



Snap Shots

Grade 1

Skills 1

Snap Shots

Reader

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Beth

I am Beth.

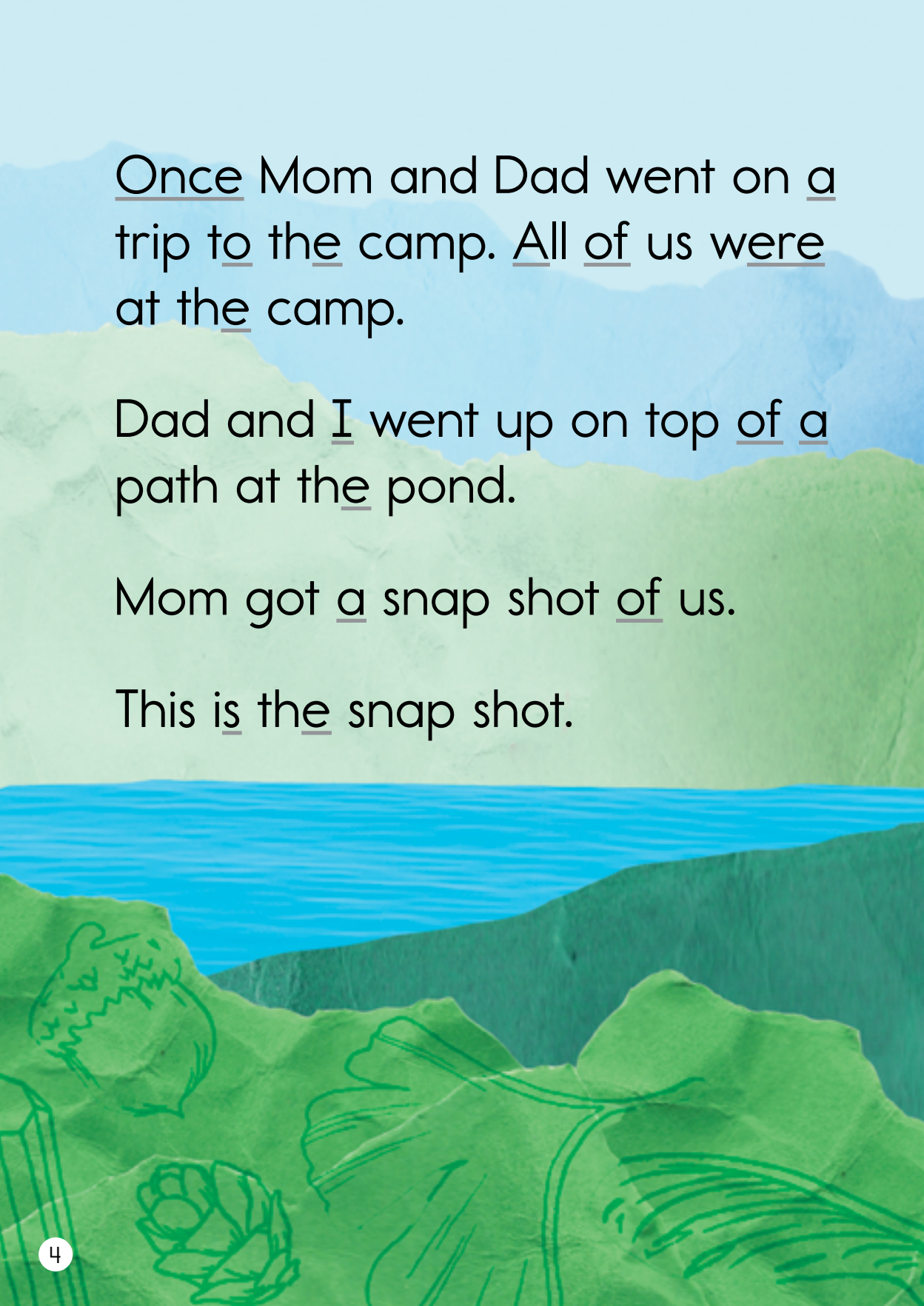
I am ten.

I am at camp.

Camp is 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 camp 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.





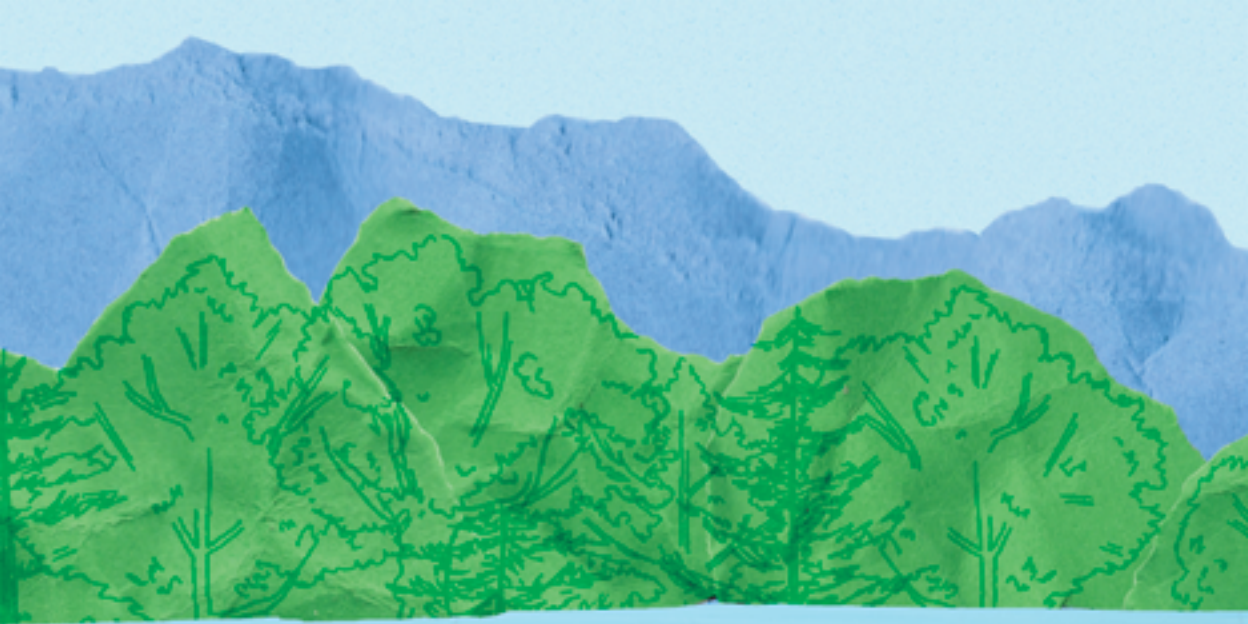
The background is a textured yellow paper. It features several hand-drawn symbols in yellow ink: a large 'X' in the top left, a star on the left, and a smiley face at the bottom left. There are also several 'X' marks scattered across the page. Two colorful braided cords are visible: one in the top right corner and another in the bottom left corner. The cord in the bottom left is red and blue, while the one in the top right is green, blue, and red. A dark blue, irregular shape is partially visible on the right side of the page.

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.







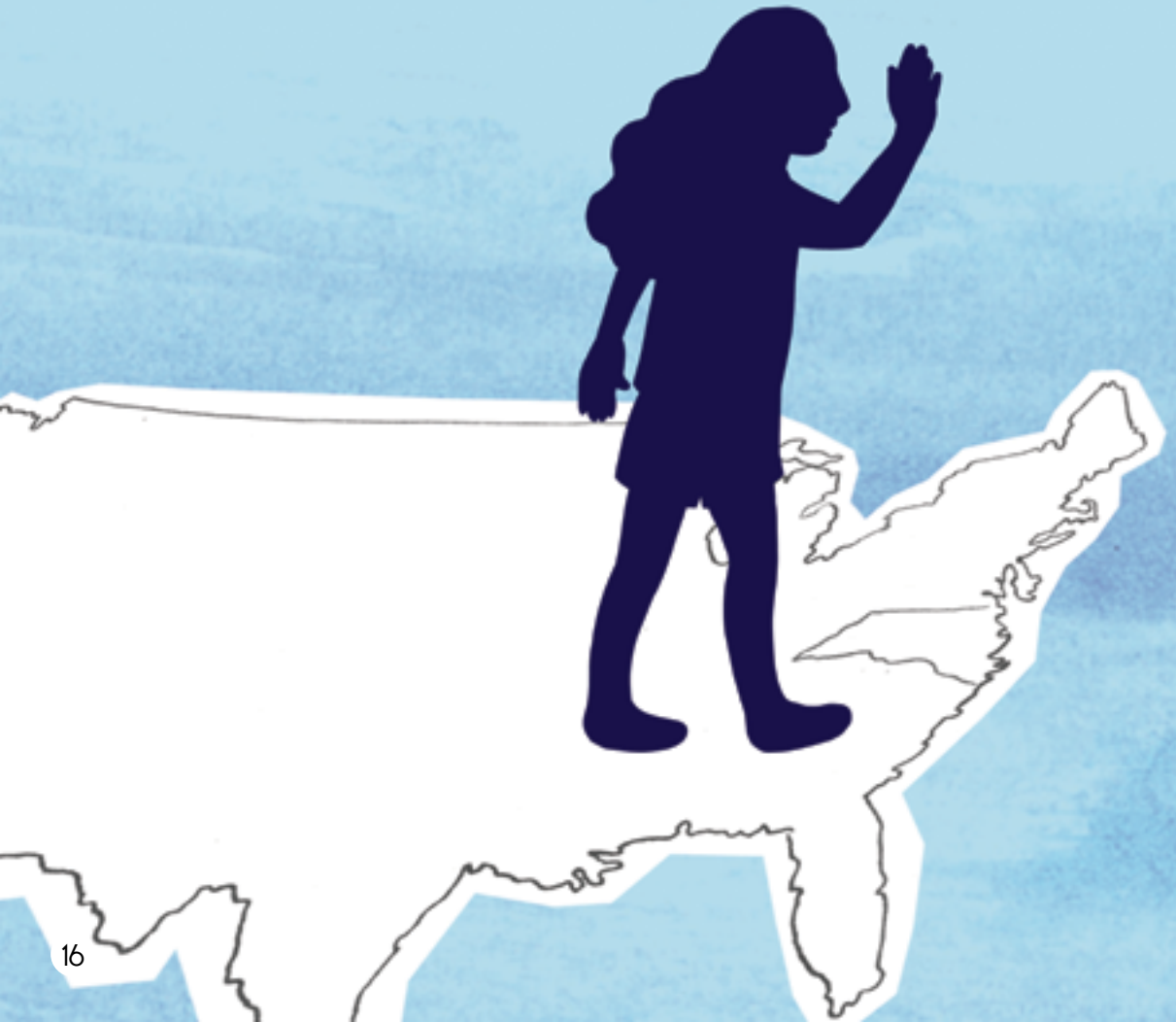
This is a snap shot of
Nat on a raft.





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

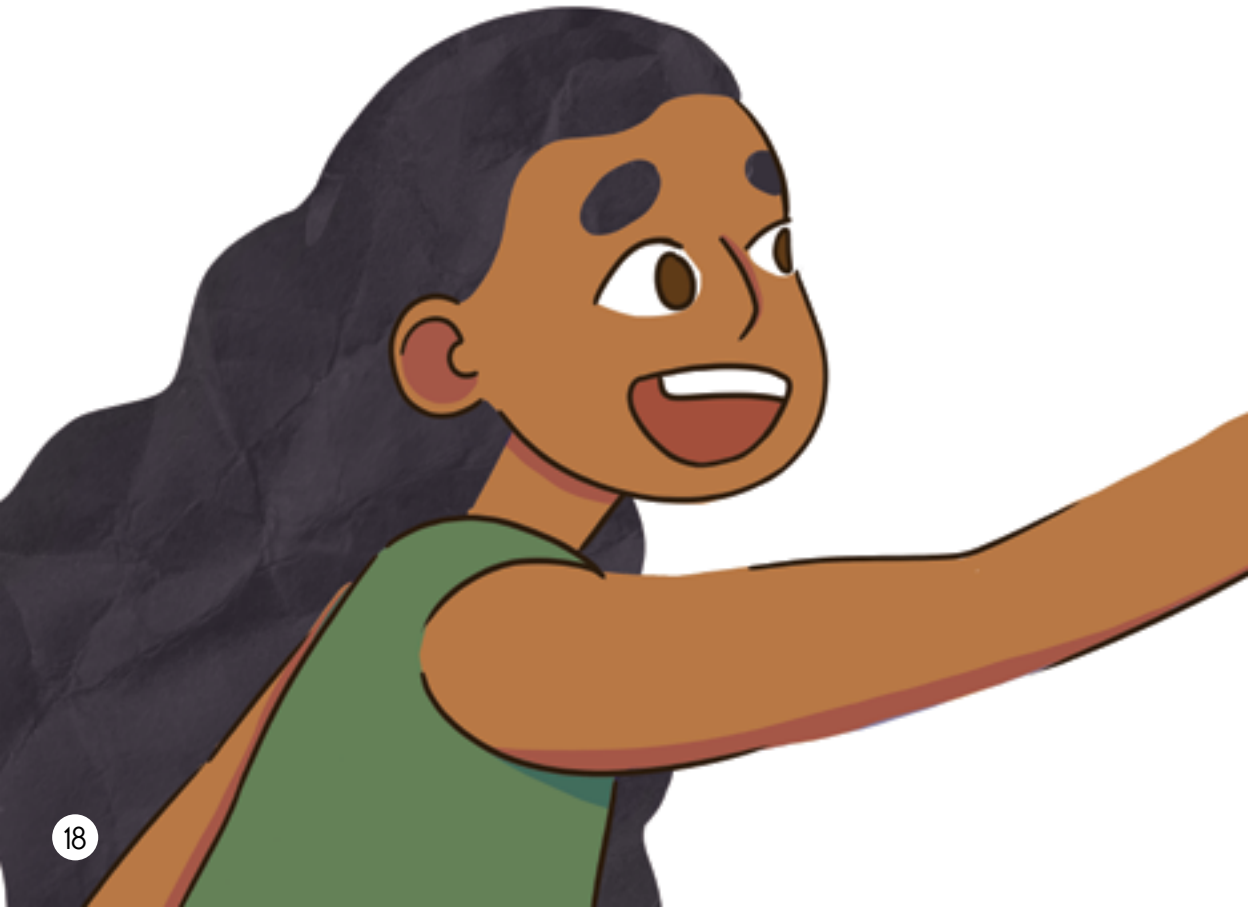
Nat left, and I felt sad.





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!

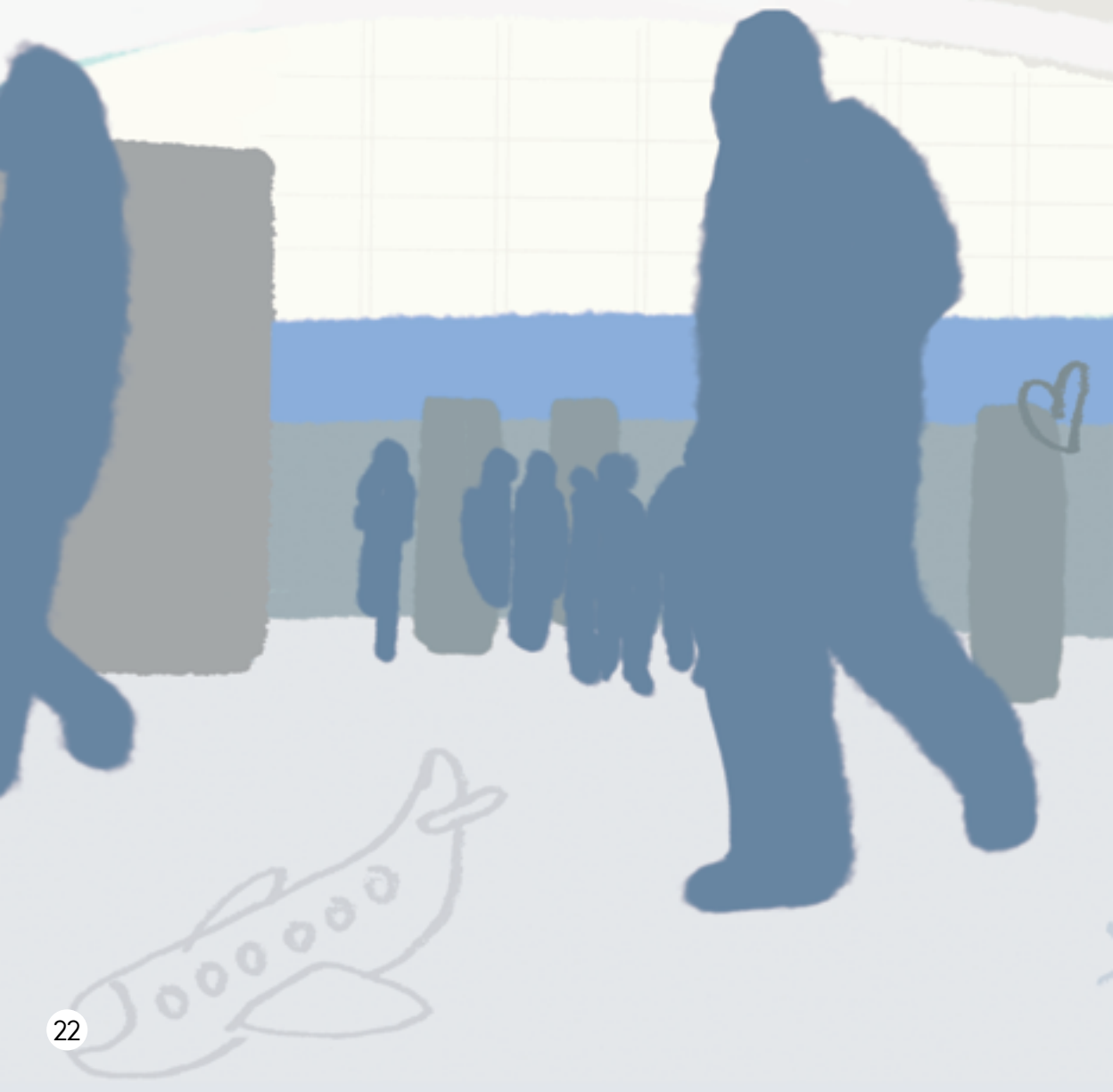
I got to sit next to the wing. I had lunch. Then I had a nap. Mom got this snap shot of the nap.





Nat met us at the end
of the e 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?”

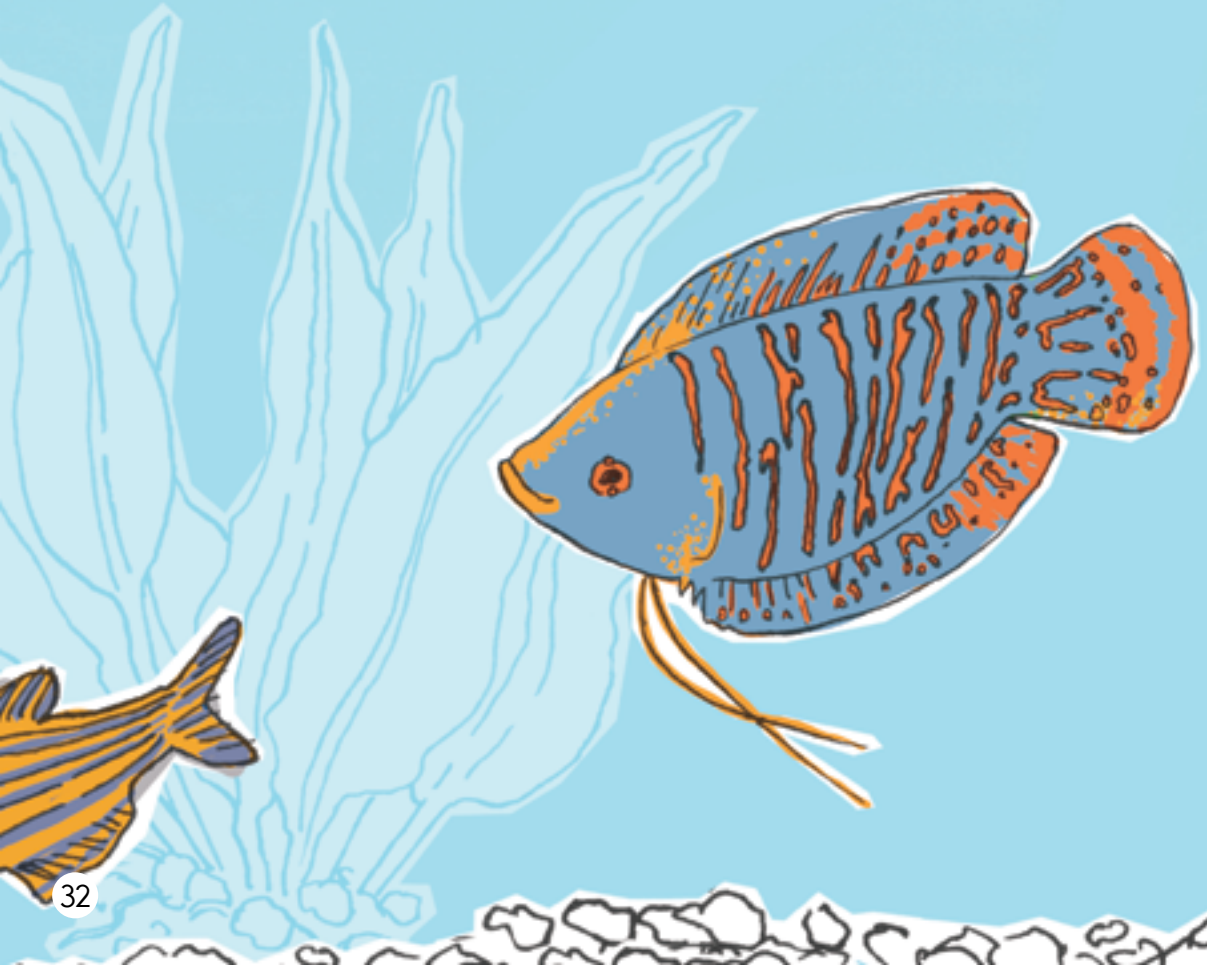
Dot said yes.

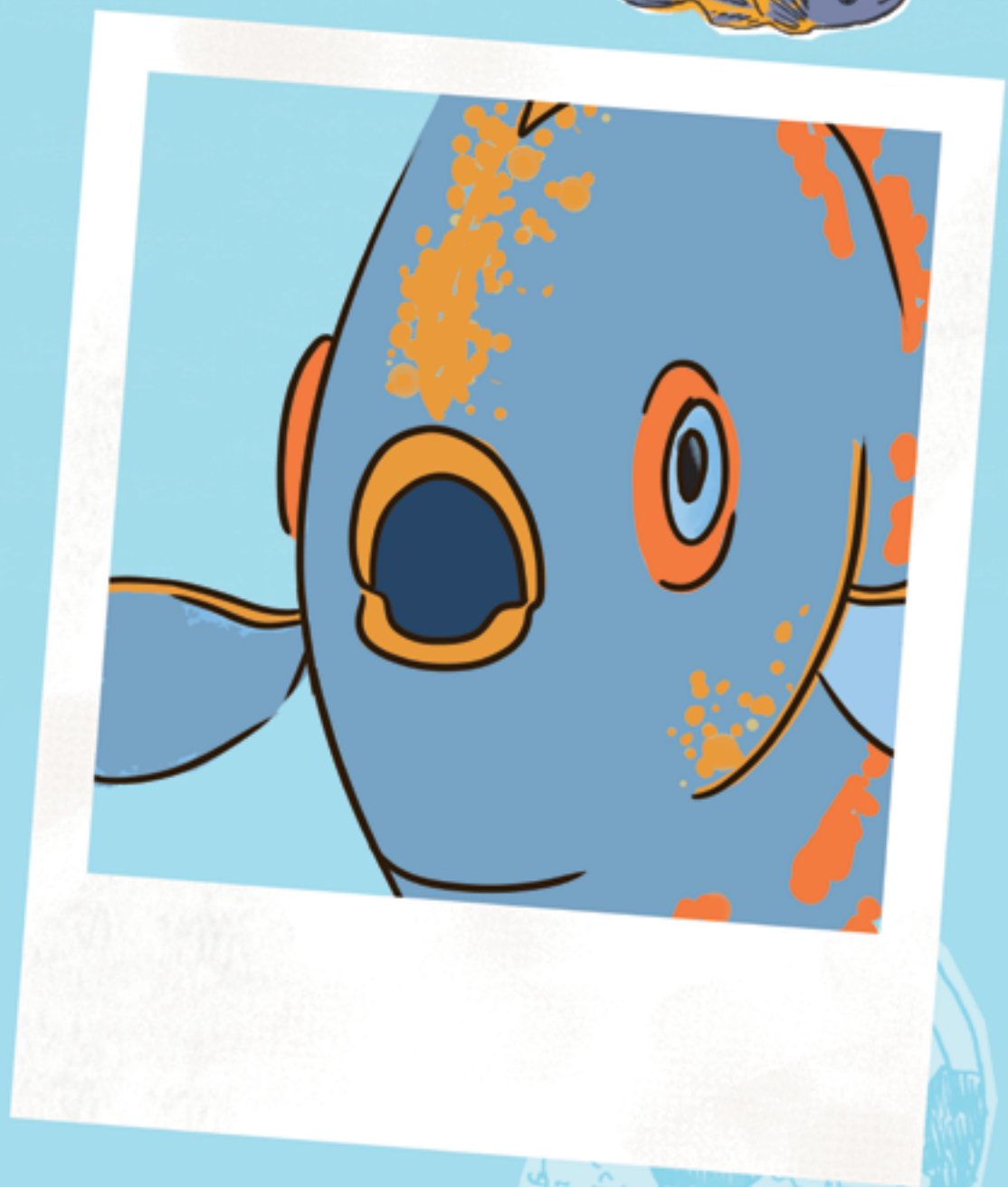


The Fish

This is a snap shot of Nat's fish.

The fish swim and splash and
munch on fish snacks.





Theu cat can smell theu fish. It can press on theu glass. It can grab at theu 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 shop 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.





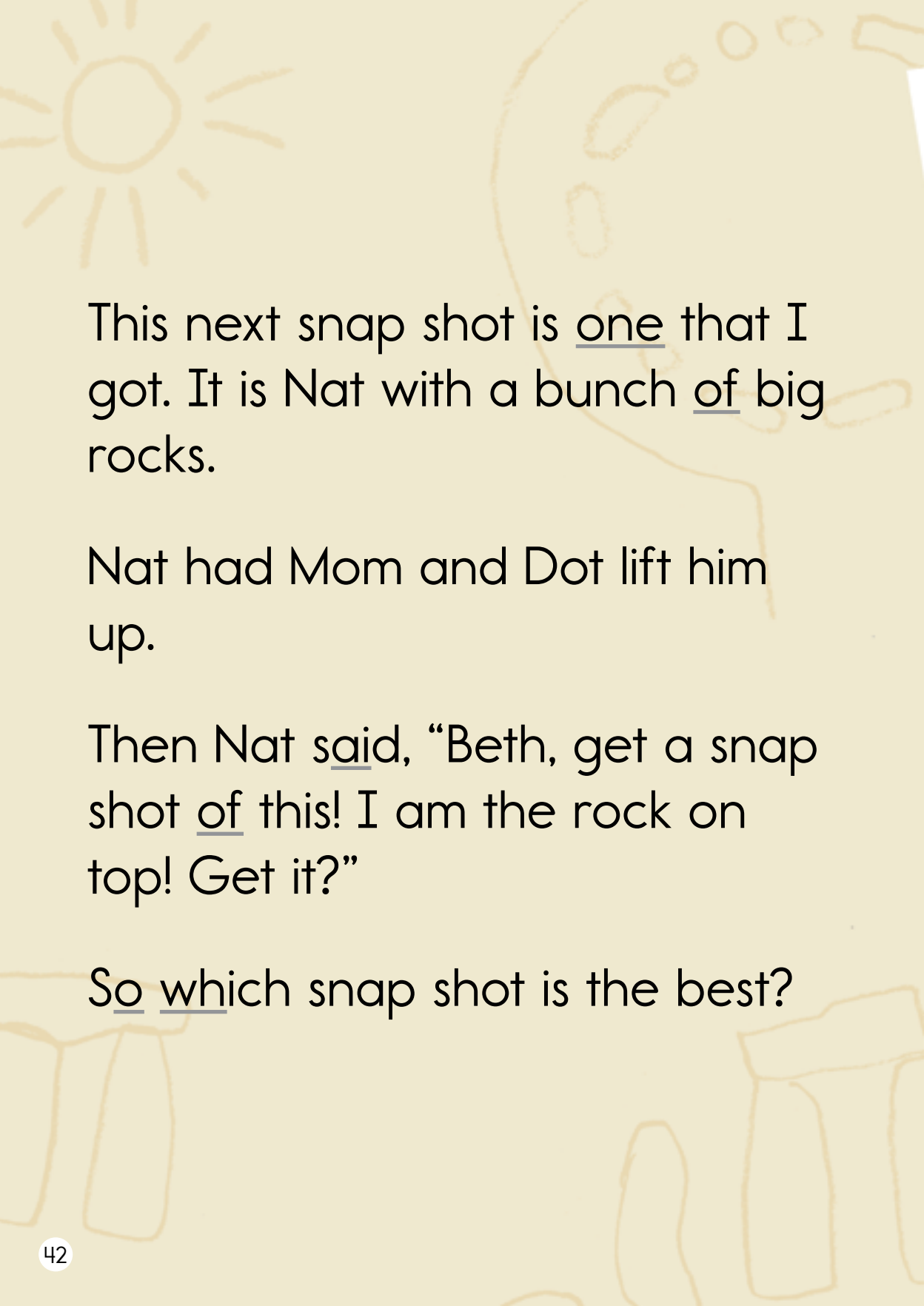
Which Is the Best?



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!





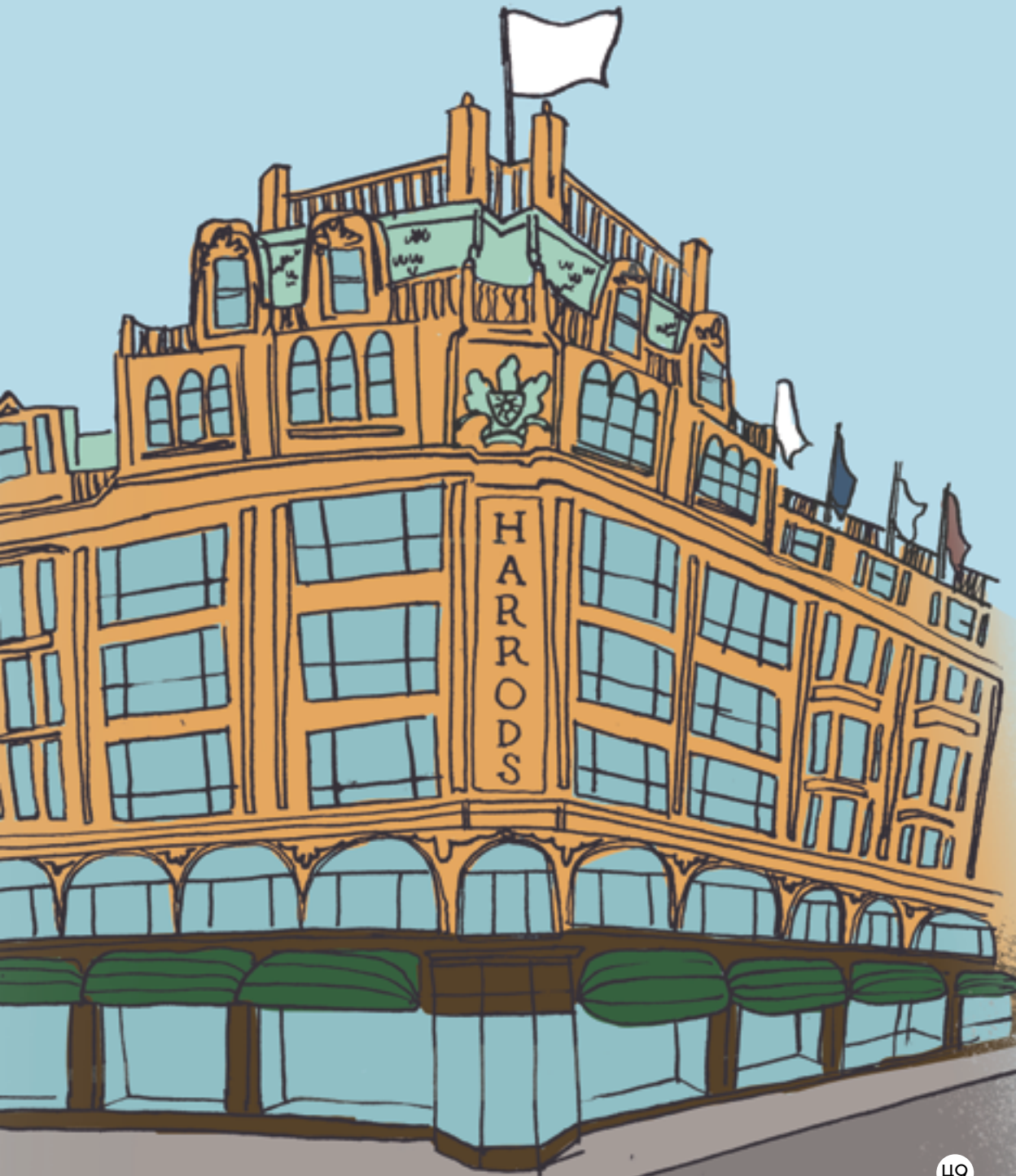
On the Bus

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.

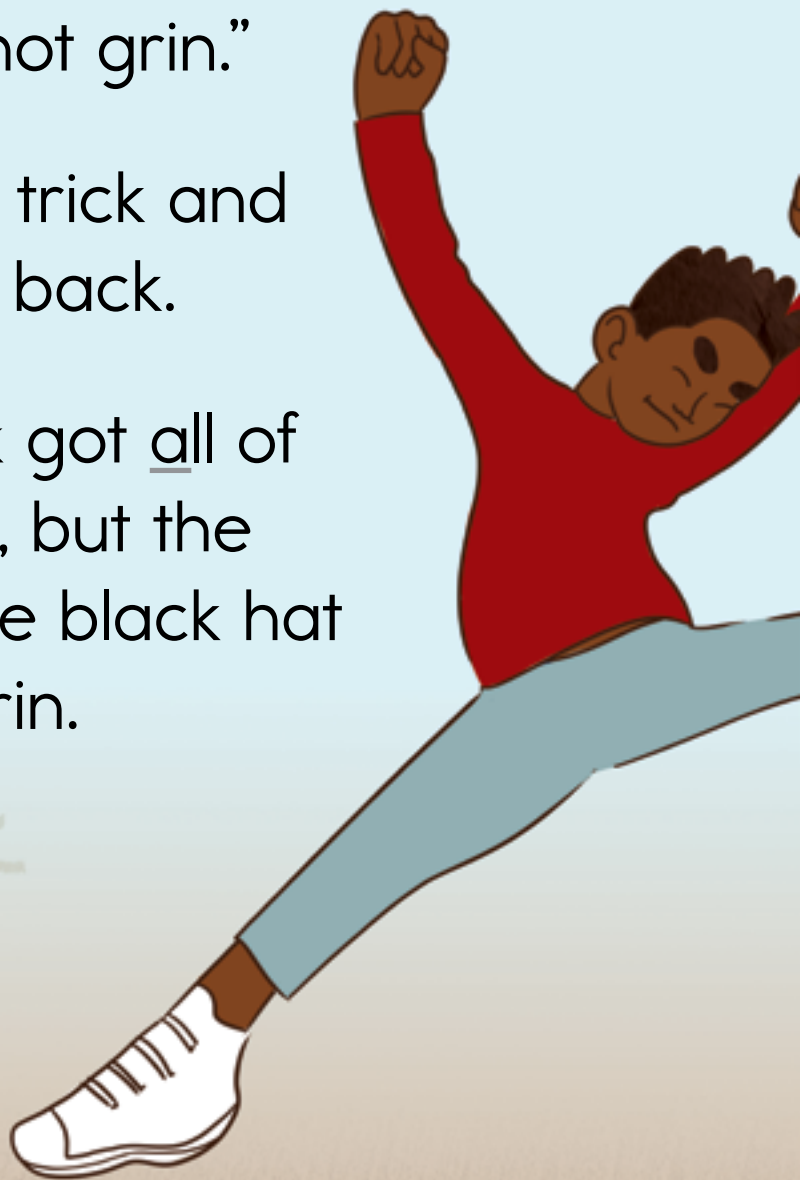


“I will do the best trick I can,” Nat said.

“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

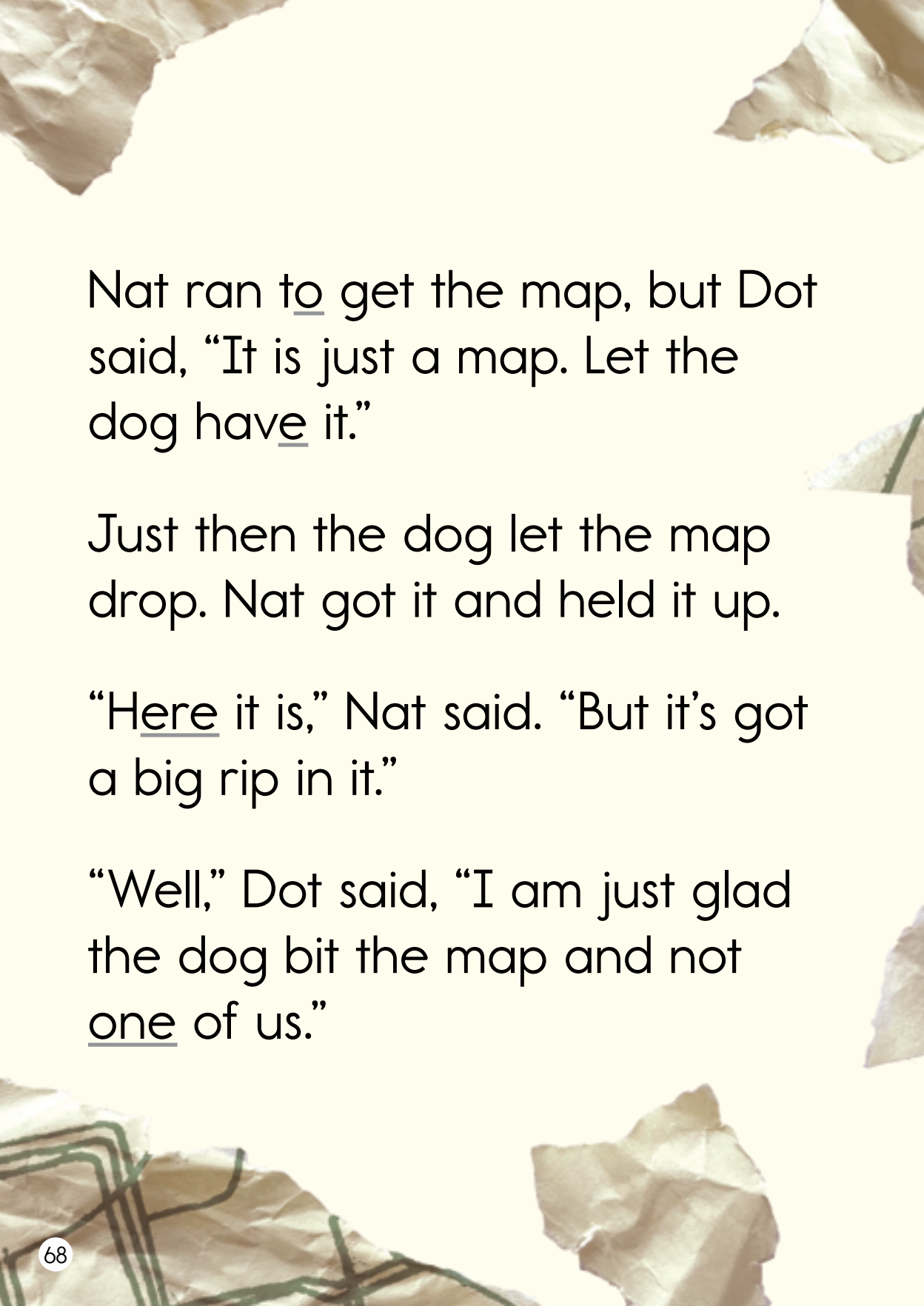
Once all of us were
on a trip when a dog ran
up and bit the map.

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.







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.





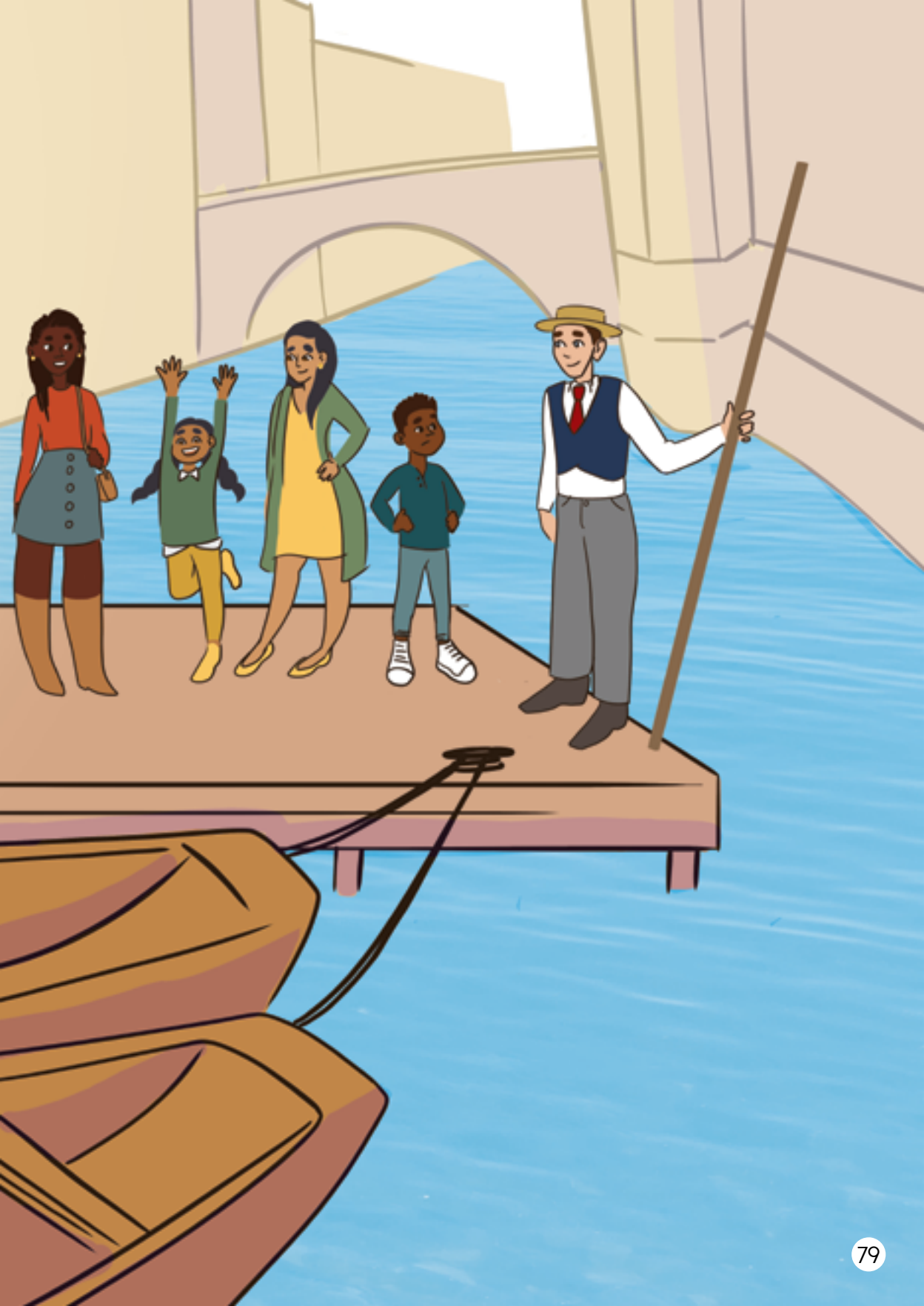
The Punt

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.

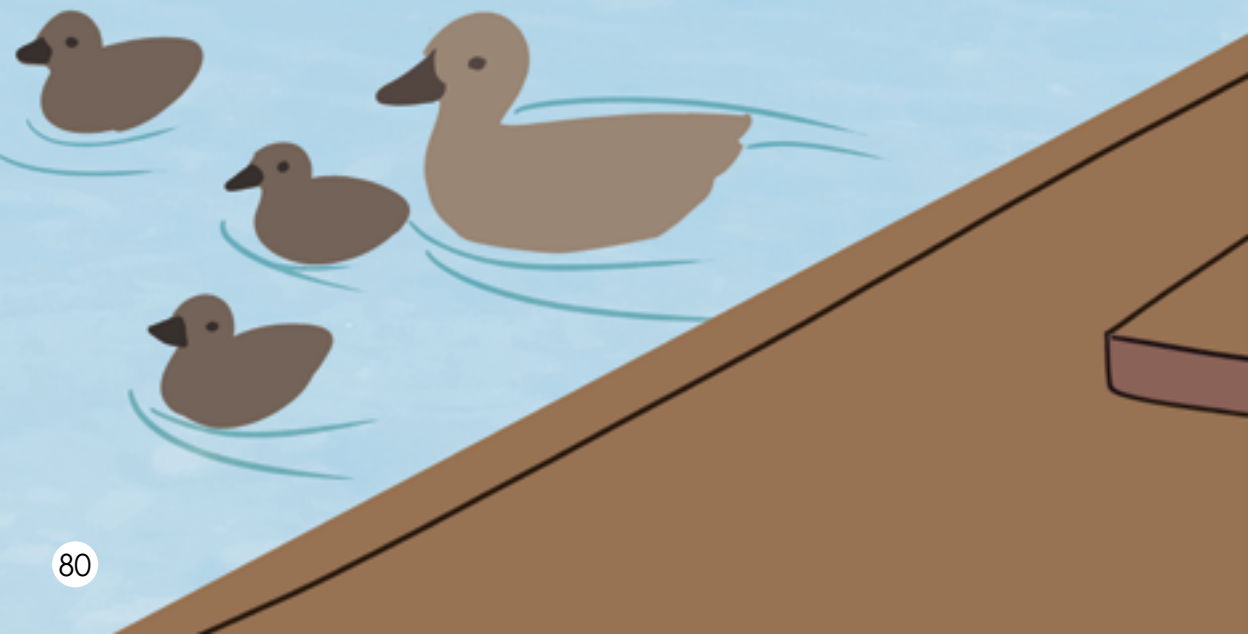


All of us got in the punt. The man with the stick got in last.

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 snap shots
from the trip.

I sent the best ones to Nat!





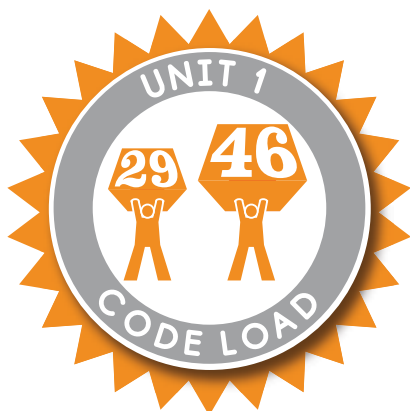
About this Book

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

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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*ijm*

/e/ as in b*e*d

/a/ as in t*a*p

/u/ as in u*p*

/o/ as in f*lop*

CONSONANT SOUNDS AND SPELLINGS:

/m/ as in sw*im*

/n/ as in r*u*n

/t/ as in b*a*t

/d/ as in b*id*

/k/ as in c*o*t and k*id*

/g/ as in l*o*g

/f/ as in f*a*t

/s/ as in s*it*

/z/ as in z*ip*

/v/ as in v*e*t

/p/ as in t*ip*

/b/ as in r*u*b

/l/ as in l*a*mp

/r/ as in r*ip*

/h/ as in h*a*m

/w/ as in w*e*t

/j/ as in j*og*

/y/ as in y*e*s

/x/ as in b*ox*

/ch/ as in ch*i*n

/sh/ as in sh*o*p

/th/ as in th*e*n

/th/ as in th*i*n

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*



Meet the Illustrator



Jackie Pierson

I grew up in New England. It was a very rural town with a lot of trees and beautiful nature. I spent a lot of summers doing fun activities like the ones Beth and Nat do at camp! To illustrate *Snap Shots*, I used traditional tools like pencil drawings and paper elements for texture, as well as some digital methods for coloring and doing the character outlines! And of course I used a camera to take photos of anything in the book that is a real physical object. It's always really exciting for me when I am able to combine three-dimensional elements into my illustrations. I love the collaging element, and it really makes them special and tangible. The biggest challenge was doing research to find out what London looks like. I've never been! My question for readers: do you have a friend that lives far away from you, like Beth and Nat?



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Amplify

Senior Vice President and General Manager, K-8 Humanities

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Susan Lambert

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Zara Chaudhury, Project Manager
Patricia Beam Portney, Project Coordinator
Tamara Morris, Project Coordinator

Contributors

Cletis Allen, Nanyamka Anderson, Raghav Arumugan, Rosalie Asia, Dani Aviles, Olioli Buika, Bill Cheng, Sherry Choi, Stuart Dalgo, Claire Dorfman, Angelica Escalante, Edel Ferri, Rebecca Figueroa, Nicole Galuszka, Rodrigo Garcia, Parker-Nia Gordon, Danae Grandison, Ken Harney, Elisabeth Hartman, Molly Hensley, David Herubin, Isabel Hetrick, Sara Hunt, Sarah Kanu, Ashna Kapadia, Jagriti Khirwar, Kristen Kirchner, James Mendez-Hodes, Emily Mendoza, Francine Mensah, Christopher Miller, Lisa McGarry, Marguerite Oerlemans, Lucas De Oliveira, Melisa Osorio Bonifaz, Emmely Pierre-Louis, Jackie Pierson, Sheri Pineault, Diana Projansky, Dominique Ramsey, Todd Rawson, Darby Raymond-Overstreet, Max Reinhardtsen, Jessica Roodvoets, Mia Saine, Zahra Sajwani, Natalie Santos, Meena Sharma, Jennifer Skelley, Nicole Stahl, Julia Sverchuk, Flore Thevoux, Elizabeth Thiers, Jeanne Thornton, Amanda Tolentino, Julie Vantrease, Paige Womack, Amy Xu, Jules Zuckerberg

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Tonya Ronayne

Deborah Samley

Kate Stephenson

Elizabeth Wafler

James Walsh

Sarah Zelinke

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, Juliane K. Munson

Illustrators and Image Sources

All illustrations by Jackie Pierson



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