! He got stung ten **times**.”

“**Yikes!**” says Jen.



The Bug Glass

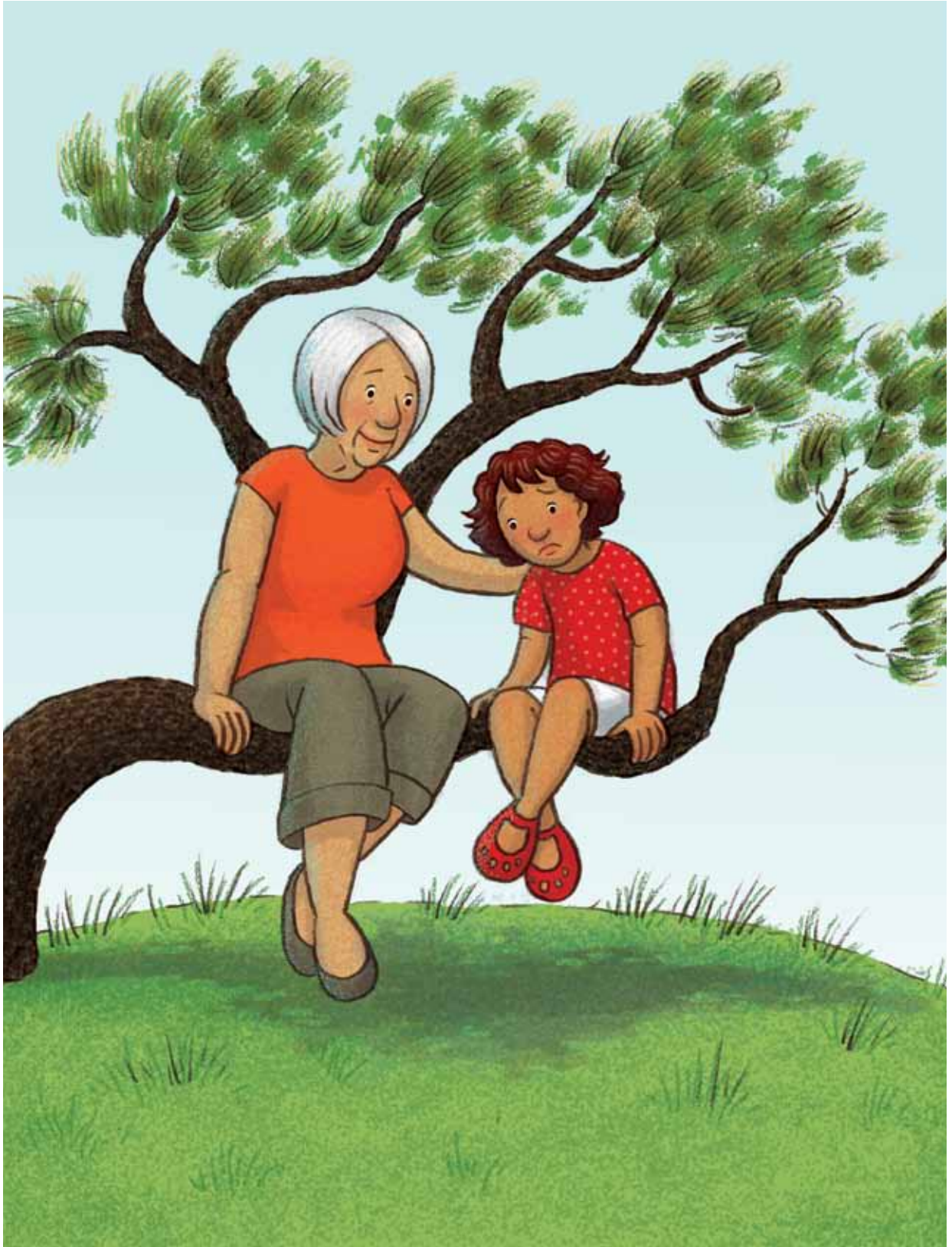
“Gran,” Jen says, “Josh is mad at me.”

“Why is he mad?” Gran asks.

“I **broke** his bug glass.”

“What is a bug glass?”

“A bug glass is something that lets him **see** bugs and ants up **close**.”



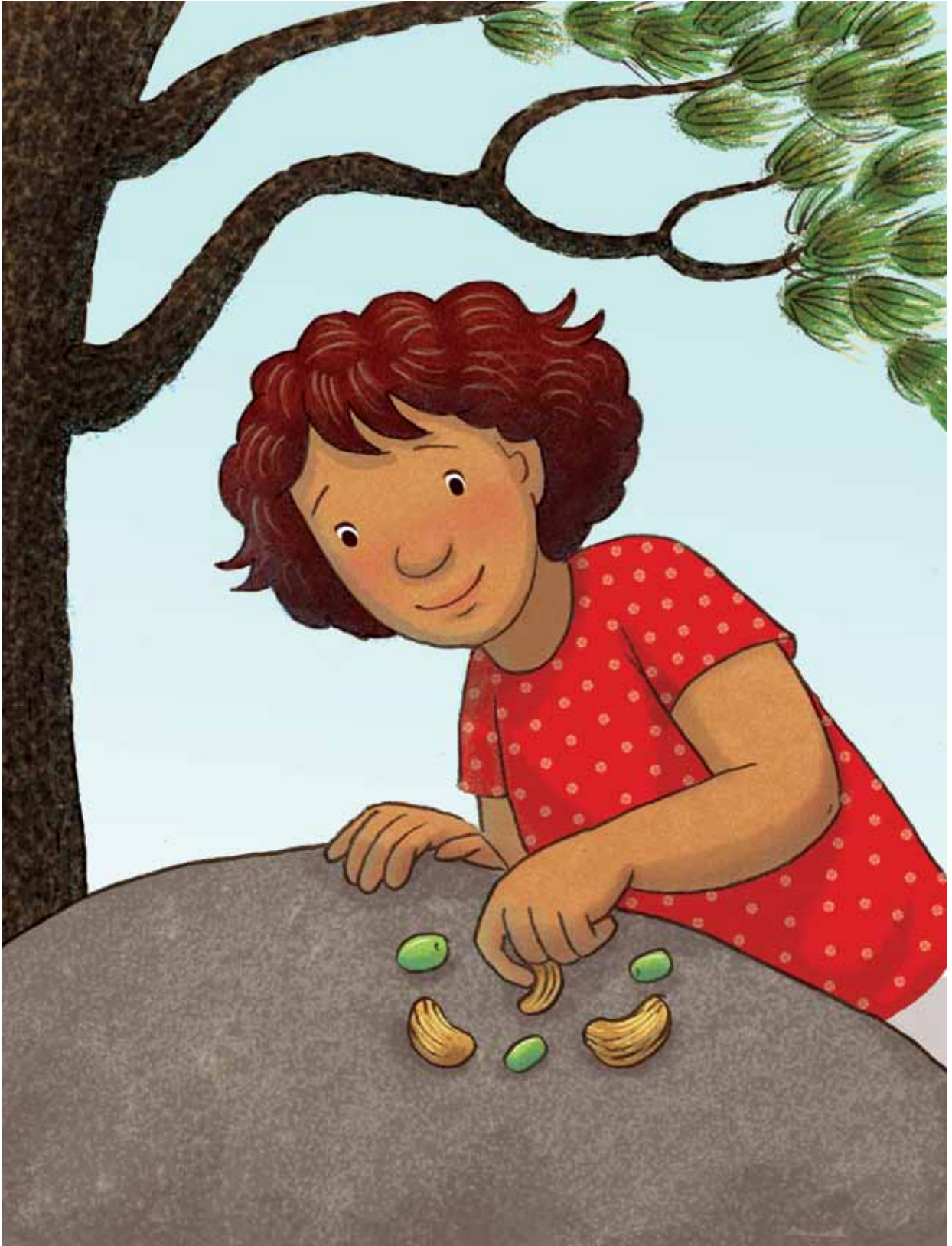
Gran checks the bug glass.

“It is not so bad,” she says. “We can fix it with some **tape**.”

“Josh will still be mad,” Jen says.

“We can **make** him a snack,” says Gran. “And we can **make** the ants a snack, as well.”

Gran hands Jen some chips and **grapes**. “Here,” she says, “Set **those** on the big **stone** in back.”

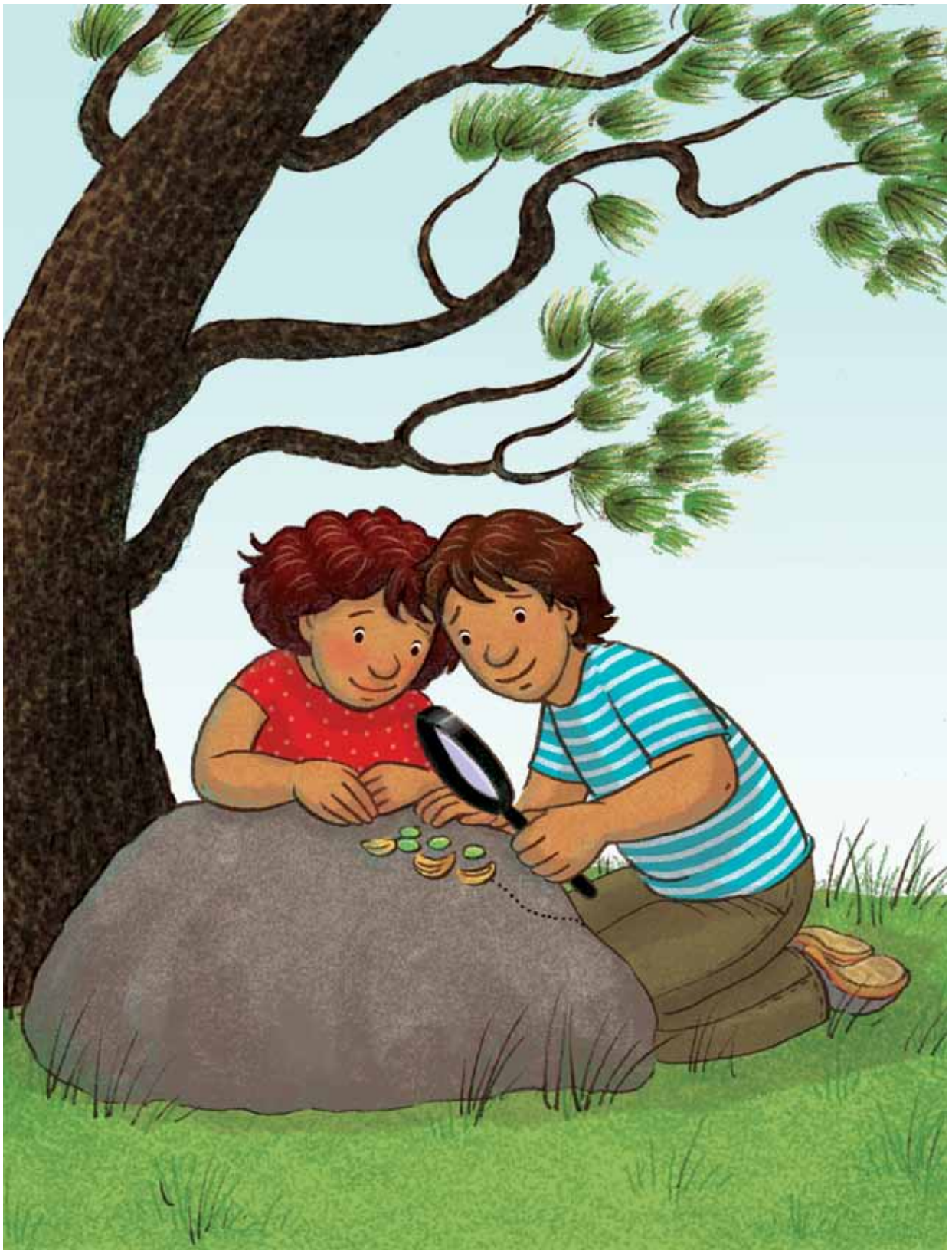


Gran yells, “Snack **time!**”

Josh runs in and grabs a snack. Gran lets him munch on it. Then she says, “Jen, **take** Josh to the **stone.**”

Jen grabs Josh by the hand and **takes** him to the **stone.** He **sees** his bug glass. Then he **sees** a bunch of ants. He picks up the glass and **stares** at the ants.

Josh **smiles.** “The ants **like those** chips!” he says. He hands Jen the glass. “Here!” he says, “**Take a peek!**”



The Tape

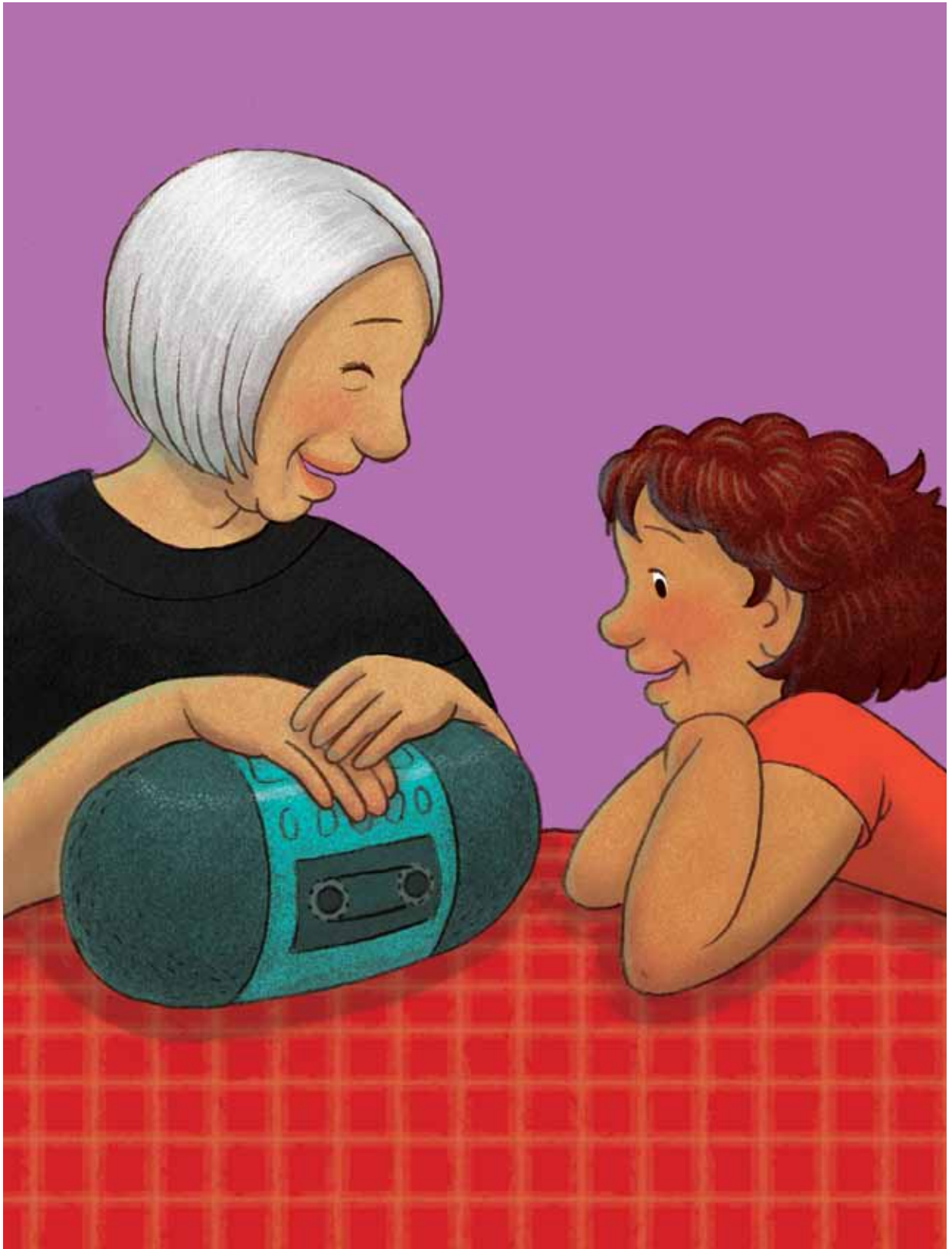
“Gran,” Jen asks, “what is that?”

“This is a **tape** deck,” Gran says. “And in it is a **tape** with some songs sung by my Gran.”

On the **tape** Gran’s Gran sings a jazz song. At the end she sings “Pip! Pip! Ting a ling a ling!”

“I **like** **those** **notes** she sings at the end!” says Jen.

“So do I!” says Gran.



“Gran,” says Jen, “we can act **like** we are in the band and sing the song!”

“OK,” says Gran. “Run and get a dress. I will grab **those** **shades** I **like**.”

Gran and Jen dress up. Then they sing the song. At the end they sing, “Pip, pip! Ting a ling a ling!”



Fuzz and Mel

The kids are in bed, but they can not **sleep**.

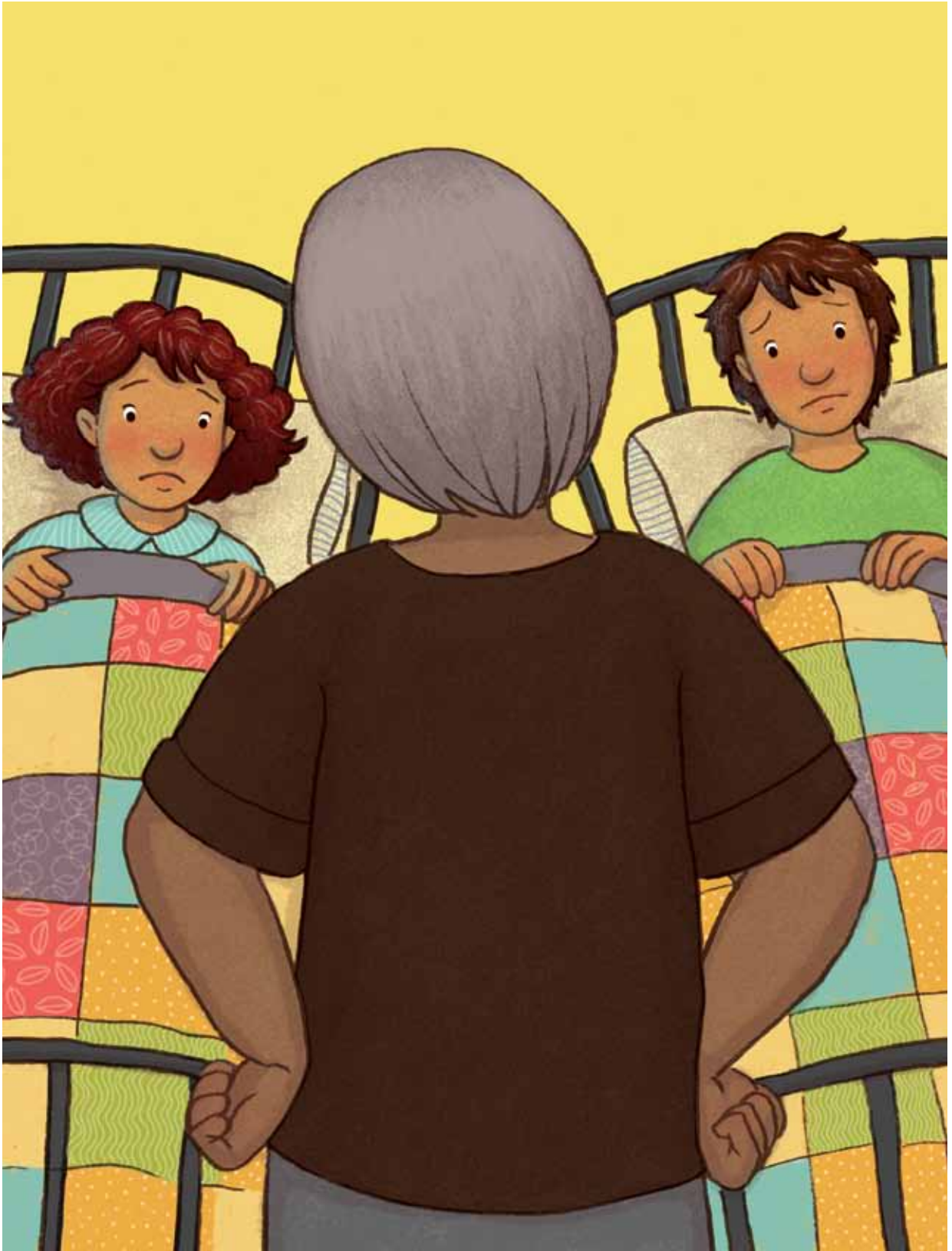
“Gran!” Josh yells.

Gran **peeks** in and asks, “What is it?”

“We can not sleep!” says Josh.
“We can not **sleep**.”

“Tell us a **tale**!” says Jen.

“OK,” says Gran. “This is the **tale** of Fuzz and Mel.”



Once there were two cats
named Fuzz and Mel.

Fuzz was a **cute** cat who did
his best to be **safe** at all **times**.
Mel was a **brave** cat who had a
fast **plane**.

“Fuzz!” Mel said, “We can **take**
a **ride** in my **plane**!”

“Um,” Fuzz said, “well . . . the
thing is . . . I **like** to be **safe** . . .
and I am not . . .”

“It is **safe**,” Mel said. “Jump in!”



The **plane** went up, up, up.

A duck **came** up next to the **plane**.

“What a swell duck!” said Fuzz.
“And what a swell **plane ride**!
Why was I so **scared** of a **plane ride**?”



Just then, Mel **made** the **plane**
zip from **side** to **side**.

Fuzz did not **like** that. It did not
feel safe to him.

Then Mel **made** the **plane** **dive**.

“ZZZZZZZZZZZZZZ!” went the
plane as it **dove**.

“Stop!” said Fuzz, as he held
on to the **side** of the **plane**. “Not
safe! Not **safe!**”



Mel set the **plane** back on the land.

Fuzz felt sick. He had the **shakes**.

“Ug,” he said. “That’s the last **time** I **ride** in a **plane** with Mel.”



The Sweet Shop

“Gran,” Josh asks, “did you have a job when you were a kid?”

“I did,” says Gran. “My dad had a **sweet** shop and I had a job in the shop.”

“Did you get to **make** **sweets**?”

“Yes,” says Gran. “I got to **make** milk **shakes**, **cakes**, and gum drops.”

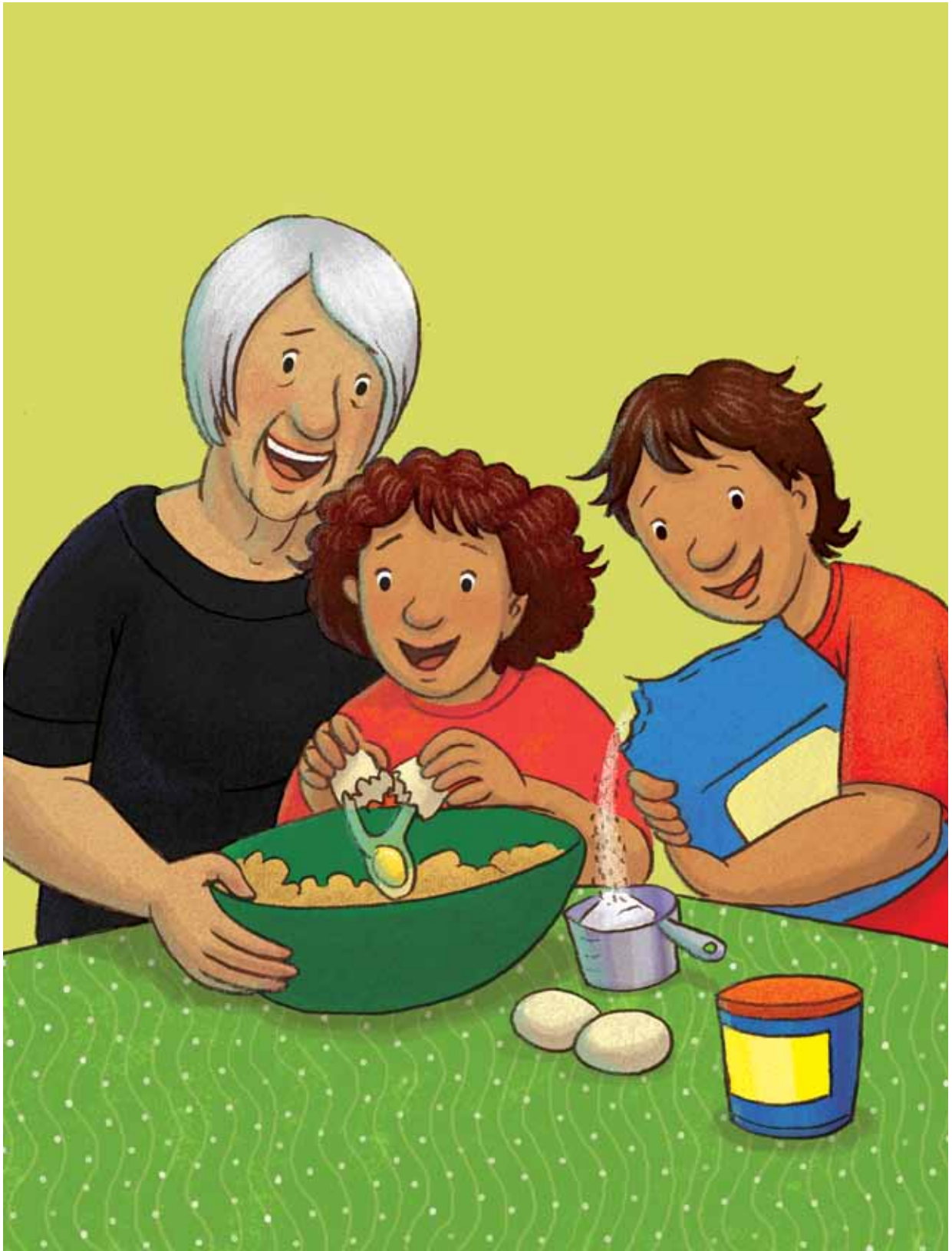


“Was it fun?” Josh asks.

“Some of it was fun,” says Gran. “But it was not all fun and **games**. I had to **sweep** and pick up. And I had to **wipe** off the **cake case**.”

“Can you still **make cakes**?” asks Jen.

“You bet I can!” says Gran. “Do you want to **make** one?”



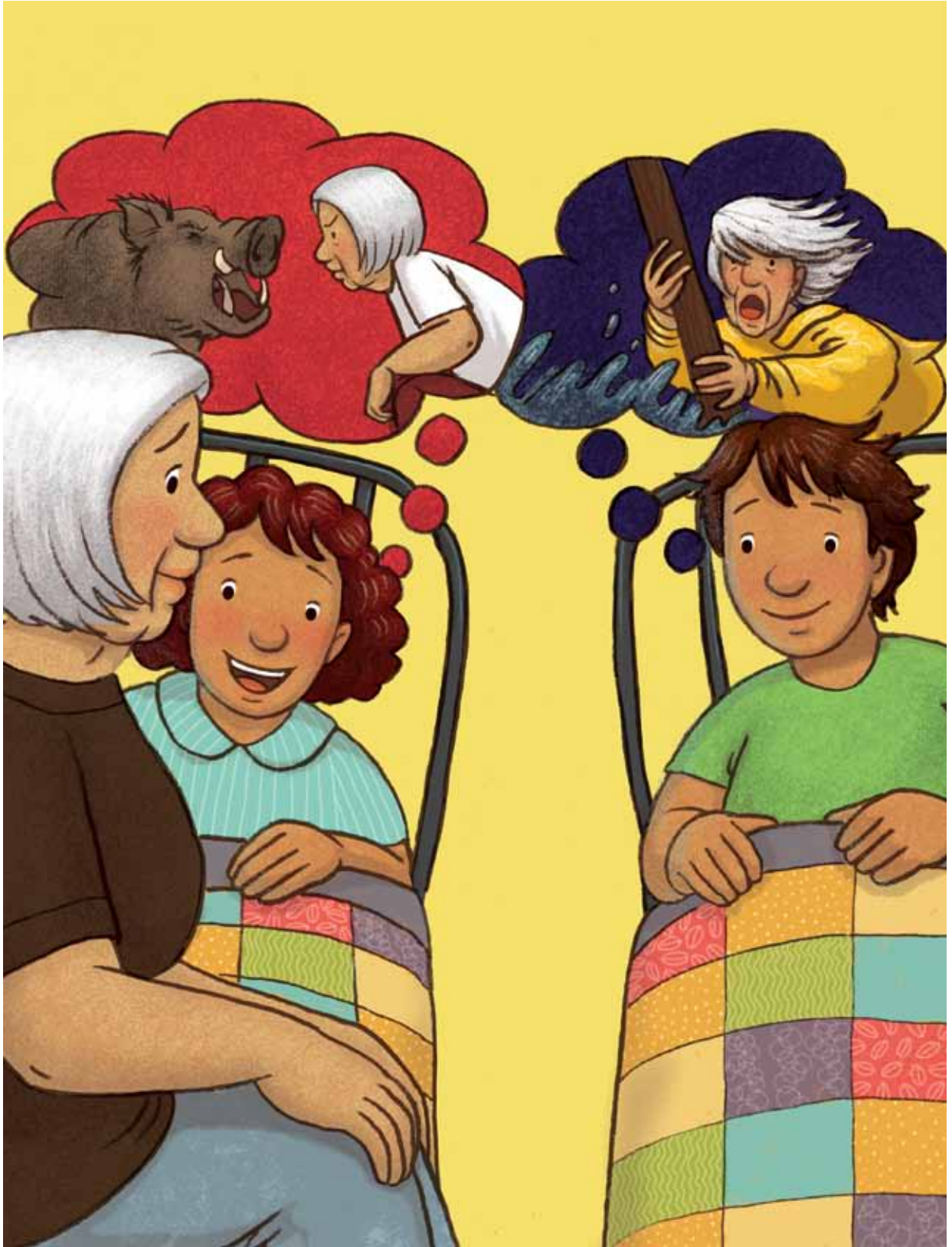
King and Queen

“Gran,” Josh says, “will you tell us a **tale**?”

“Yes!” says Jen. “Tell the one where you had to **scare** off the mad hog!”

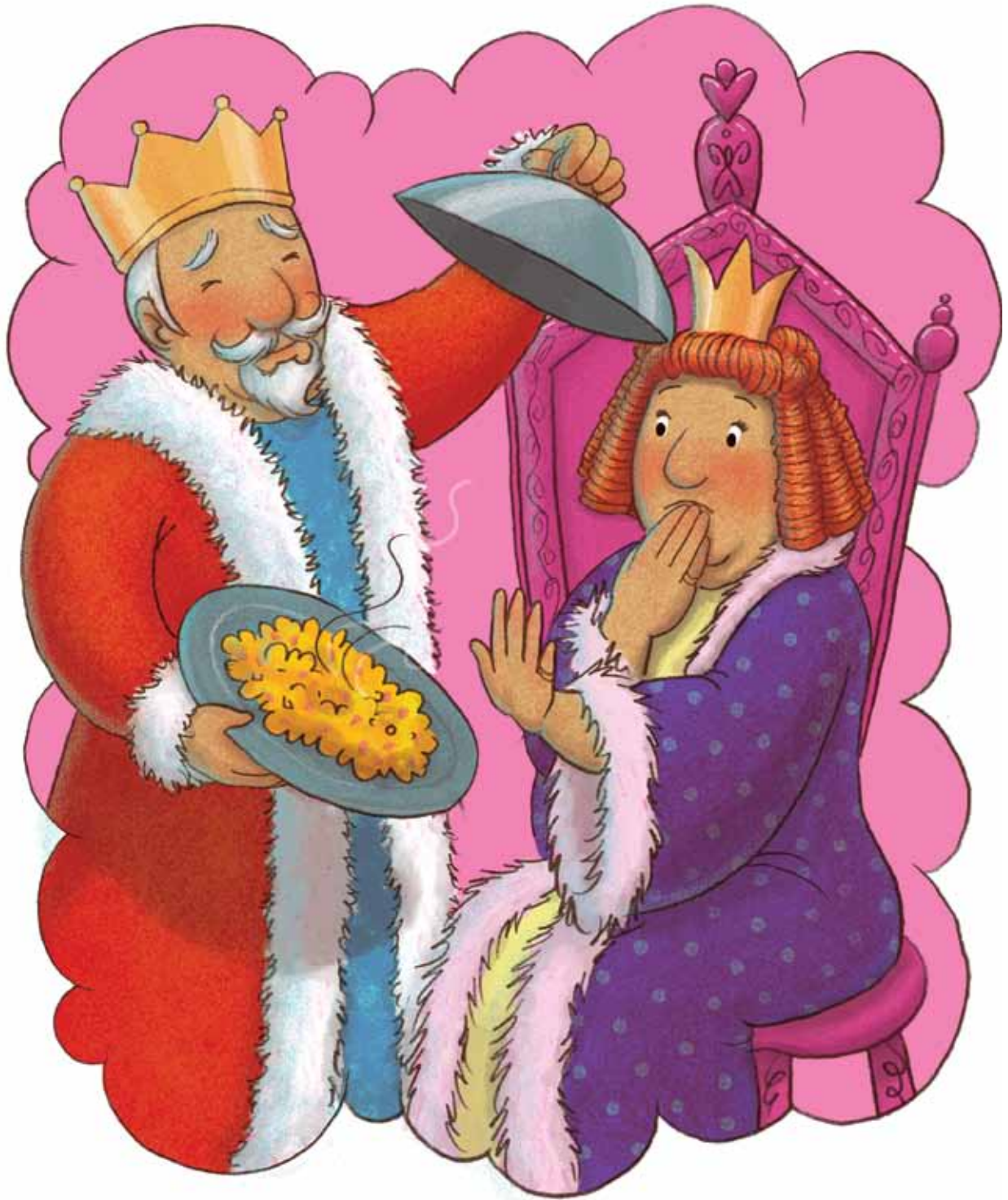
“No!” says Josh. “Tell the one where you were on that ship in the wind and **waves!**”

“I will tell you a **tale** I **made** up,” says Gran. This is a **tale** of a king and his **queen.**”



Once there was a **queen** who
felt sad. All she did was sulk and
mope.

The king felt sad that his **wife**
was so sad. He **made** eggs to
cheer up the **queen**. But the
queen said the eggs had a bad
smell.



The king **made** a **cake**. But the **queen** did not **like** it.

The king **made** gum drops. But the **queen** did not **like** them.

By this **time**, the king was not sad. He was mad. He went back to the **stove** and **made** a pot of **green** slop.



“There!” the king said. “This slop is not fit to **feed** to pigs! The **queen** will **hate** it. But so what?”

The king **piled** some slop on a **plate**. Then he **gave** the **plate** to the **queen**.

The **queen** had a **bite**.

“Mmmm!” she said. “This is the best!”



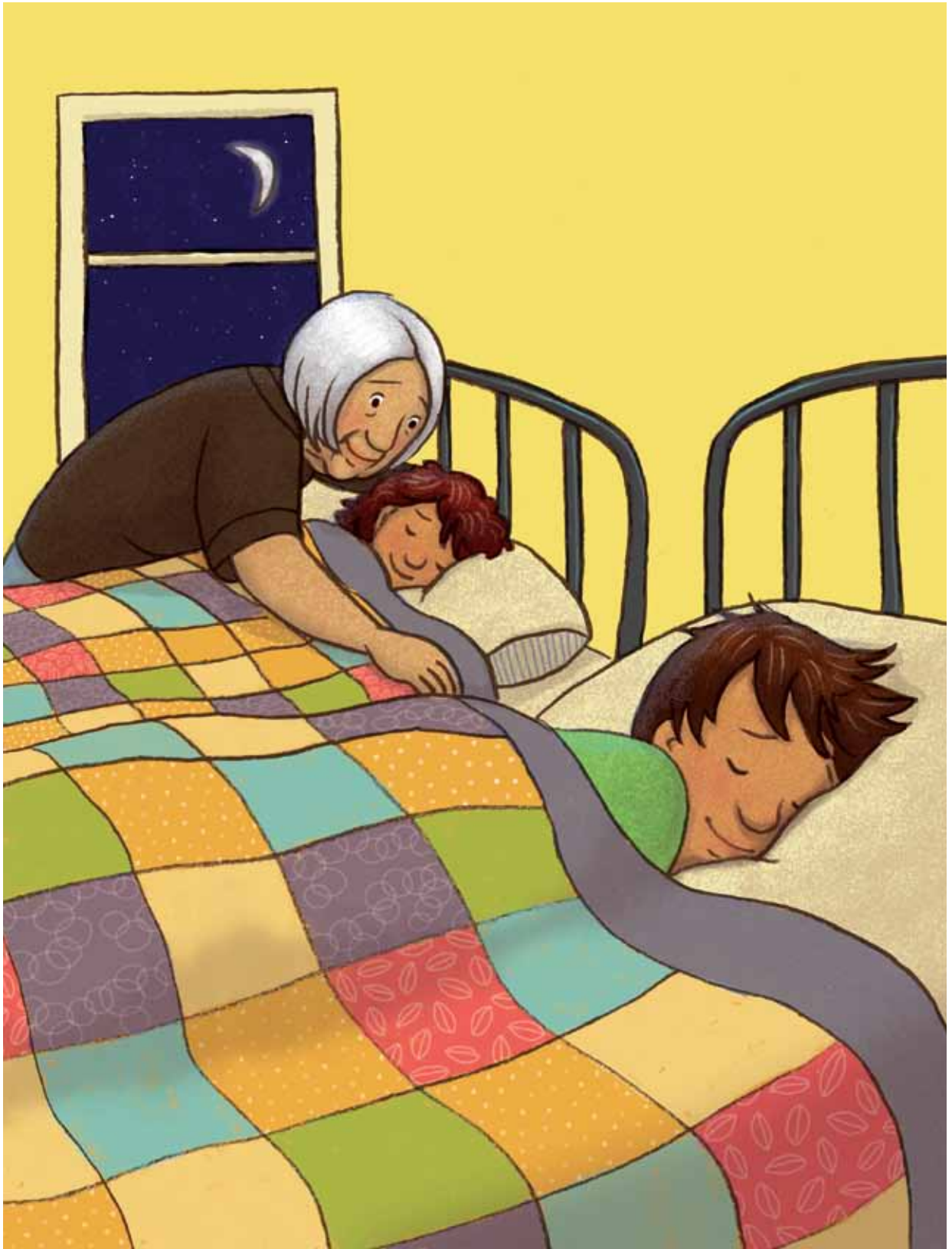
“Did she like the **g**reen slop?”
Jen asks.

“Yep!” says Gran.

“That was an odd **t**ale!” says
Jen.

“Odd but fun!” says Josh.

Gran tucks the kids in. Then
Josh and Jen drift off to **s**leep.



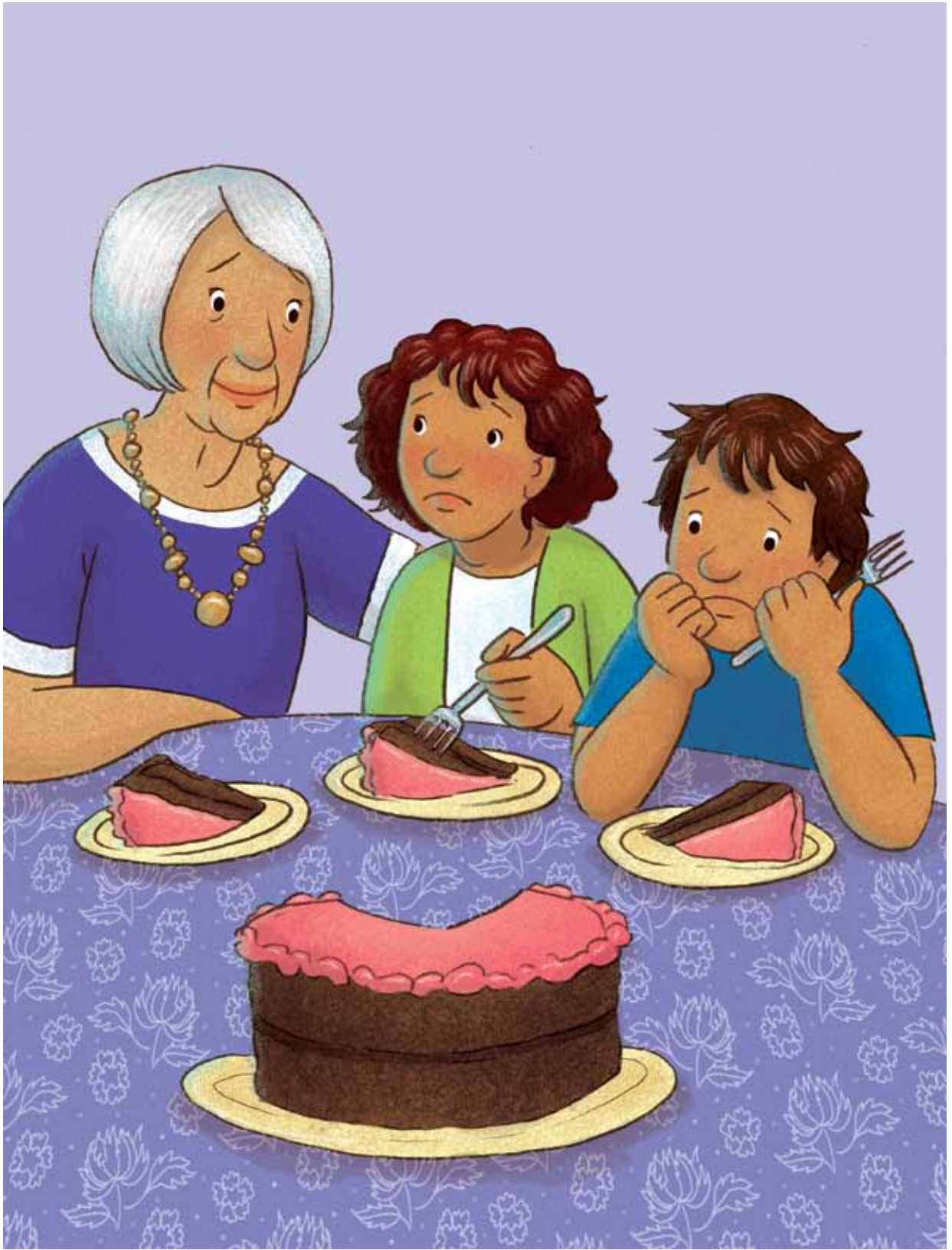
The Trip West

“I have **made** plans to **take** a trip,” says Gran. “My pal Tex has a ranch in the West. It will be a lot of fun!”

Gran **smiles**, but Josh and Jen are sad.

“We will miss you!” says Jen.

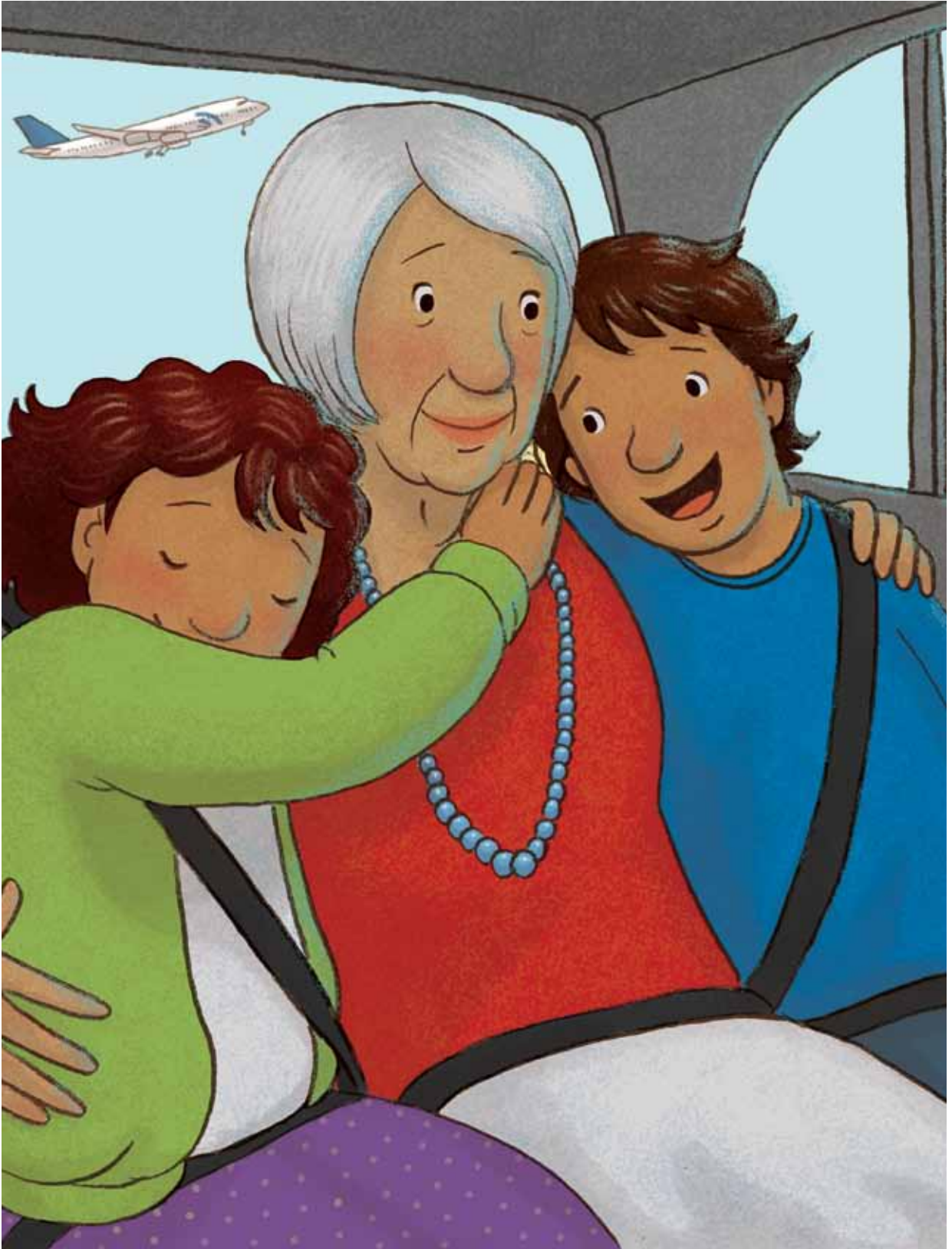
“What will we do here?” says Josh.



“Well,” says Gran, “What if you kids **came** on the trip with me? Your mom and dad said I can **take** you with me, if you would **like**.”

“Yes!” the kids yell. “**Take** us with you! **Take** us with you!”

Josh and Jen pack their bags. They get in a cab with Gran. Then they get on a **plane**.

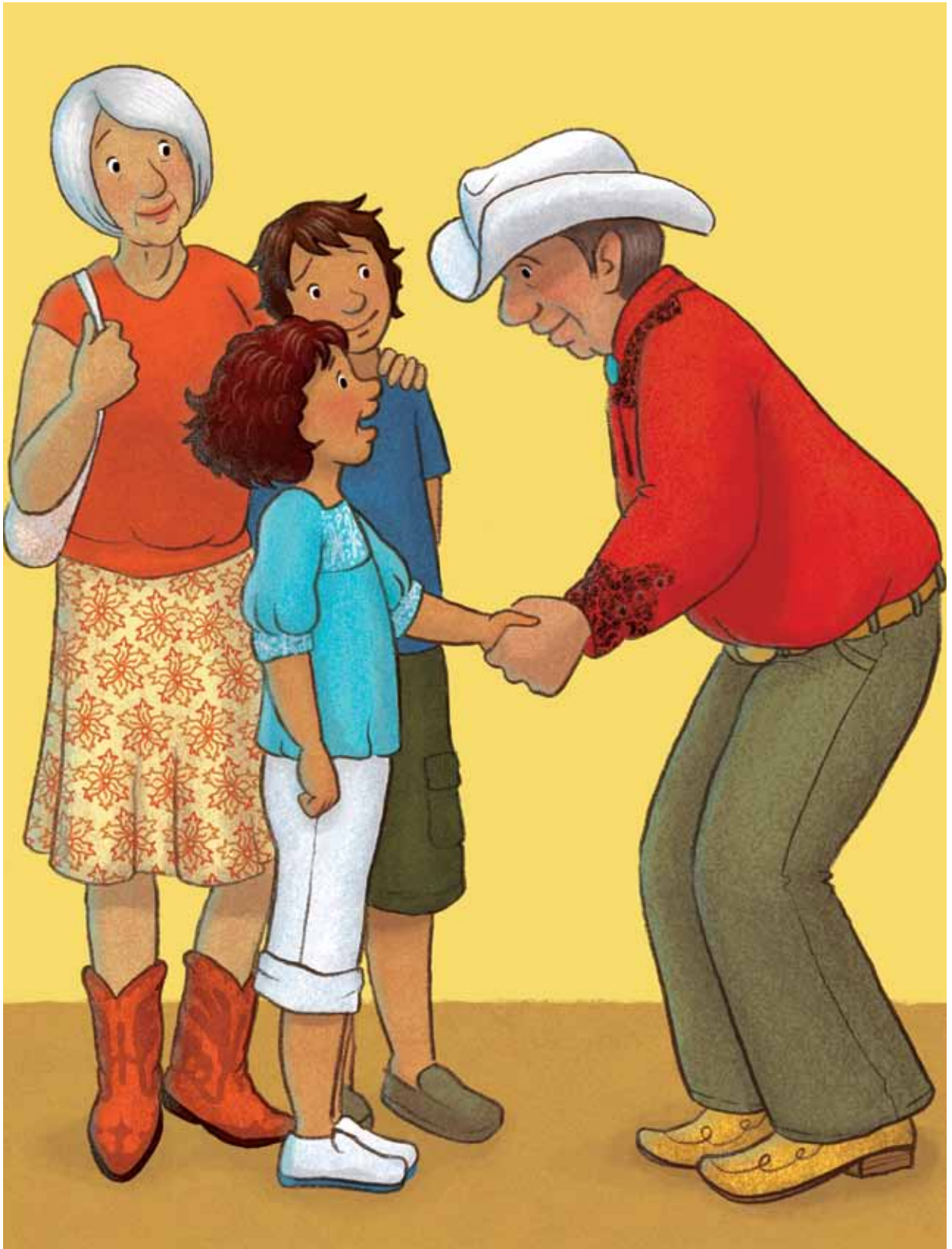


“Will we be **safe** on this **plane**?”
Jen asks.

“Yes,” says Gran. “This will be a **safe plane ride**, not **like** the one Fuzz had with Mel.”

When the **plane** lands, Gran rents a van and **drives** the kids to the ranch.

Tex is there to **greet** them. He is a big man with a big hat. He **shakes** hands with Josh and Jen. Then he hugs Gran.



At the ranch there is a **mule** with packs on his back and bells on his neck.

“That is Sam,” says Tex. “He has all the camp stuff in his pack.”

“Will we get to camp?” asks Jen.

Tex nods. “Yup. He has your tent on his back!”

Josh and Jen run to Sam. They pet the **mule**. Sam **shakes** and his bells ring.

The kids **smile**.



Saved by the Bells

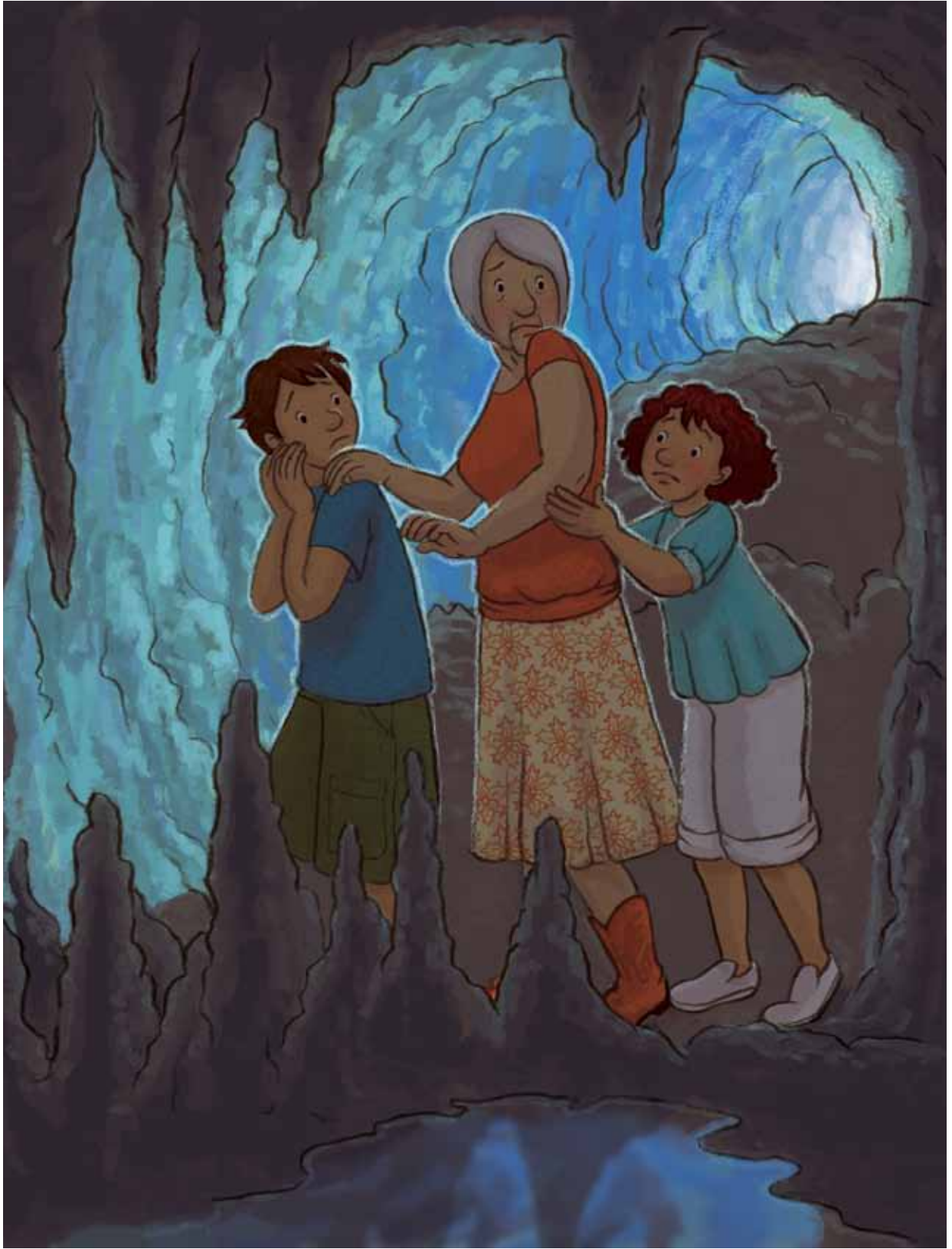
Josh, Jen, and Gran hike off to the camp site with Sam the mule.

“I will meet you there!” Tex yells.

When they get to the camp site, Josh hangs Sam’s rope on a tree.

The camp site is close to a cave. Gran and the kids peek in the cave.

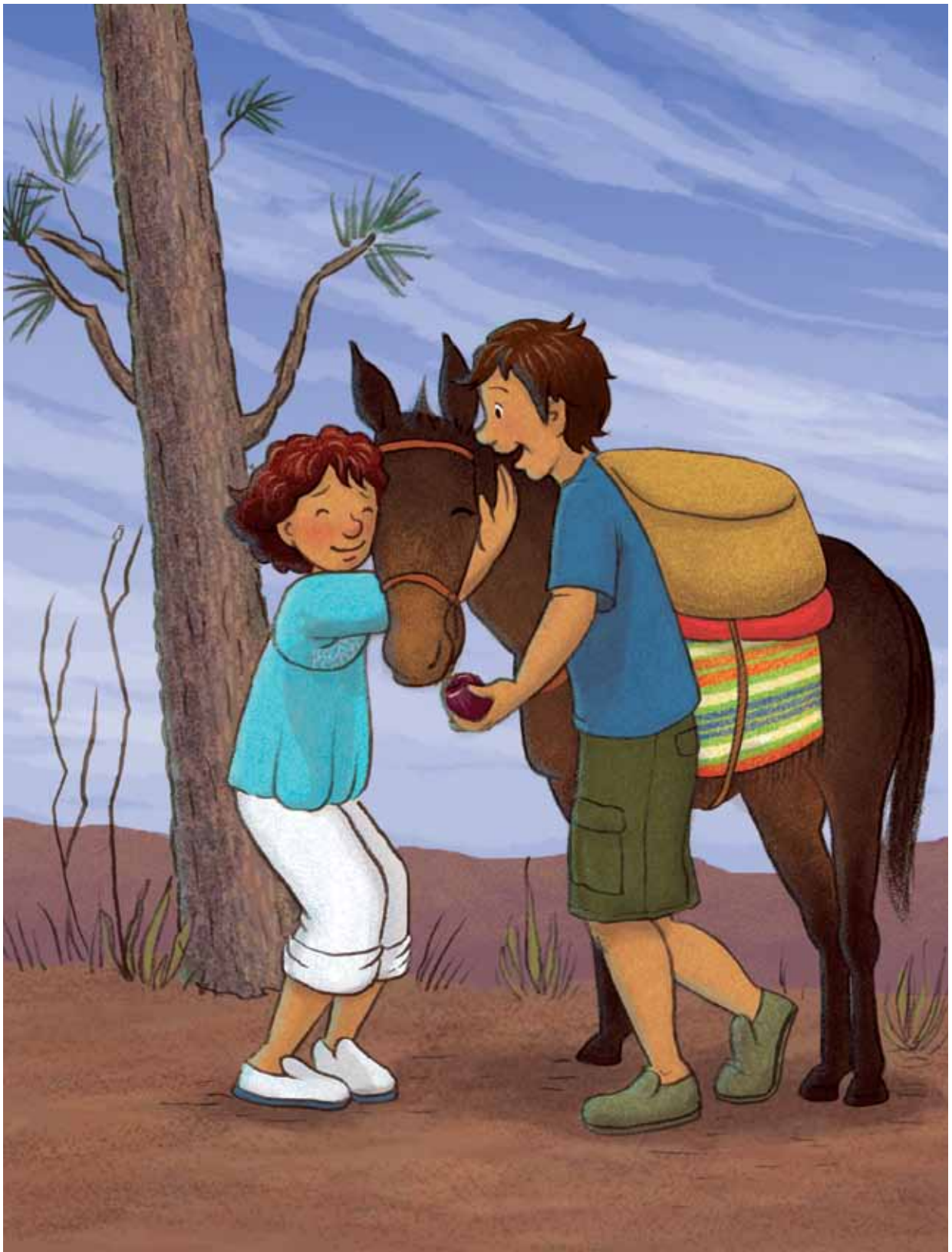
Drip. Drip. The cave is damp and dim. No sun shines in the cave.



Josh, Jen, and Gran hike **deep** in the **cave**. They get lost. They are a bit **scared**, but just then Sam's bells ring.

Sam's bells help them get back to the camp **site**.

When they get back, Jen hugs the **mule** and says, "Sam, you and your bells **saved** us!"



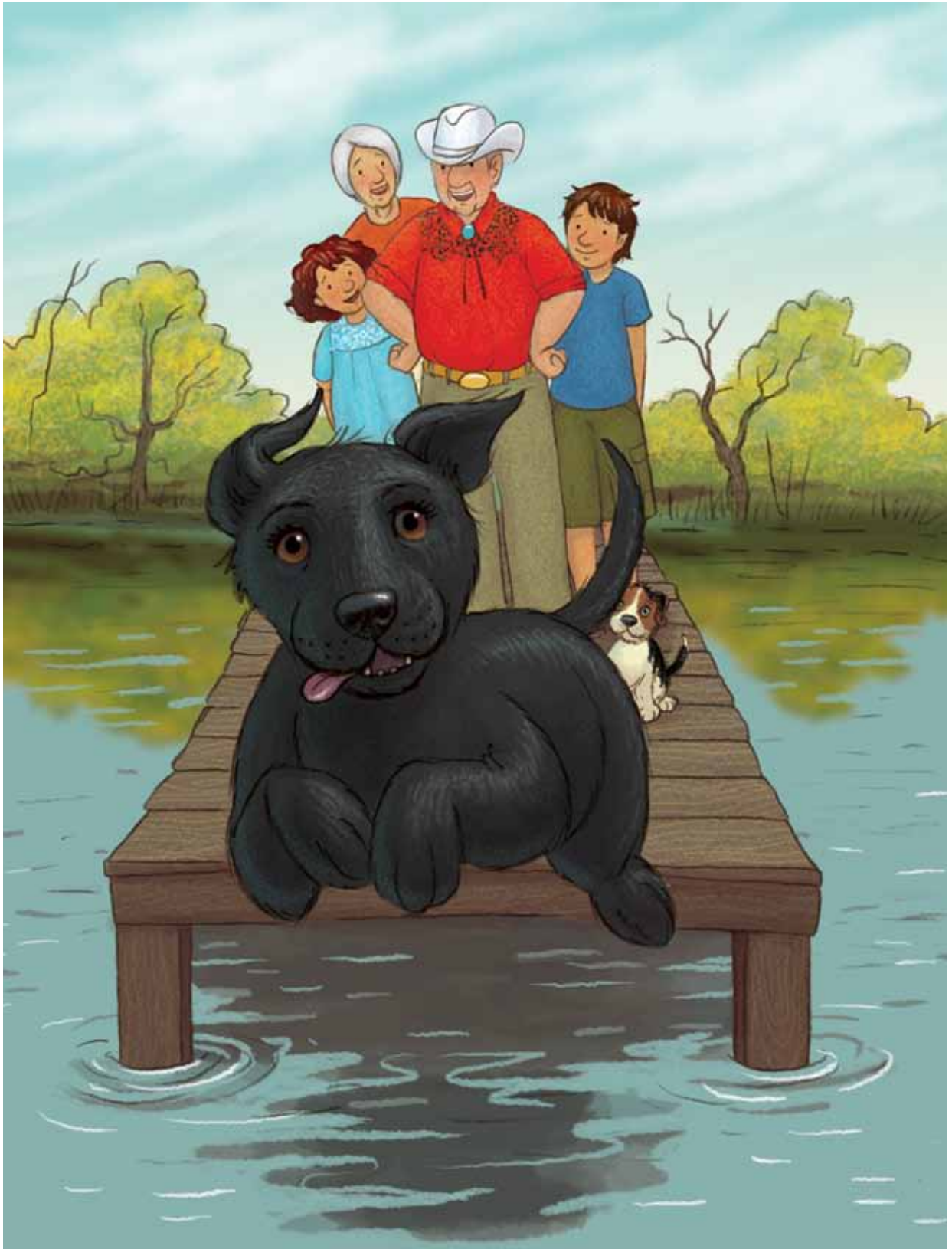
Splash Dogs

Tex **takes** Gran and the kids to **meet** his dogs, Buck and Pup. Buck is a big black dog. Pup is just a pup.

“We can **take** them to the **lake** so you can **see** their tricks,” says Tex.

At the **lake**, Tex grabs a stick. “Here, Buck!” he yells.

Tex chucks the stick in the **lake**. Buck runs to the end of the dock and jumps. Splash! Buck swims to the stick and brings it back.



“Can Pup jump?” Jen asks.

“Well,” Tex says, “he can swim, but he has not **made** a jump yet. Let us **see** if we can get him to jump.”

Tex **takes** a stick and chucks it on the land. Pup runs and gets it. Tex pats him on the back.

Next, Tex **takes** a stick and chucks it in the **lake**. The dogs run off, but Pup skids to a stop at the end of the dock. Buck jumps in and gets the stick.



“This **time**,” Tex says, “**keep** a hand on Buck and **see** if Pup will jump.”

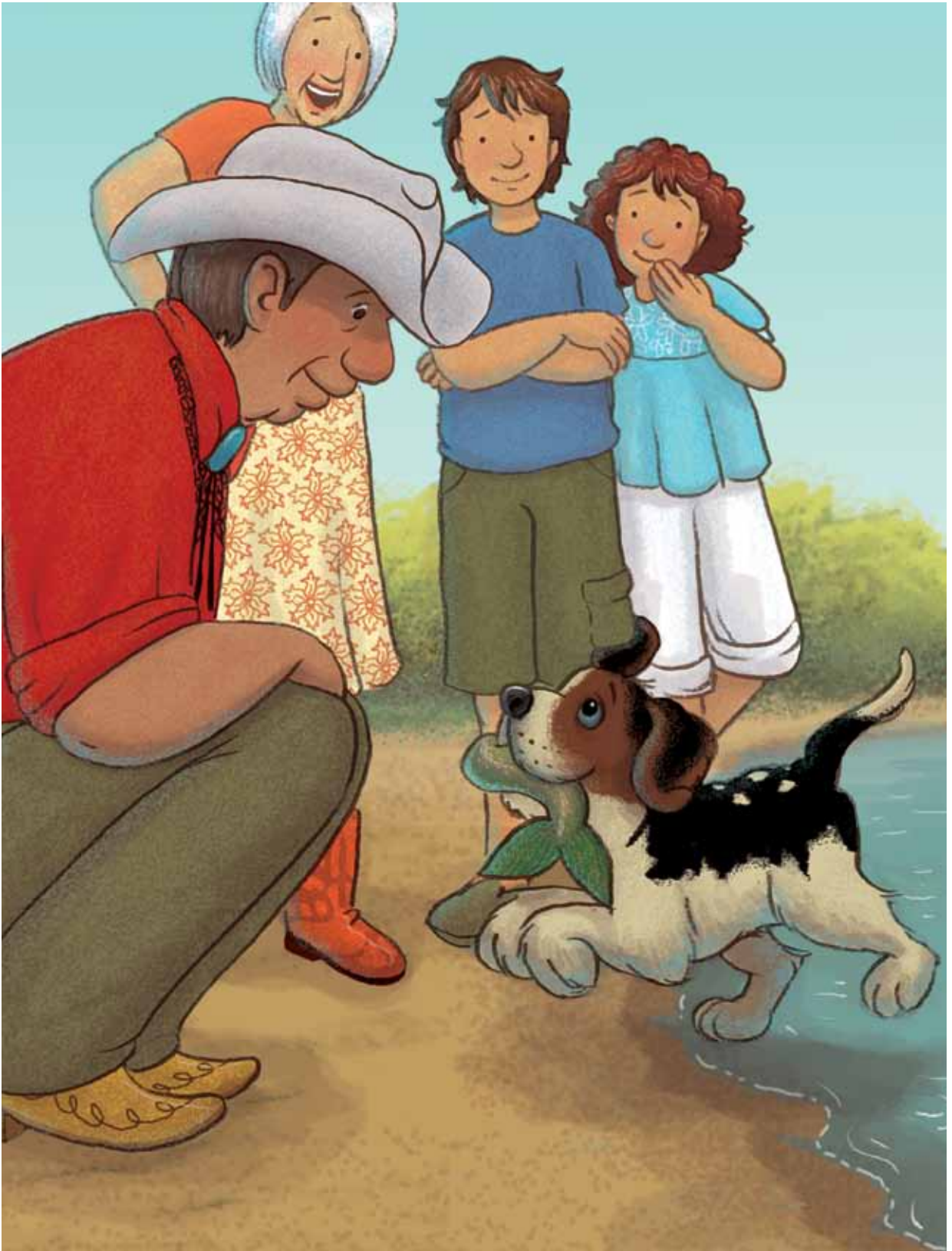
Gran grabs Buck and hugs him. Tex chucks the stick in the **lake**. This **time**, Pup runs and **makes** the jump. Splash!

Josh and Jen **cheer** and clap.

Pup pops up and swims back to the land. But what has he got in his **teeth**?

“Is that the stick?” Josh asks.

“No!” yells Jen. “Pup has a fish!”



Tex and Rex

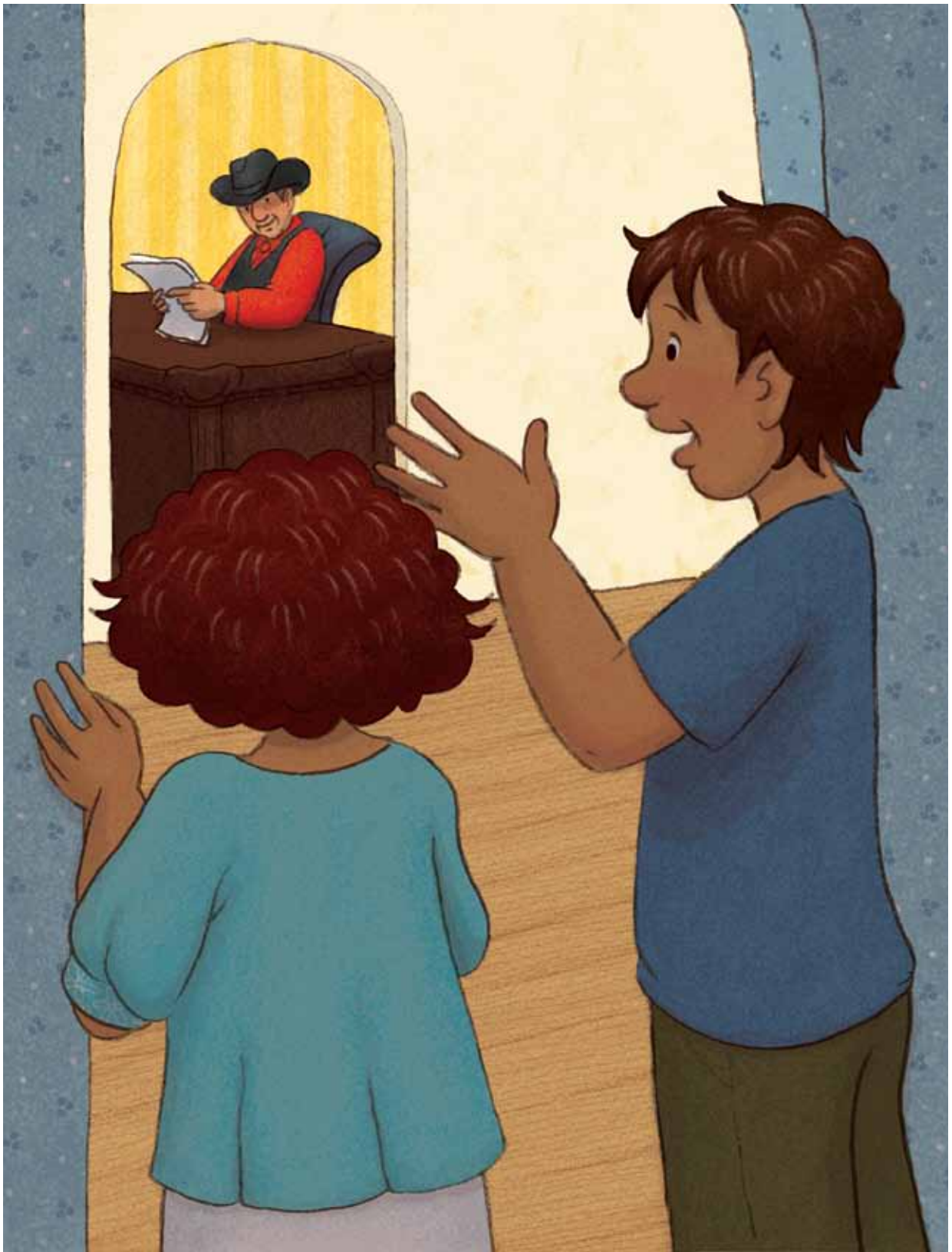
Josh and Jen **see** a man in the den. The man has a black hat.

“Tex!” says Jen.

The kids **smile** and **wave**. The man **waves** back.

“We were at the **creek!**” Jen yells. The man just **smiles**.

“There were **deer** tracks at the **creek!**” Josh yells. The man nods, but then he runs off.



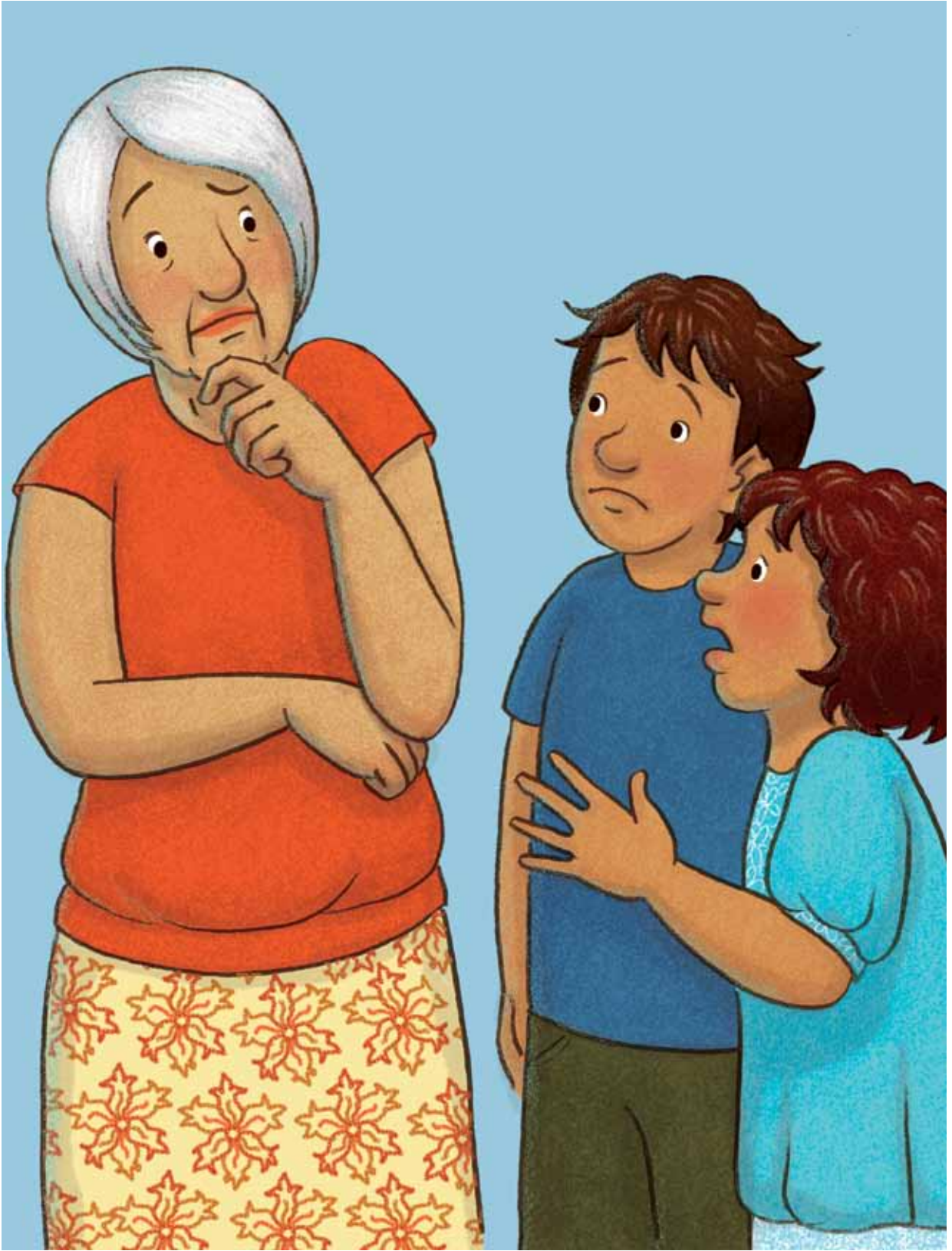
“Gran,” Jen asks, “is Tex mad at us?”

“Mad?” Gran asks. “Why?”

“He **seems** odd,” says Jen. “I said we went to the **creek** and he just **smiled**.”

“And I said there were **deer** tracks at the **creek** and all he did was nod,” says Josh.

“It was Tex, but he did not act **like** Tex,” says Jen.

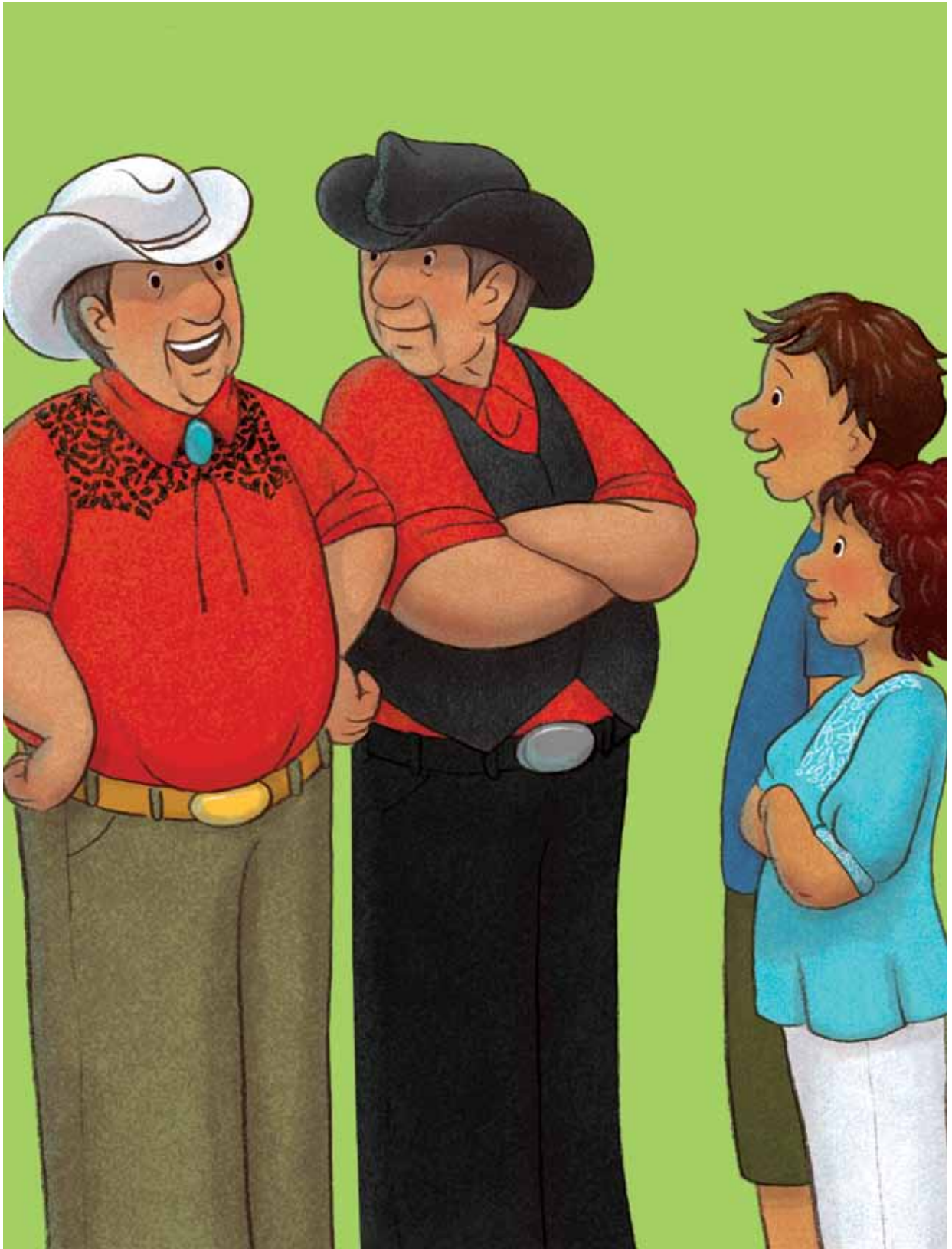


Just then, Gran grins. “We **need** to **take** a trip to the shed,” she says.

When Gran and the kids get to the shed, they **see** Tex. Then they **see** the man in the black hat.

Jen **stares** at Tex and says, “If you are Tex, then who is that?”

“Kids,” says Gran with a big **smile**, “**meet** Rex. Rex and Tex are twins!”



Gran's Mud Run

Gran, Tex, and the kids are at a track. Gran is all set to **drive** in a Mud Run. **Three** trucks are **lined** up **side** by side.

A man **waves** a flag and the trucks **take** off.

Gran is fast. She **drives** past the red truck and the black truck. She spins the **tires** and slings lots of mud on the black truck. Splat!

Josh and Jen **cheer**.

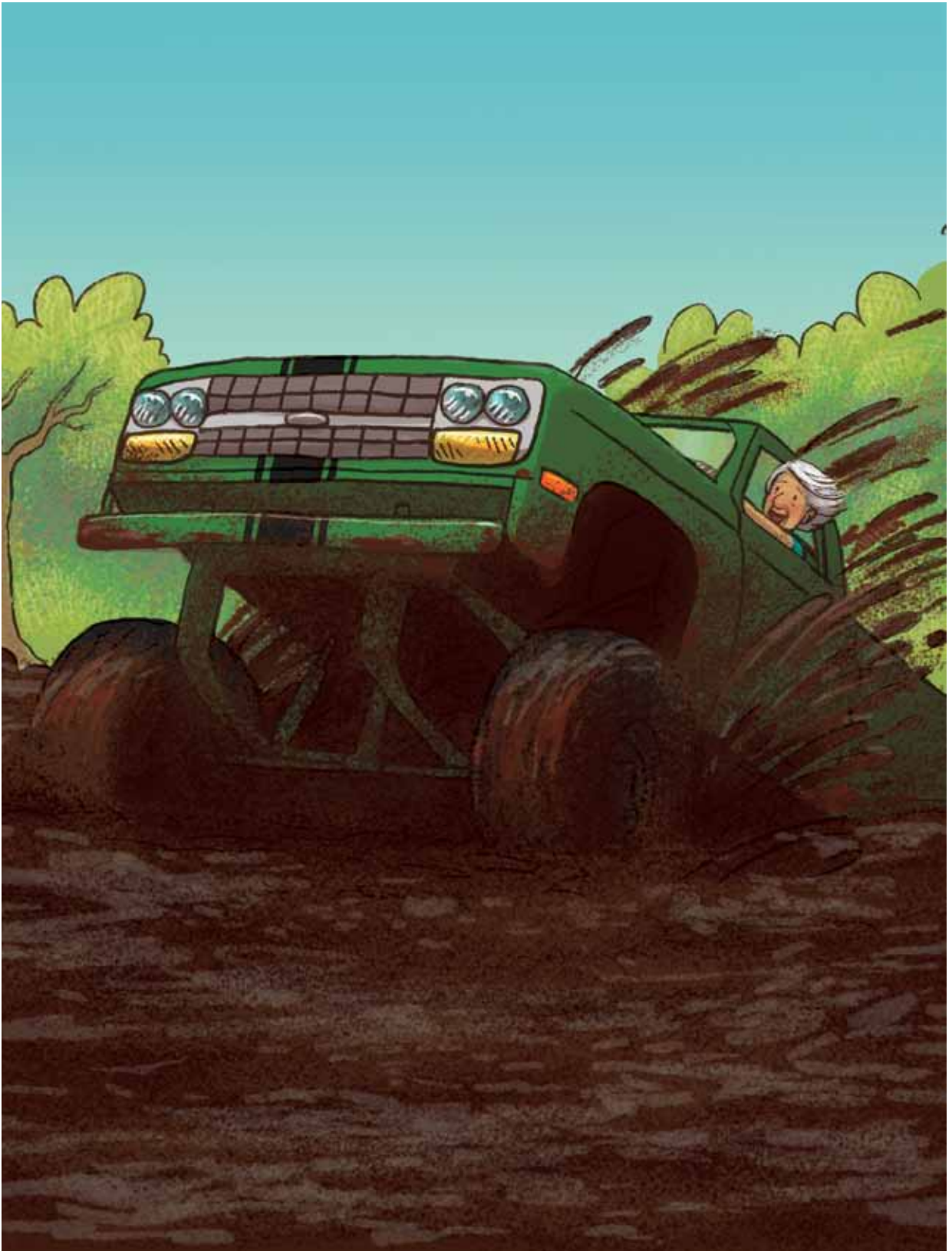


Gran **drives** **five** laps. Then she gets stuck in **deep** mud.

The red truck **speeds** by. Then the black one zips past. Gran rocks the truck. It hops from the trench.

Gran steps on the gas. With **three** laps left, she zips past the black truck.

With one lap left, Gran is just in back of the red truck. The red truck slings lots of mud on Gran's truck. Gran can not **see** much, but she steps on the gas.



The red truck and Gran's **green** truck cross the **line** **side** by **side**.

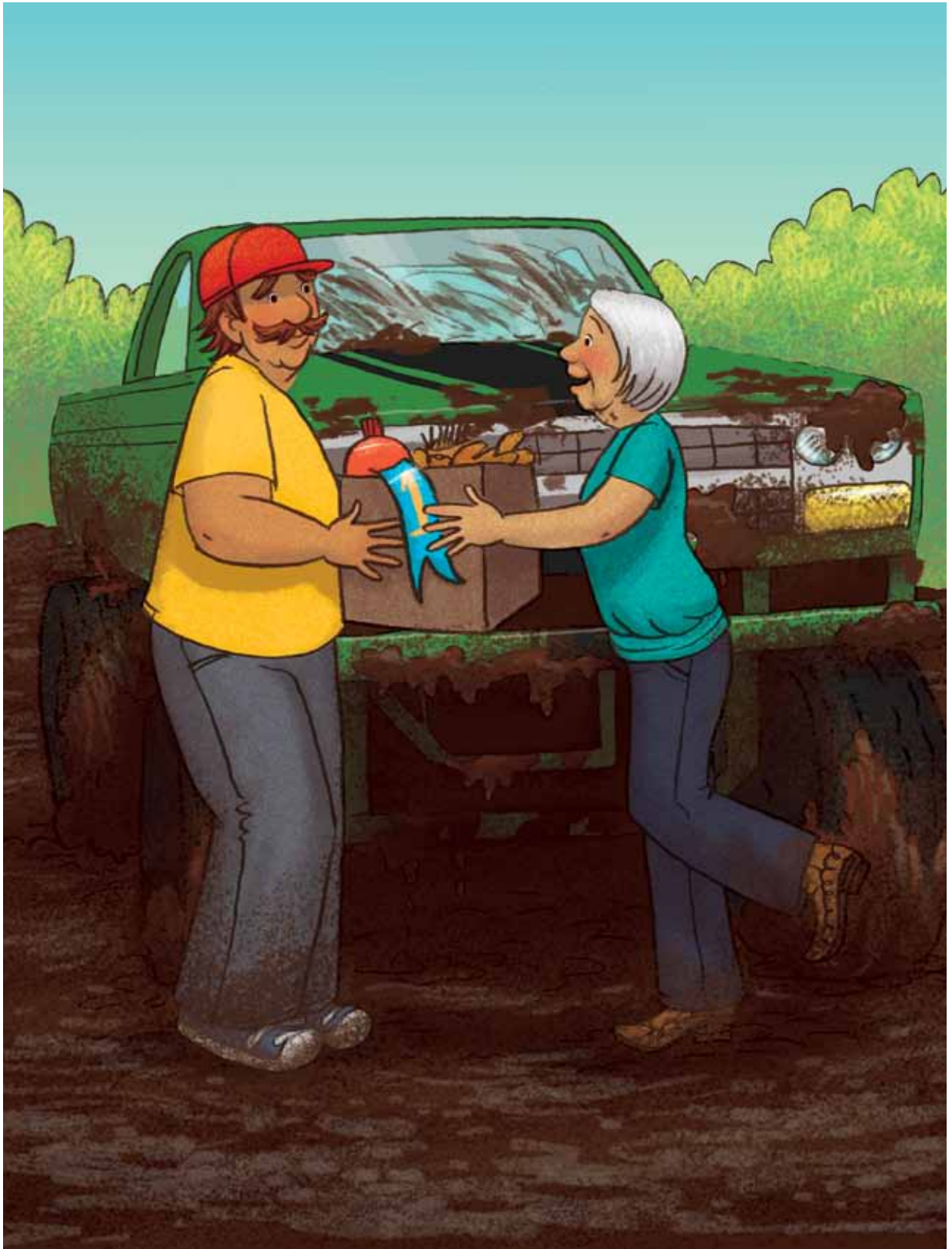
Gran hops from the truck and yells, "Did I win?"

"Yes!" the kids yell.

Gran **wipes** off some mud and asks, "What is my **prize**?"

A man runs up with the **prize**. He hands Gran a **tire** brush, a big box of rags, and some truck wax.

"Just what I **need**!" says Gran.



Gran's Trip Home

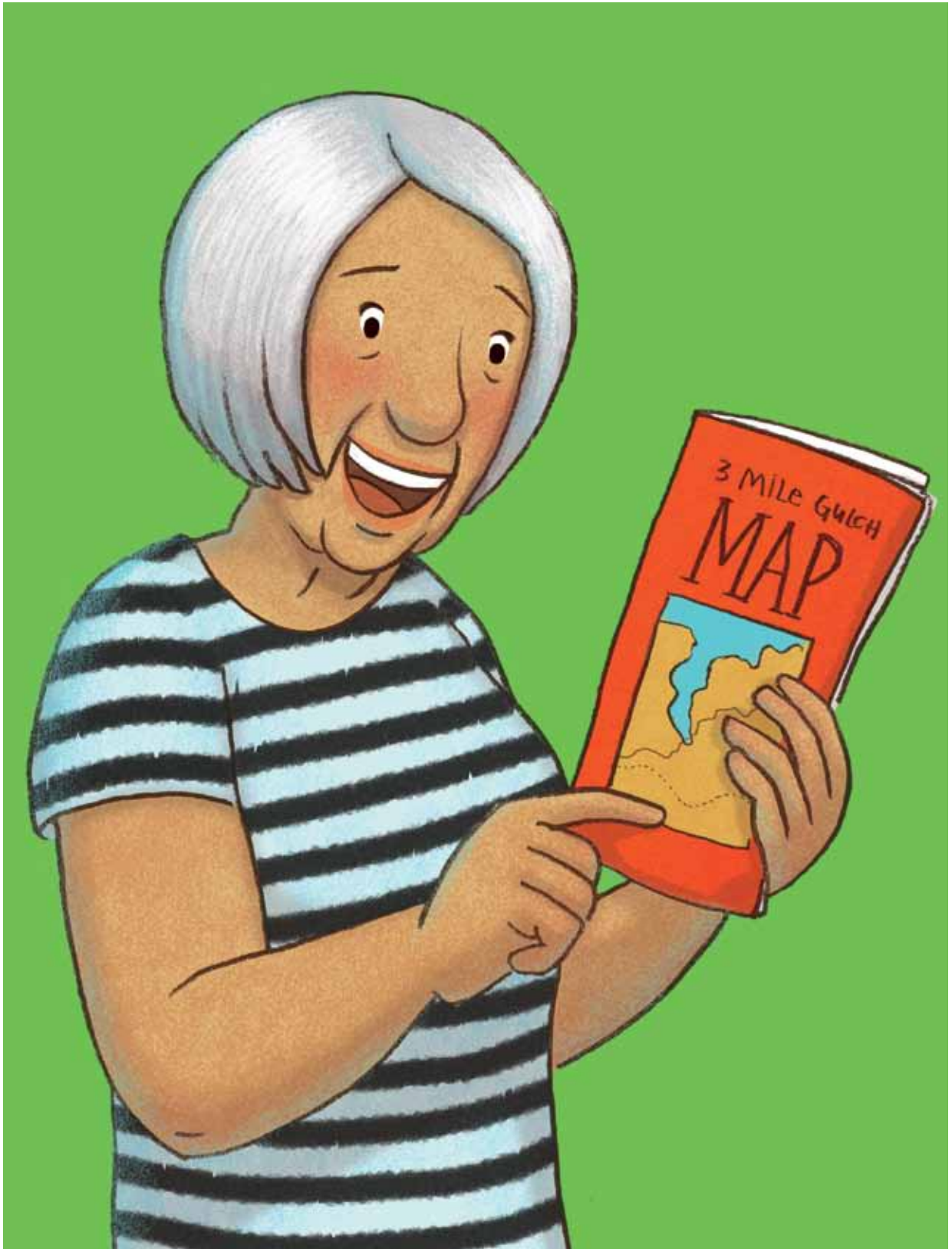
Gran hugs Josh and Jen.

“Tex will **take** you kids back in his truck,” she says.

“Will you **take** a bus?” Jen asks.

“**Nope**,” says Gran.

Gran **waves** a map. “This will get me **home**,” she says.



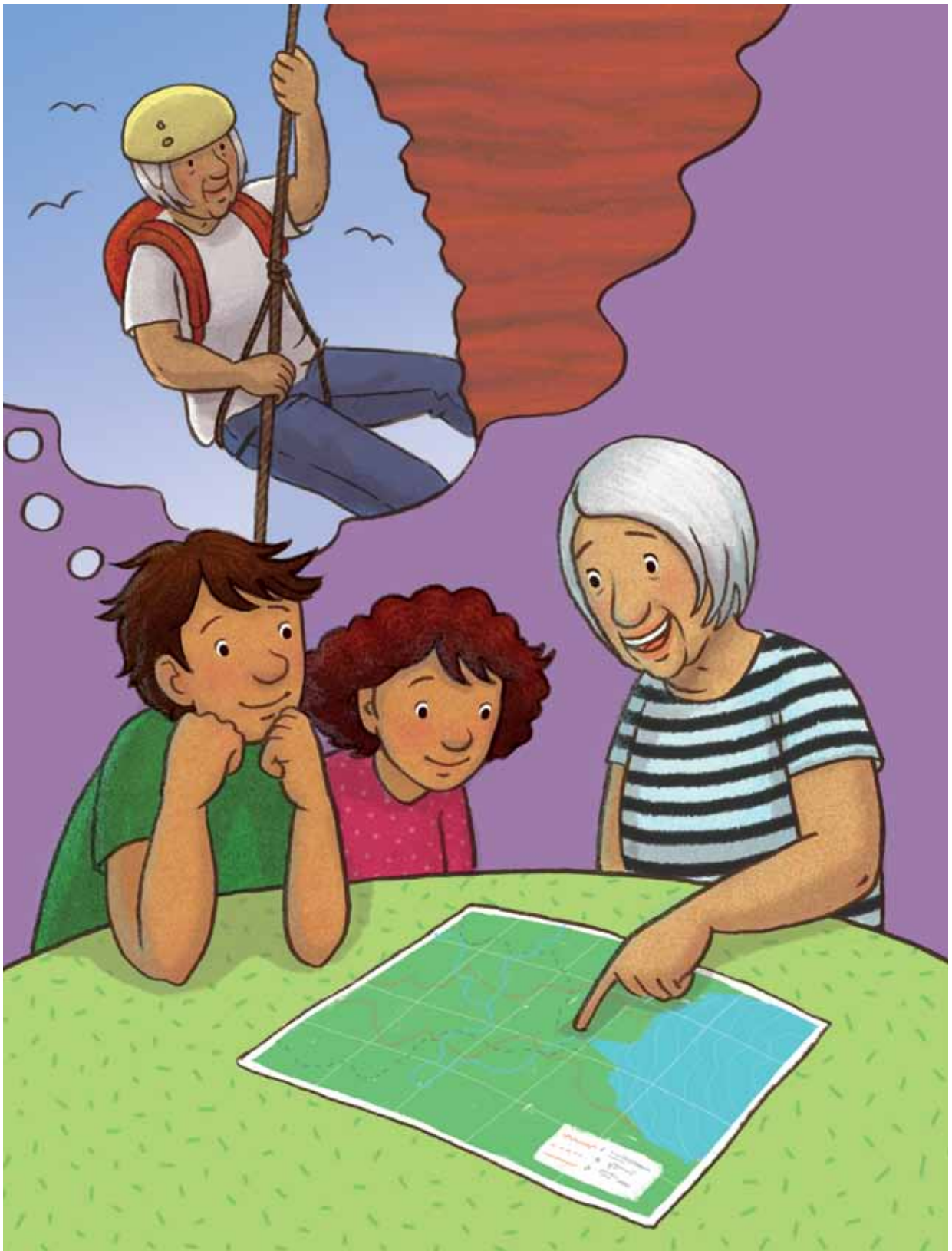
“**See** here?” she says. “We are here. I will **ride** my **bike** to **Three** **Mile** Gulch, which is here on my map. It will **take** me a **week** to get there.”

“A **week**!” says Josh.

Gran nods.

“I will **use** my **rope** to cross the gulch,” Gran says. “Then I will **hike** up to **Pine** Hill. It’s just **nine** miles.”

“**Nine** miles!” says Josh.



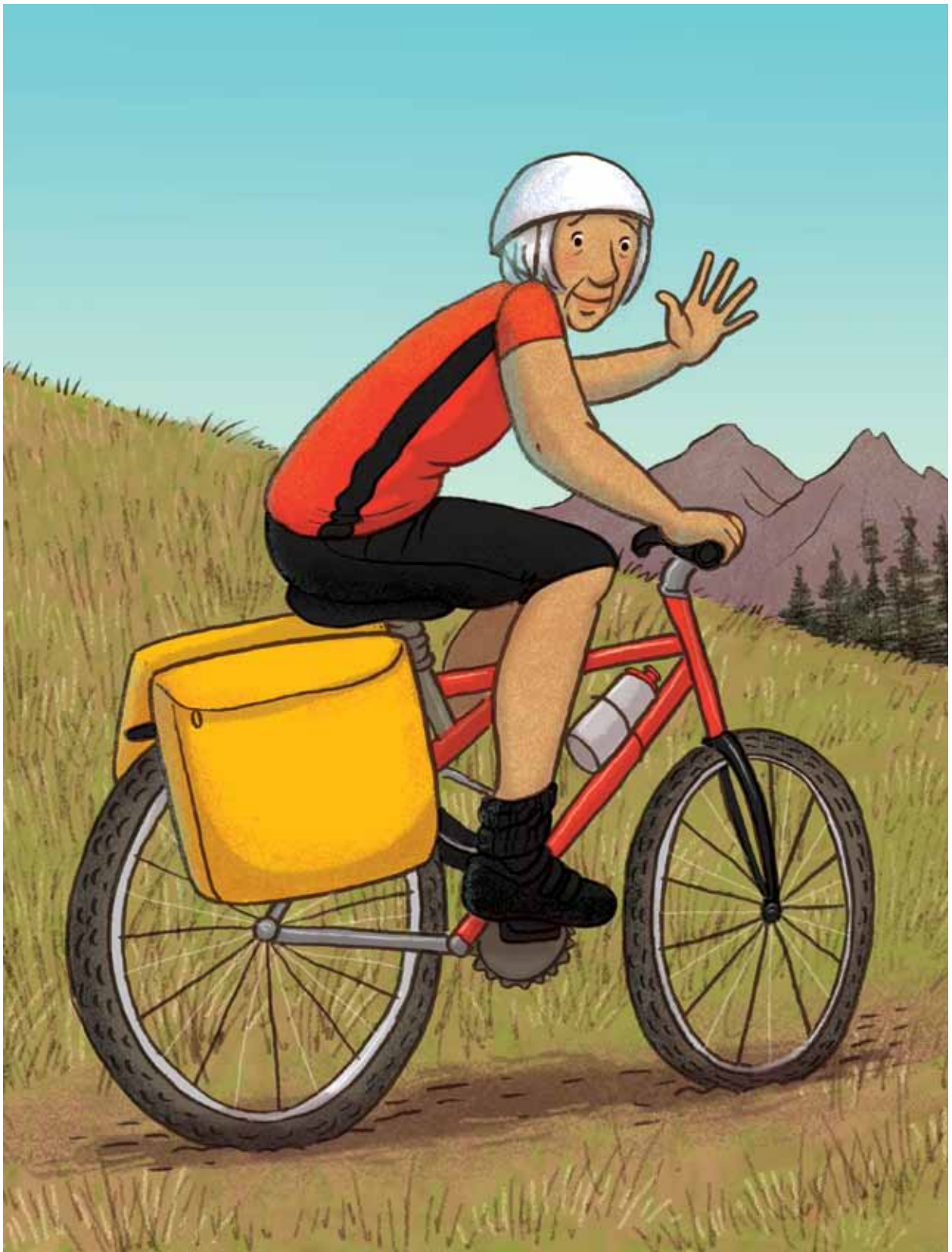
“Then I will be **close** to **home**,” says Gran. “It is just ten **miles** from Pine Hill to my **home**.”

“Ten **miles**!” says Jen.

“You kids have got one heck of a Gran!” says Tex.

As Gran sets off, the kids **wave**.

Gran **waves** back. “**See** you in six **weeks**!” she yells.



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 that 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 that 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.

Visit us on the web at www.coreknowledge.org



CORE KNOWLEDGE LANGUAGE ARTS

SERIES EDITOR-IN-CHIEF

E. D. Hirsch, Jr.

PRESIDENT

Linda Bevilacqua

EDITORIAL STAFF

Carolyn Gosse, Senior Editor - Preschool
Khara Turnbull, Materials Development Manager
Michelle L. Warner, Senior Editor - Listening & Learning

Mick Anderson
Robin Blackshire
Maggie Buchanan
Paula Coyner
Sue Fulton
Sara Hunt
Erin Kist
Robin Luecke
Rosie McCormick
Cynthia Peng
Liz Pettit
Ellen Sadler
Deborah Samley
Diane Auger Smith
Sarah Zelinke

DESIGN AND GRAPHICS STAFF

Scott Ritchie, Creative Director

Kim Berrall
Michael Donegan
Liza Greene
Matt Leech
Bridget Moriarty
Lauren Pack

CONSULTING PROJECT MANAGEMENT SERVICES

ScribeConcepts.com

ADDITIONAL CONSULTING SERVICES

Ang Blanchette
Dorrit Green
Carolyn Pinkerton

ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

Susan B. Albaugh, Kazuko Ashizawa, Nancy Braier, Kathryn M. Cummings, Michelle De Groot, Diana Espinal, Mary E. Forbes, Michael L. Ford, Ted Hirsch, Danielle Knecht, James K. Lee, Diane Henry Leipzig, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Laura Tortorelli, Rachael L. Shaw, Sivan B. Sherman, Miriam E. Vidaver, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.



CREDITS

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

WRITERS

Kristy Dempsey

ILLUSTRATORS

All illustrations by Apryl Stott



Code Knowledge assumed at the beginning of this Reader:

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*, *sitting*

/d/ as in *bid*, *add*

/k/ as in *cot*, *kid*,
hiccup, *black*,

/g/ as in *log*, *egg*

/n/ as in *run*, *running*

/h/ as in *ham*

/s/ as in *sit*,

/f/ as in *fat*, *huff*

/v/ as in *vet*

/z/ as in *zip*, *buzz*, *dogs*

/p/ as in *tip*, *napping*

/b/ as in *rub*, *rubbing*

/l/ as in *lamp*, *bell*

/r/ as in *rip*, *ferret*

/w/ as in *wet*

/j/ as in *jog*

/y/ as in *yes*

/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, who, once, to, do, two, are, have, were, one, a, I, no, so, of, is, to, all, some, from, word, said, says, was, when, why, where, what, which, here, there

Other:

Punctuation (period, comma, quotation marks, question mark, exclamation point)

Code Knowledge added gradually in the unit for this Reader:

- Beginning with "Gran's Trips": /ee/ as in *bee*
- Beginning with "The Pet": Tricky Words *he, she, be, me, we*
- Beginning with "Wong from Hong Kong": /ae/ as in *cake*
- Beginning with "Where is Wong?": Tricky Words *they* and *their*
- Beginning with "The Swim Meet": /ie/ as in *bite*
- Beginning with "The Tape": /oe/ as in *home*; Tricky Words *my* and *by*
- Beginning with "Fuzz and Mel": /ue/ as in *cute*
- Beginning with "The Sweet Shop": Tricky Words *you* and *your*



Core Knowledge®

Gran

Unit 2 Reader

Skills Strand
GRADE 1

The Core Knowledge Foundation
www.coreknowledge.org