



Grade 1

Skills 1 | Big Book

Snap Shots

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Big Book

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Beth

I am Beth.

I am ten.

I am at camp.

Camp is i fun.





Once Mom and Dad went on
a trip to the camp. All of us
were at the camp.

Dad and I went up on top of
a path at the pond.

Mom got a snap shot of us.

This is the the snap shot.



Then Mom let us snap some
shots.

Dad got a snap shot of Mom.





I got a snap shot
of a dog with a hot
dog.







Nat

This is Nat.

Nat is a kid I met at camp.







I have lots of snap shots
of Nat.

This is a snap shot of Nat
with a fish.

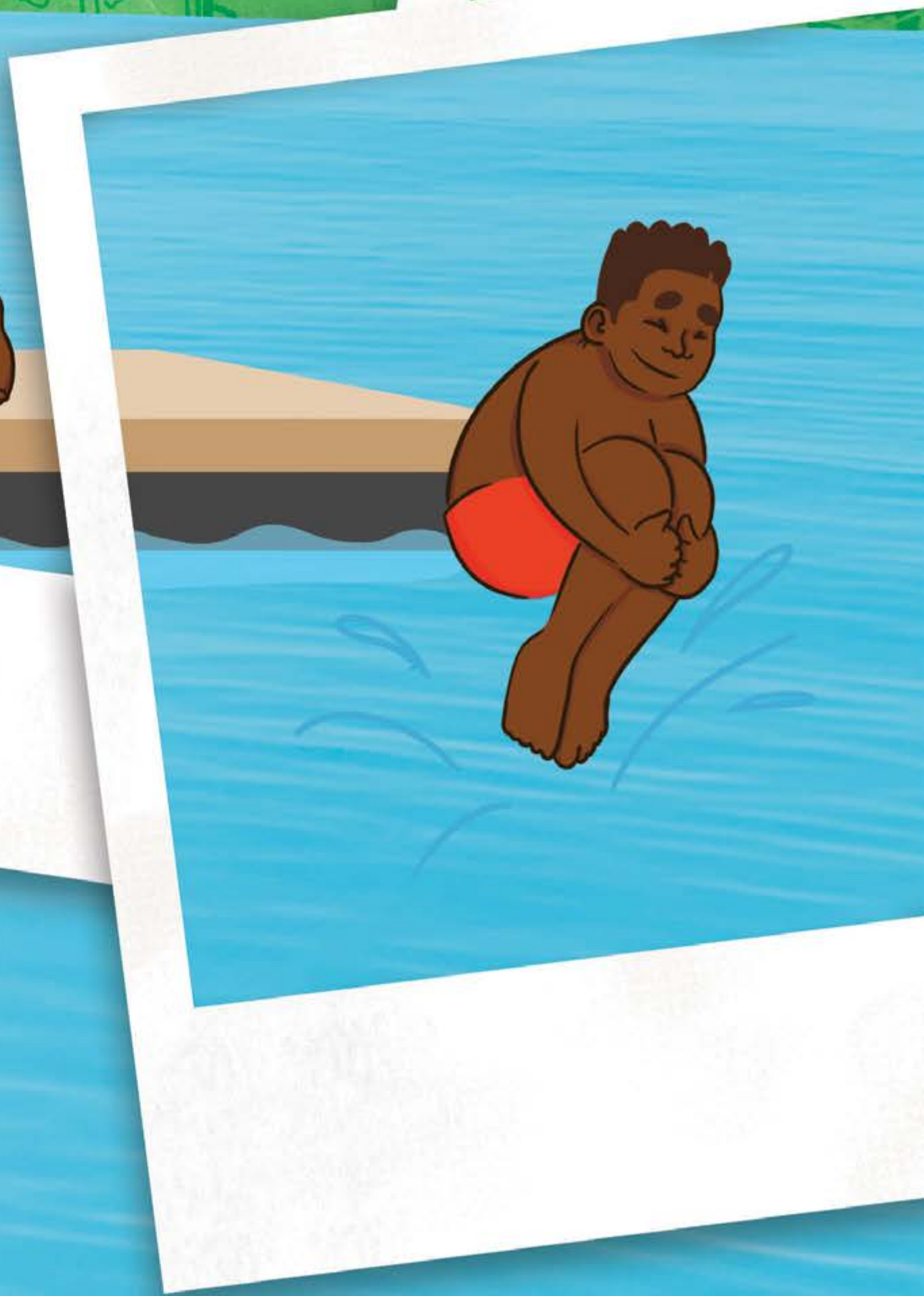






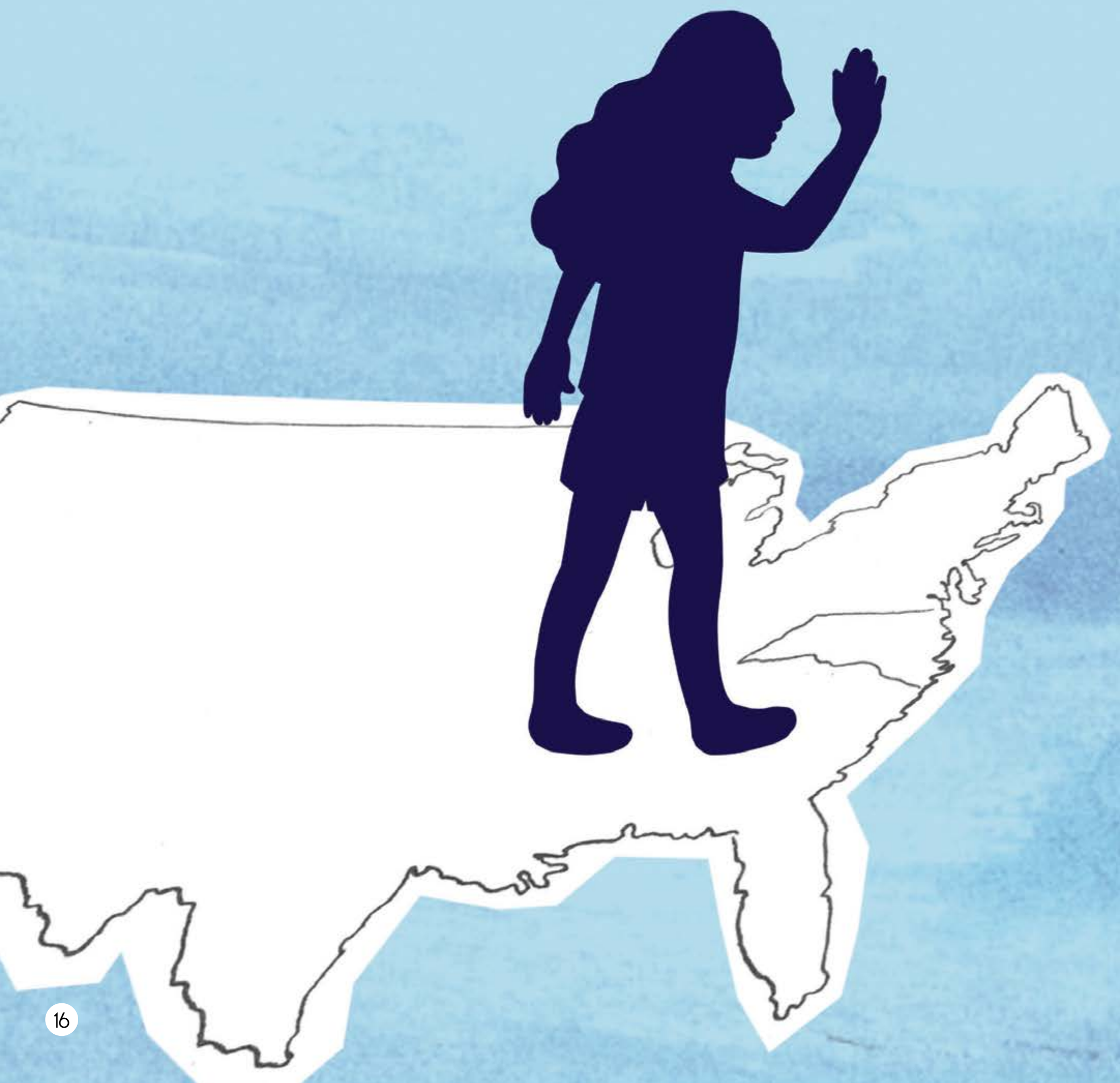
This is a snap shot of
Nat on a raft.





Nat and I had lots of fun at camp. But then Nat's mom got a job in the U.K.

Nat left, and I felt sad.





The Trip to the U.K.

Nat went to the U.K., and I felt sad. But then Mom set up a trip to the U.K.





Mom and I went on a jet.

Ships are fun, but jets are the best!

I got to sit next to the the wing. I had lunch. Then I had a nap.

Mom got this snap shot of the the nap.





Nat met us at the end of the end
ramp.

I ran up to hug him.





Then Nat's mom, Dot, got
us a cab.

This is a snap shot of us
with the cab man.





Nat and I had a lot of
fun.

Then, Mom and I slept
in a bed next to Nat's
bed.





Bud the Cat

This is a snap shot of Nat's cat, Bud.

Nat got Bud from a vet. Bud had a bad leg. The vet had to fix Bud's leg.



I ♡ Bud

Bud had to sit in a box with a
cast on one leg.

Then Nat said, “Mom, can I
have him? Can I? Can I?
Can I?”

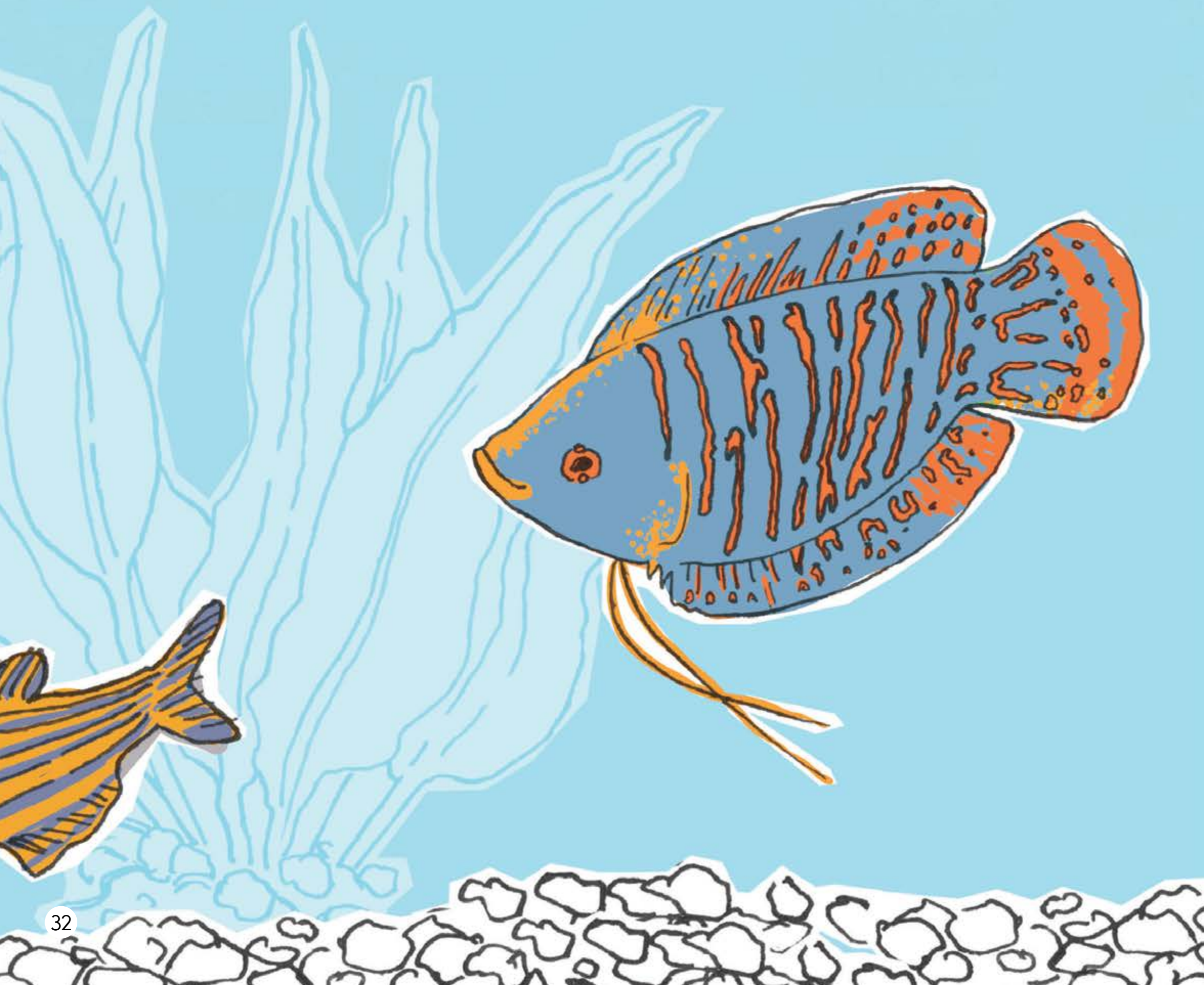
Dot said yes.

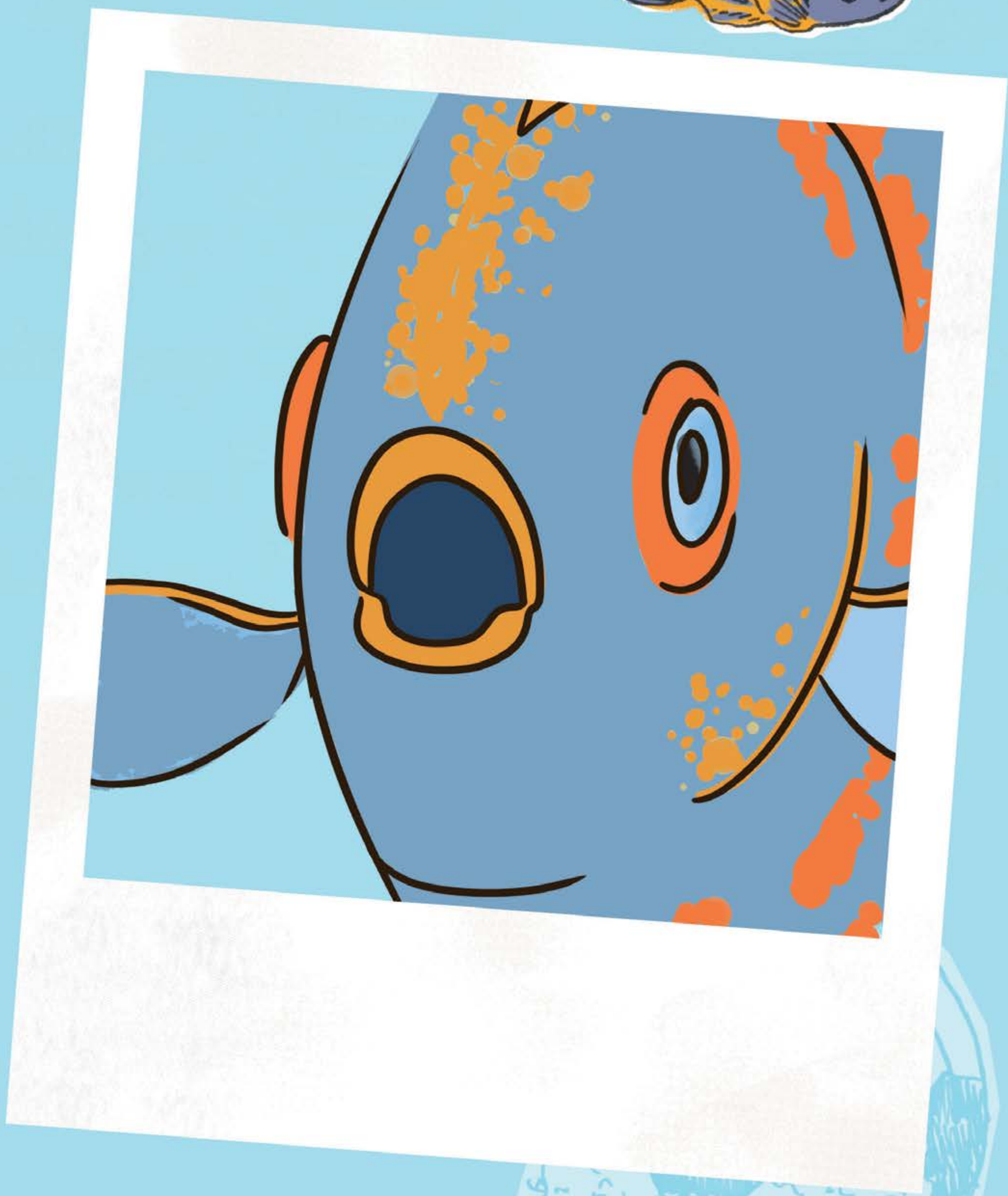


The Fish

This is a snap shot of Nat's fish.

The fish swim and splash and
munch on fish snacks.





The cat can smell the fish. It can press on the glass. It can grab at the fish. But it can not get them.




The Flag Shop

Mom and I went in a lot of shops in the U.K. One of the shops was a flag shop.

The shop had the U.S. flag, the French flag, and the U.K. flag.

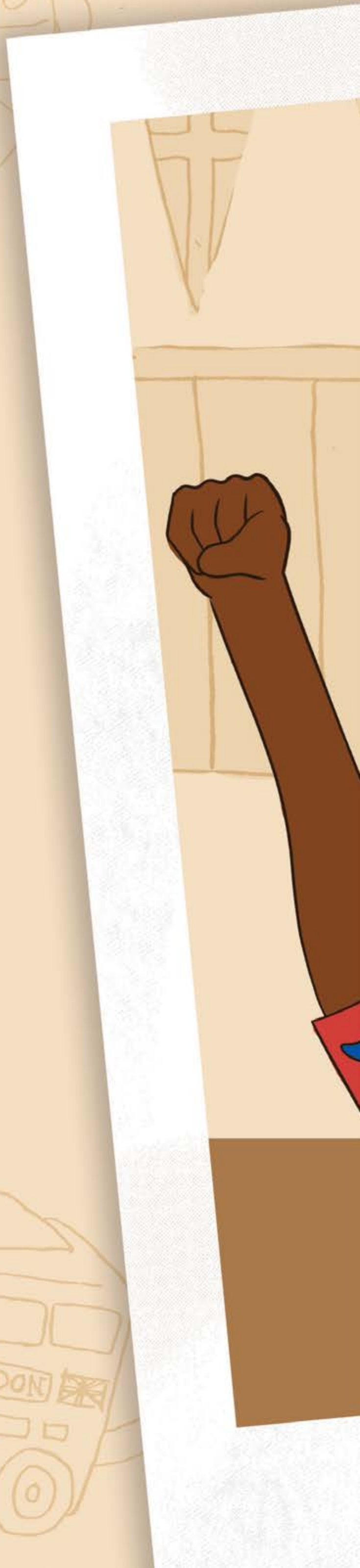
That's Mom in the snap shot, with the U.S. flag.





The U.K. flag has a
big red cross on it.
Nat and his mom
held one up.

I got this snap shot
of the two of them
with the flag.





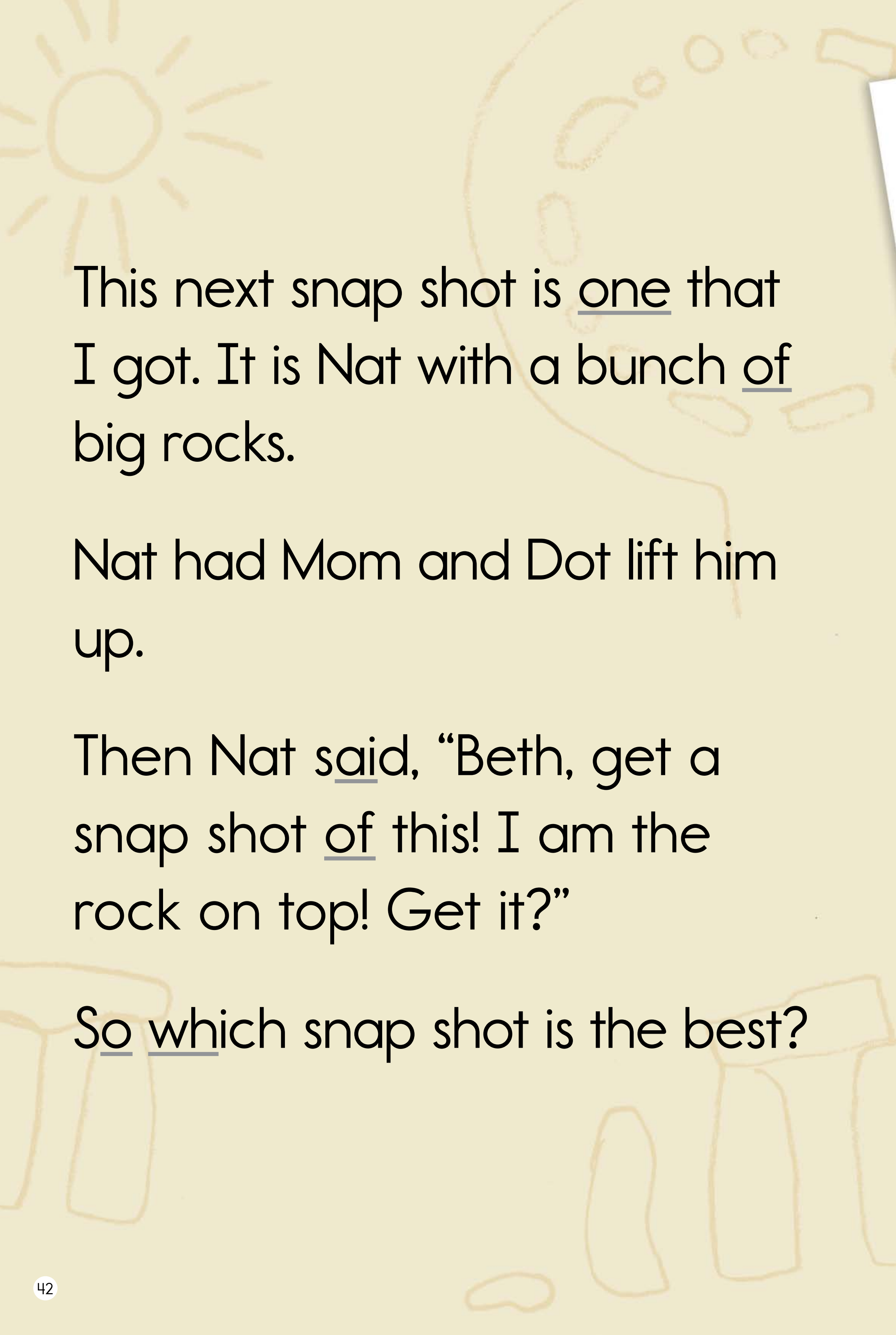
Which Is the Best?



This is a snap shot Mom got. All of us had to run up a bunch of steps to get to this spot.

Nat and I ran up fast. The moms had to huff and puff to get to the top.







This next snap shot is one that I got. It is Nat with a bunch of big rocks.

Nat had Mom and Dot lift him up.

Then Nat said, “Beth, get a snap shot of this! I am the rock on top! Get it?”

So which snap shot is the best?





The Bus Stop

Dot led us to a bus stop. At the bus stop there was a thrush.

Nat held up his hand. The thrush was all set to land on his hand, but then Dot said, “Nat, stop that!”

Nat let his hand drop.





At the bus stop, Nat said, “Beth,
this is the best bus!”

I said, “Why? Is it fast?”

“No,” Nat said, “it is not that fast.”

“Then why is it the best?”

Just then, Nat said, “There it is!”

It was a big red bus
with a top deck!





On the Bus

Nat and I sat up on the top deck of the big red bus.

The bus went past a big shop.

“That is where Mom shops,” said Nat.

“That shop has all the best stuff!”





The bus went past a big clock. A bell went ding, dong, ding, dong.

“That is Big Ben!” said Nat.

“Who is Big Ben?” I said.

“Big Ben is not a man,” Nat said.

“Big Ben is the bell that is in that clock.”



The bus went on.

“That is a posh spot there!”

Nat said.

“Posh?” I said. “What is that?”

“A posh spot is where stuff costs a lot,” said Nat. “Mom had lunch in there once, and it cost so much that Dad got mad.”





The Man in the Black Hat

All of us got off the bus. Nat led us up to a man in a black hat.

“Beth,” Nat said, “that man will not grin.”

“Why not?” I said.

“His job is to stand there as still as a rock and not grin,” Nat said.

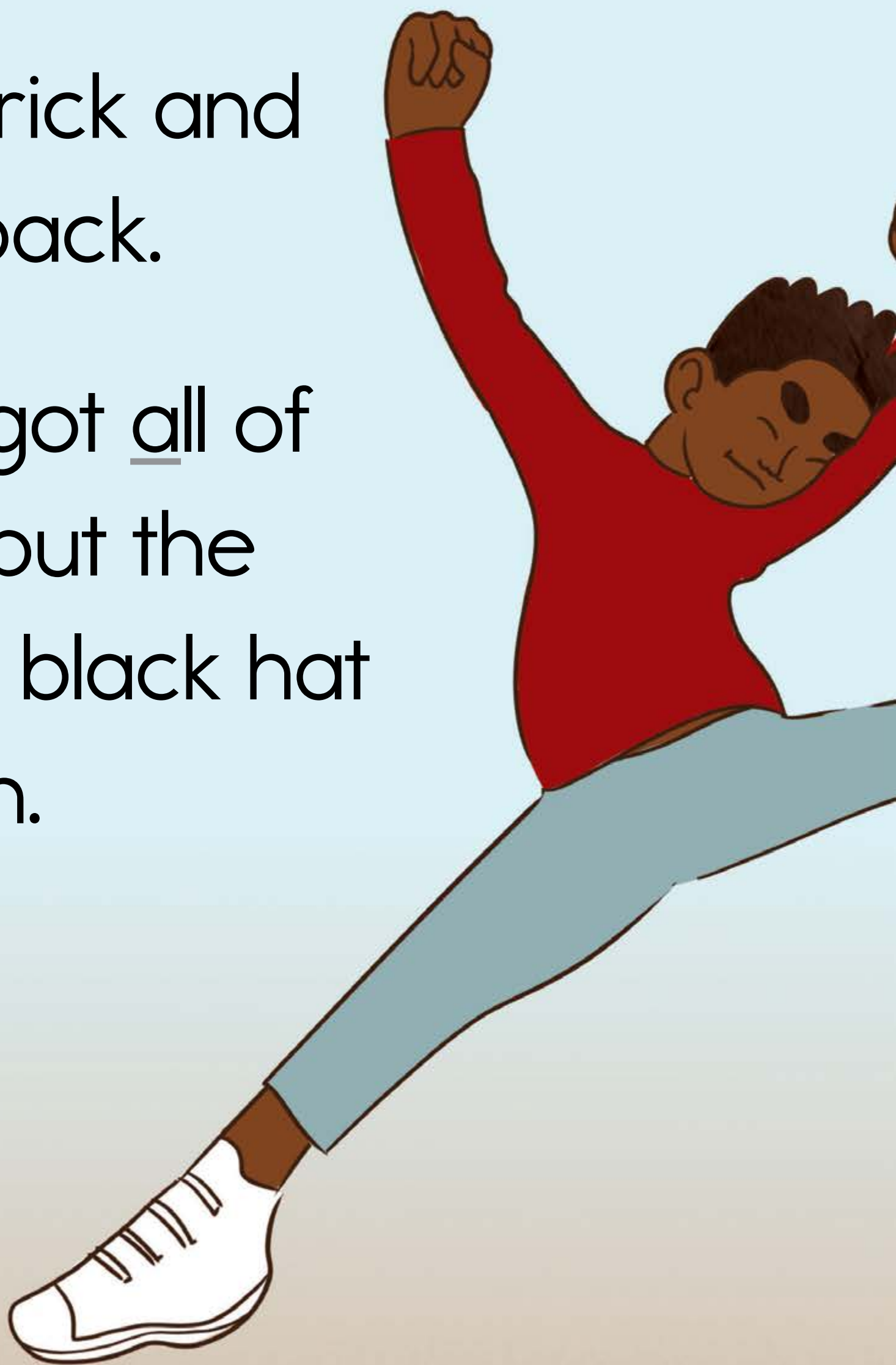


“I will do the best
trick I can,” Nat said.

“But I will bet that
man will not grin.”

Nat did a trick and
fell on his back.

Nat’s trick got all of
us to grin, but the
man in the black hat
did not grin.





“I bet I can get
him to grin!” I said.

I did a split, but the
man did not grin.

I sang a song and
did a jig, but still the
man did not grin.





Mom got lots of snap shots of us and the man in the black hat. But there is not one snap shot where that man grins.





The Man in the Kilt

Once Nat and I met a man in a kilt.

I said, "Why is that man in a dress?"

Nat said, "That is not a dress. It is a kilt."

"A quilt?" I said.

"No," Nat said. "A kilt."







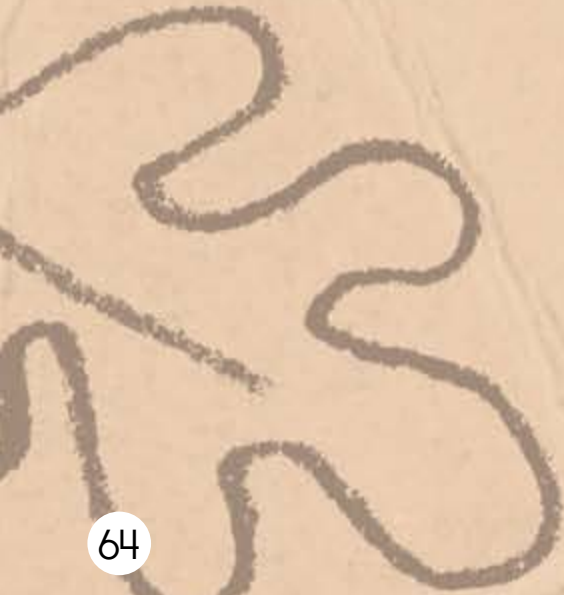
“What is a kilt?” I said.

Mom said, “The kilt tells us that the man is a Scot. The cloth on the kilt tells us where the man is from.”

“So the kilt tells us his past?” I said.

“Yes,” said Mom. “It is a bit of his past.”

Mom got this snap shot of us with the man in the kilt!





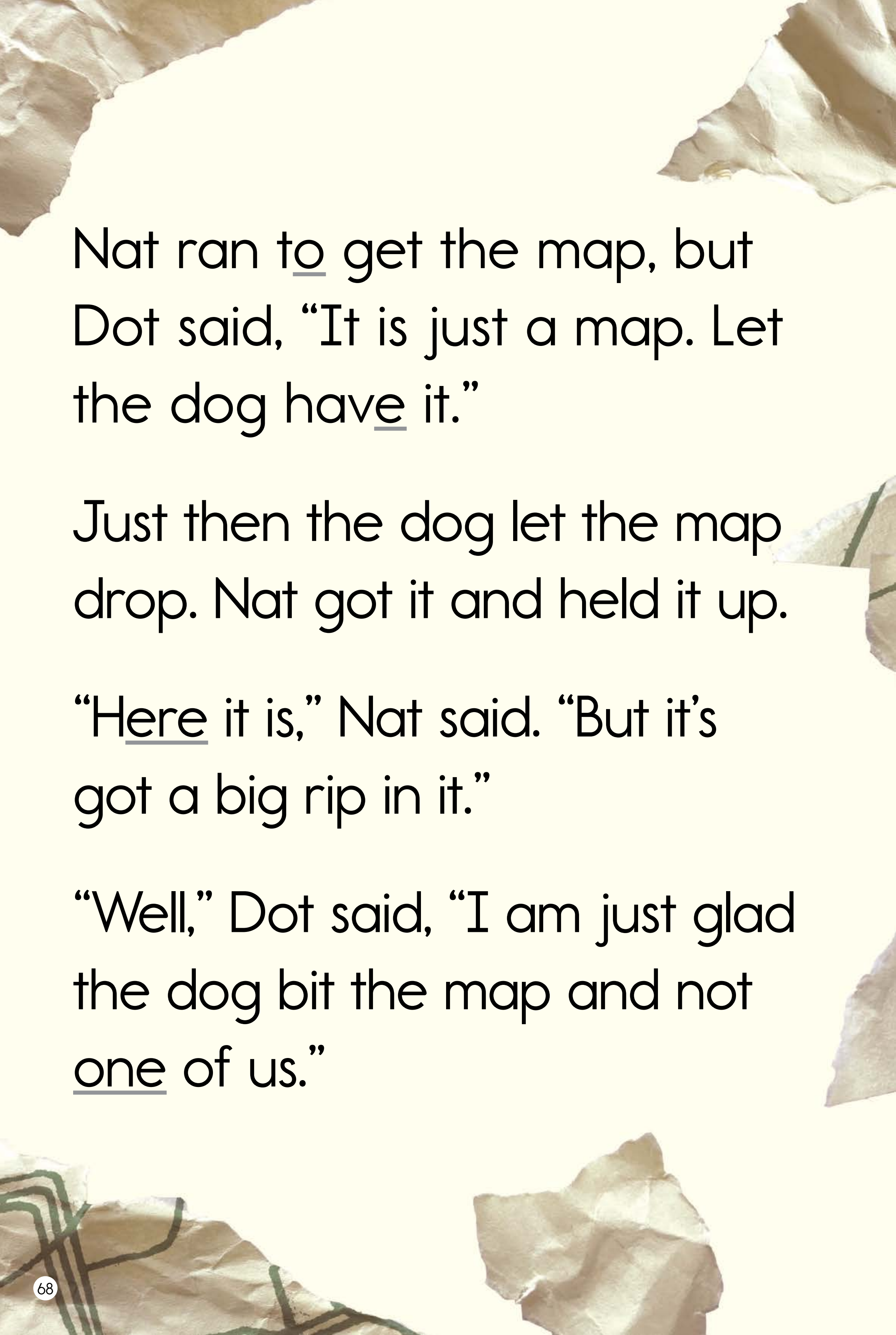
The Map

Once all of us were
on a trip when a dog ran
up and bit the map.

Dot said, “Bad dog! Stop that!
Drop that map! Drop it!”

But the dog did not
drop the map. The
dog ran up the block
with the map.



The background of the page is a light cream color, decorated with several pieces of torn, aged, light brown paper. Some of these pieces show faint green lines, suggesting they are fragments of a map. The text is centered on the page.

Nat ran to get the map, but Dot said, “It is just a map. Let the dog have it.”

Just then the dog let the map drop. Nat got it and held it up.

“Here it is,” Nat said. “But it’s got a big rip in it.”

“Well,” Dot said, “I am just glad the dog bit the map and not one of us.”



In the Cab

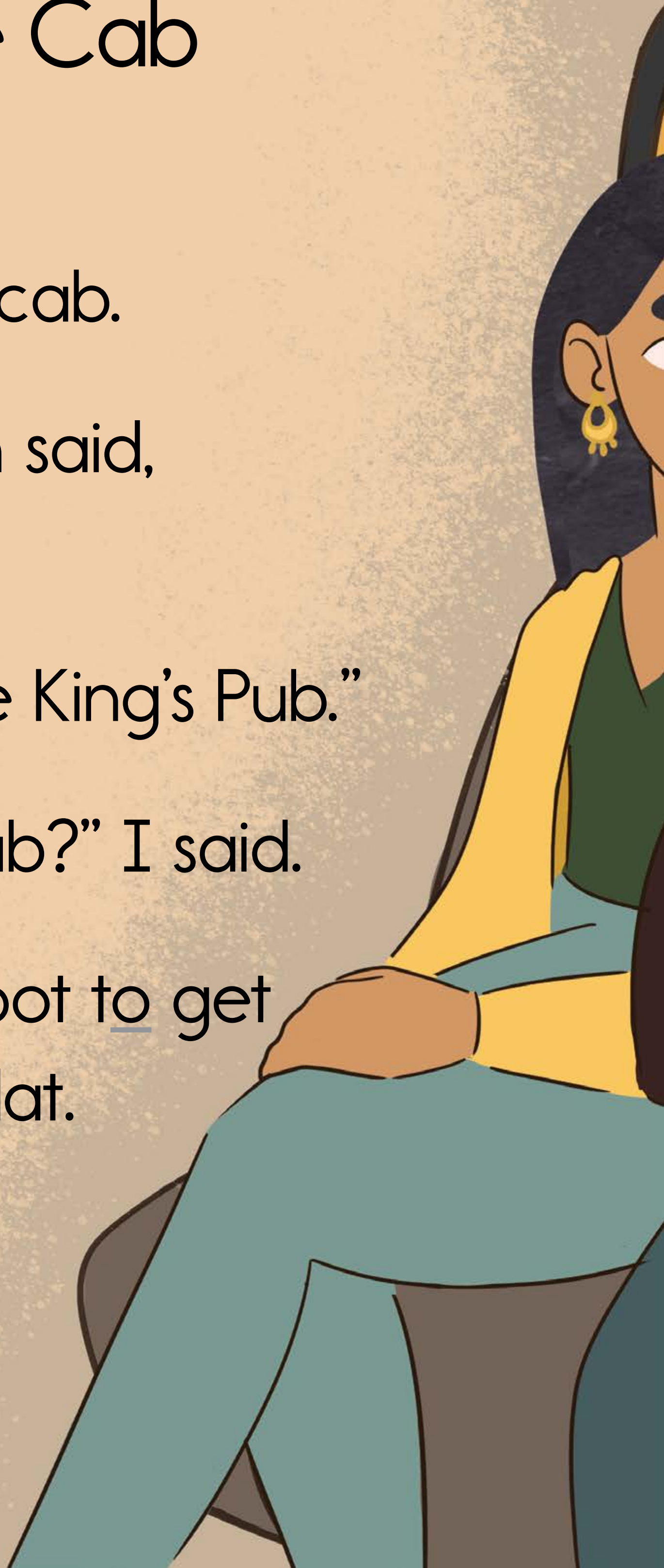
Dot got us a cab.

The cab man said,
“Where to?”


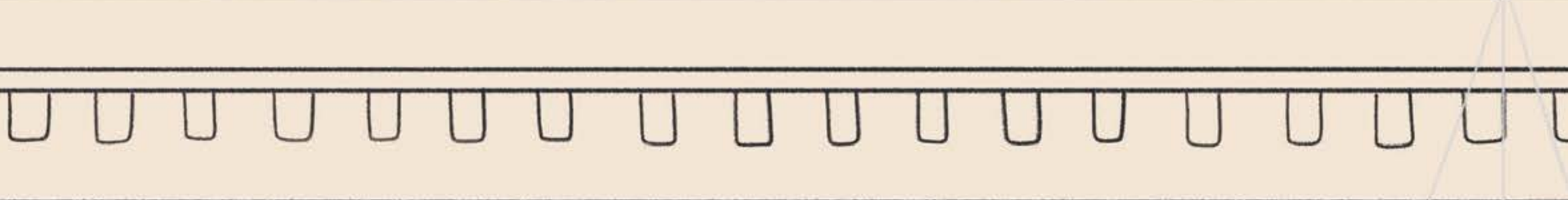
Dot said, “The King’s Pub.”

“What is a pub?” I said.

“A pub is a spot to get
lunch,” said Nat.







“If it’s the King’s Pub,” I said,
“I bet it’s posh. Will I get to sit
with the king?”

“No,” said Dot with a grin. “But
this pub has got the best fish
and chips!”

The cab man got us to the
pub in a flash. Then all of us
went in to have lunch.

KING'S PUB

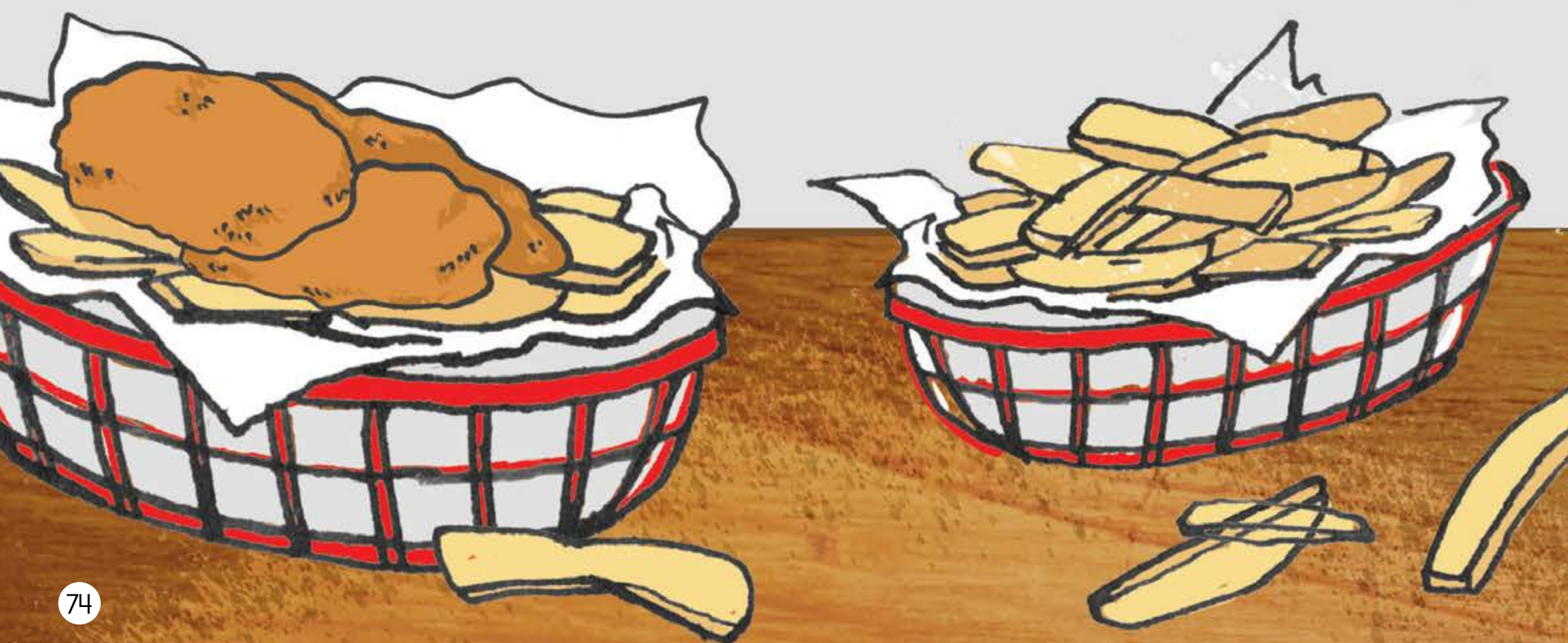


Lunch at the King's Pub

At the King's Pub, all of us had fish and chips.

All of the pubs in the U.K. sell fish and chips. The fish and chips I had in the King's Pub were the best I had in the U.K.

Yum, yum!





Nat had a glass of milk with his fish and chips. Then his hand hit the glass.

Splash!

The milk went on Dot's fish and chips.

This snap shot tells it all.





The Punt

Dot said, “Let’s rent a punt!”

“A punt?” I said. “What’s that?”

Dot led us to a dock. There
were two punts there, as well
as a man with a long stick.

“Let’s rent one!” I said.

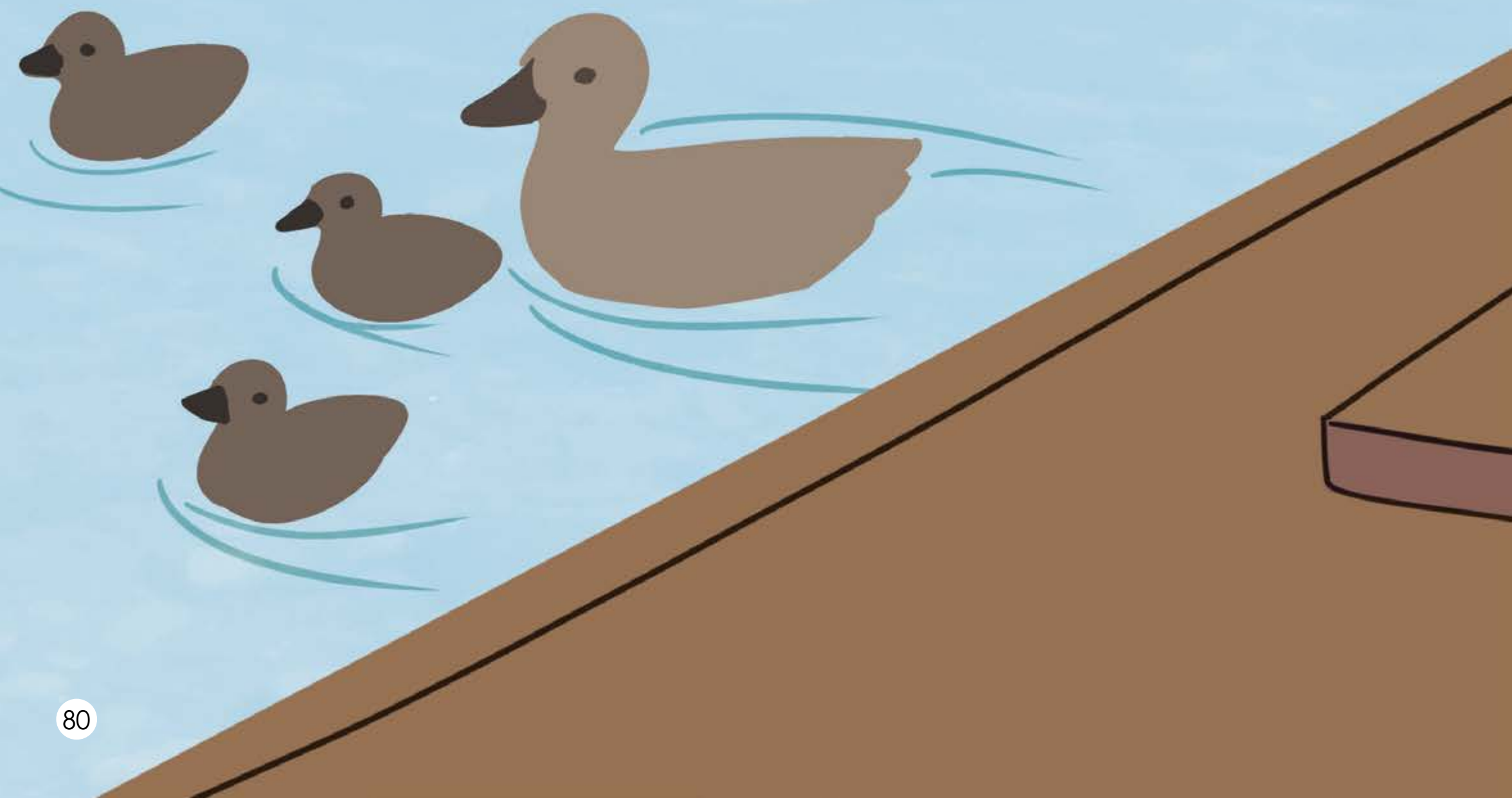


All of us got in the punt. The man with the stick got in last.

The man said, “Kids, this punt can tip. If it tips, all of us will get wet. The best thing to do is to sit still and not stand up.”

Nat and I sat still and did not get wet.

It was a lot of fun.





The Trip Back

The trip to the U.K. was so much fun. I was sad that it had to end.

When it did end, Nat and I had a hug. So did Mom and Dot.

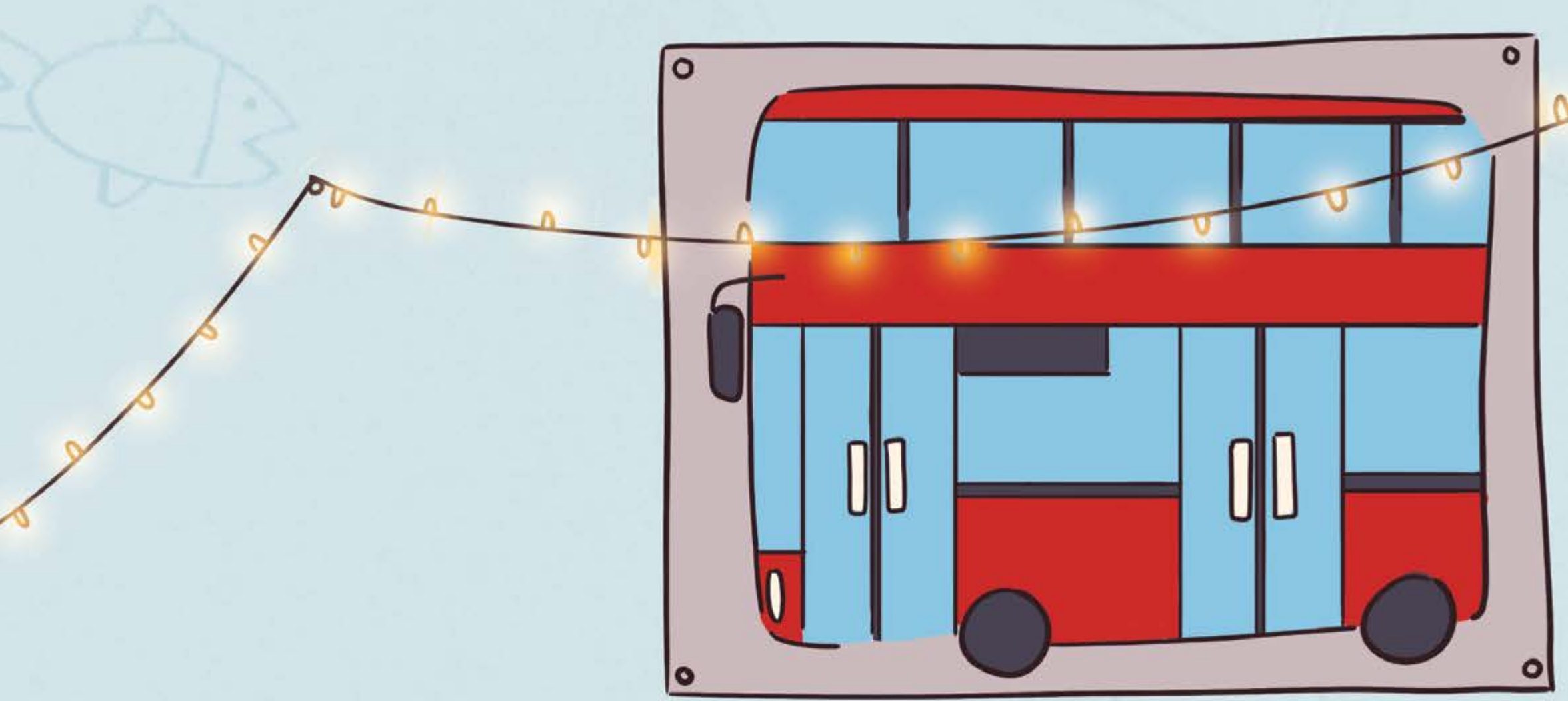
Then Mom and I got back on the jet.



When Mom and I got back to the U.S., Dad met us.

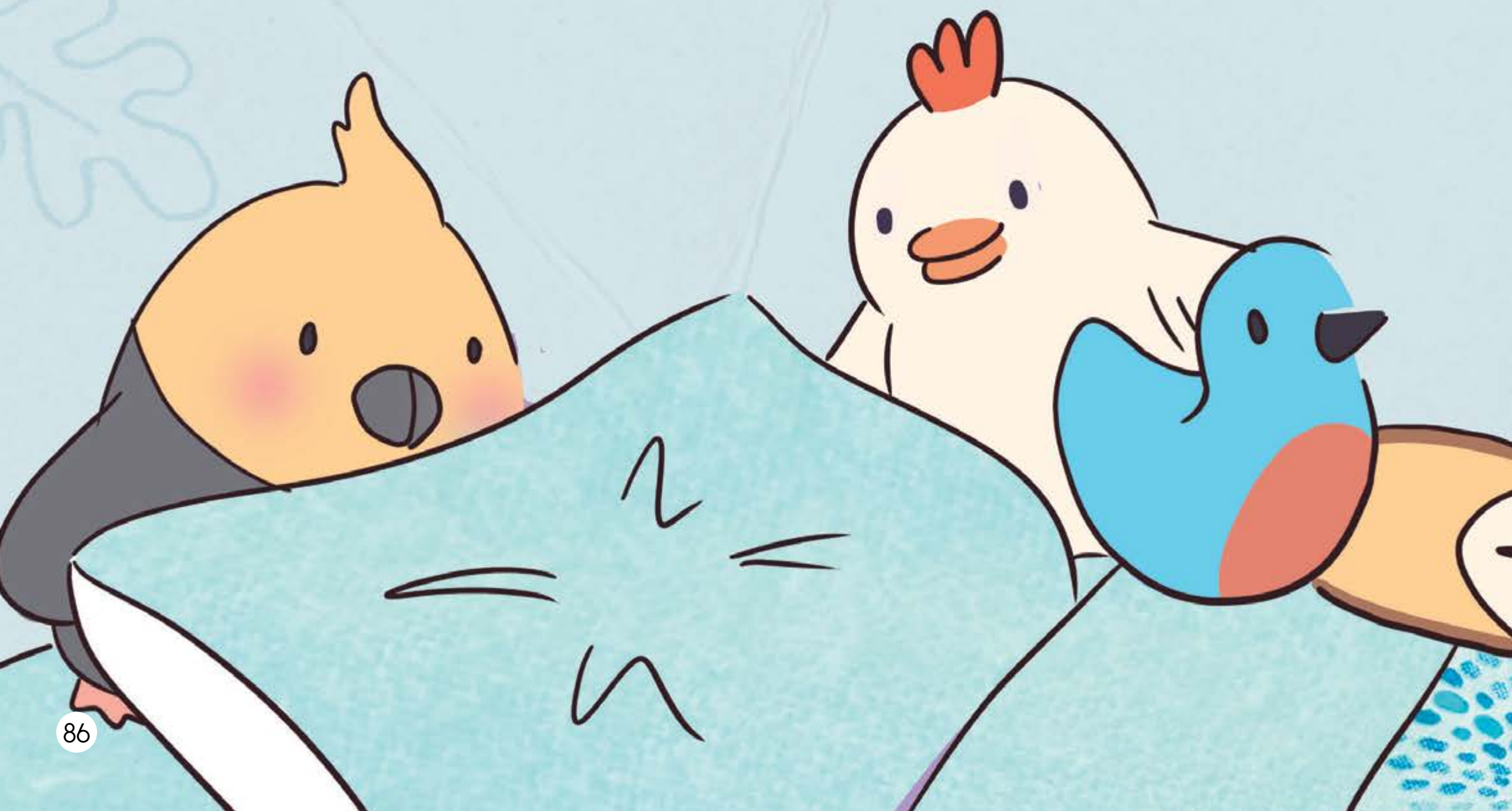
“Dad!” I said, “I am glad you are here. I wish you were with us in the U.K. Mom and I went on a punt and had fish and chips at a pub! Nat and I sat on top of a big red bus and went past Big Ben! It was the best trip!”





I got a map of the U.K. and hung it up.

I stuck red dots on all the spots Mom and I went to.





Mom got prints of the snapshots from the trip.

I sent the best ones to Nat!



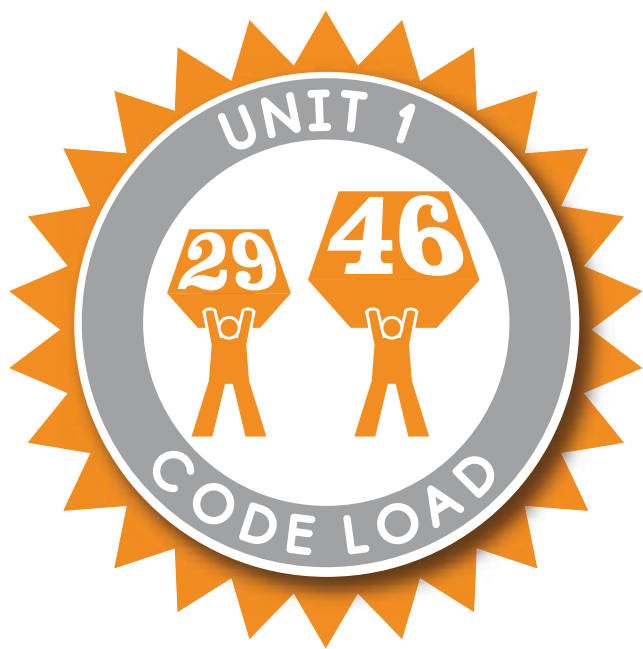


About this Book

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

Note: The listing below of assumed code knowledge lists the vowel and consonant sounds and spellings, Tricky Words, and other language conventions that are reviewed in Lessons 1–19 of this unit before students begin reading the first story in this Reader.

VOWEL SOUNDS AND SPELLINGS:

/i/ as in sk*im*

/e/ as in b*ed*

/a/ as in t*ap*

/u/ as in u*p*

/o/ as in f*lop*

CONSONANT SOUNDS AND SPELLINGS:

/m/ as in sw*m*

/n/ as in r*un*

/t/ as in b*at*

/d/ as in b*id*

/k/ as in c*ot* and k*id*

/g/ as in l*og*

/f/ as in f*at*

/s/ as in s*it*

/z/ as in z*ip*

/v/ as in v*et*

/p/ as in t*ip*

/b/ as in r*ub*

/l/ as in l*amp*

/r/ as in r*ip*

/h/ as in h*am*

/w/ as in w*et*

/j/ as in j*og*

/y/ as in y*es*

/x/ as in bo*x*

/ch/ as in ch*in*

/sh/ as in sh*op*

/th/ as in th*en*

/th/ as in th*in*

OTHER:

- Punctuation (period, comma, quotation marks, question mark, exclamation point)
- 's (for possession)
- Abbreviations (U.K., U.S.)

TRICKY WORDS:

a, I, no, so, of, is, all, some, from, word, are, were, have, one, once, to, do, two

Code Knowledge added gradually in the unit for this Reader:

- Beginning with “Beth”: Tricky Word *the*
- Beginning with “The Trip to the U.K.”: /ng/ as in *king*
- Beginning with “Bud the Cat”: Tricky Word *said*
- Beginning with “The Fish”: double-letter spellings for consonant sounds, such as ‘ll,’ ‘ss,’ etc. and /k/ > ‘ck’ as in *snack*
- Beginning with “The Flag Shop”: Tricky Word *was* and /z/ > ‘s’ as in *dogs*
- Beginning with “Which Is the Best”: Tricky Word *which*
- Beginning with “The Bus Stop”: Tricky Words *there, why*
- Beginning with “On the Bus”: Tricky Words *where, who, what*
- Beginning with “The Man in the Kilt”: /qu/ as in *quilt*
- Beginning with “The Map”: Tricky Words *when, here*

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Chief Academic Officer, Elementary Humanities

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director,
Elementary Language Arts Content

Patricia Erno, Associate Director,
Elementary ELA Instruction

Baria Jennings, EdD, Senior Content Developer

Maria Martinez, Associate Director, Spanish
Language Arts

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy,
K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager,
Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects,
K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Other Contributors

Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Texas Contributors

Content and Editorial

Sarah Cloos

Laia Cortes

Jayana Desai

Angela Donnelly

Claire Dorfman

Ana Mercedes Falcón

Rebecca Figueroa

Nick García

Sandra de Gennaro

Patricia Infanzón-
Rodríguez

Seamus Kirst

Michelle Koral

Sean McBride

Jacqueline Ovalle

Sofía Pereson

Lilia Perez

Sheri Pineault

Megan Reasor

Marisol Rodriguez

Jessica Roodvoets

Lyna Ward

Product and Project Management

Stephanie Koleda

Tamara Morris

Art, Design, and Production

Nanyamka Anderson

Raghav Arumugan

Dani Aviles

Olioli Buika

Sherry Choi

Stuart Dalgo

Edel Ferri

Pedro Ferreira

Nicole Galuszka

Parker-Nia Gordon

Isabel Hetrick

Ian Horst

Ashna Kapadia

Jagriti Khirwar

Julie Kim

Lisa McGarry

Emily Mendoza

Marguerite Oerlemans

Lucas De Oliveira

Tara Pajouhesh

Jackie Pierson

Dominique Ramsey

Darby Raymond-
Overstreet

Max Reinhardsen

Mia Saine

Nicole Stahl

Flore Thevoux

Jeanne Thornton

Amy Xu

Jules Zuckerberg

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Design and Graphics Staff

Kelsie Harman

Liz Loewenstein

Bridget Moriarty

Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist

Carolyn Pinkerton

Scott Ritchie

Kelina Summers

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Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

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Writers

Matt Davis, Core Knowledge Staff

Illustrators and Image Sources

All illustrations by Jackie Pierson



Amplify.
TEXAS

ELEMENTARY LITERACY PROGRAM

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Snap Shots

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