



Grade 1

**Skills 1** | Reader

**Snap Shots**

Grade 1

Skills 1

---

# Snap Shots

---

**Reader**

**Notice and Disclaimer:** The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at [texashomelearning@tea.texas.gov](mailto:texashomelearning@tea.texas.gov).

ISBN 978-1-64383-774-1

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International 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 any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. ([amplify.com](http://amplify.com)) and the Core Knowledge Foundation ([coreknowledge.org](http://coreknowledge.org)) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of 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:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.  
[amplify.com](http://amplify.com)

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.

Printed in Mexico  
01 XXX 2021

Table of Contents  
**Snap Shots**  
Skills 1 Reader

Beth . . . . .	2
Nat . . . . .	10
The Trip to the U.K. . . . .	18
Bud the Cat . . . . .	28
The Fish . . . . .	32
The Flag Shop . . . . .	36
Which Is the Best? . . . . .	40
The Bus Stop . . . . .	44
On the Bus . . . . .	48
The Man in the Black Hat . . . . .	54
The Man in the Kilt . . . . .	62

# Pausing Point (Stories for Assessment and Enrichment)

The Map . . . . .	66
In the Cab . . . . .	70
Lunch at the King's Pub . . . . .	74
The Punt . . . . .	78
The Trip Back . . . . .	82





# Beth

I am Beth.

I am ten.

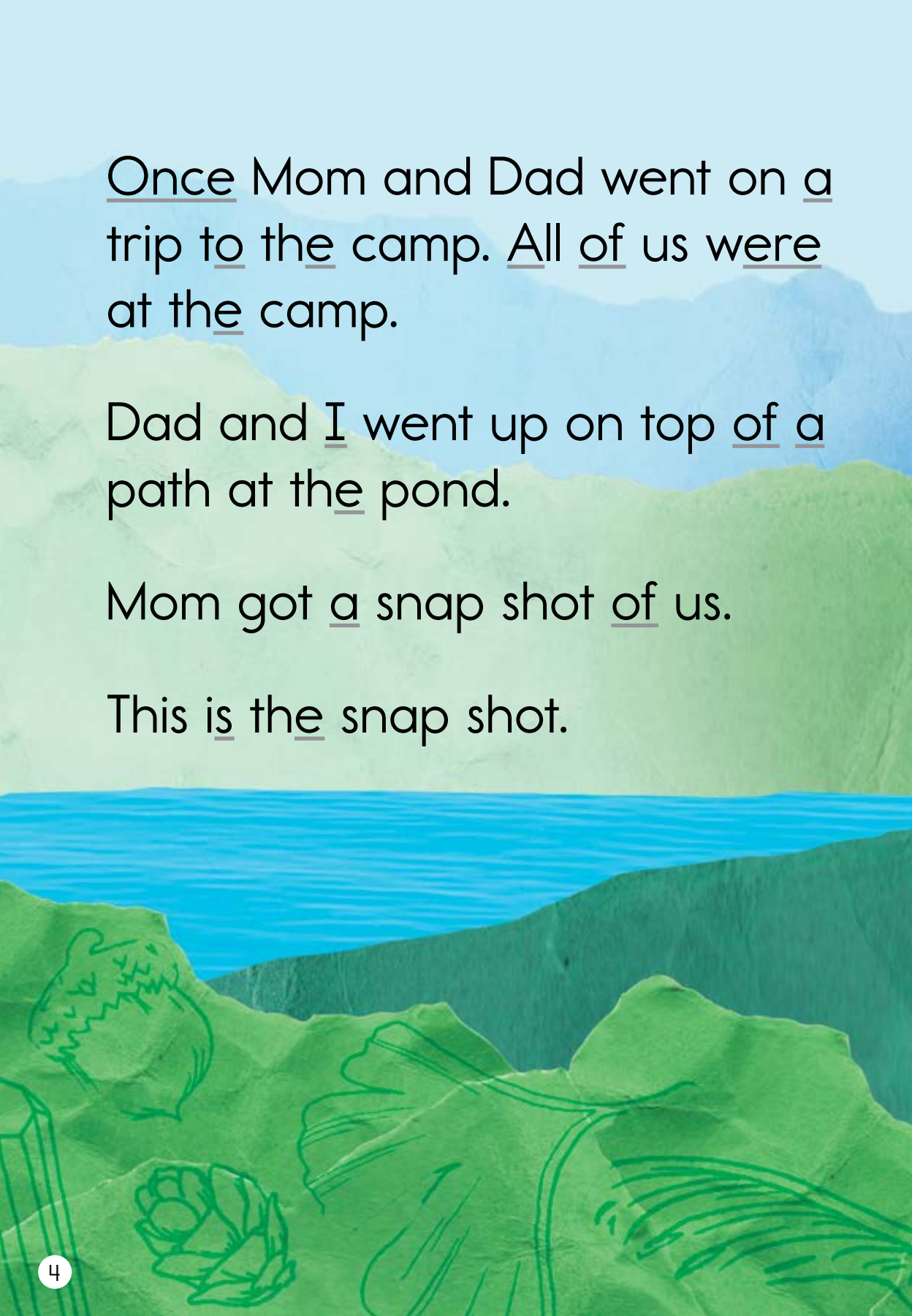
I am at camp.

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 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

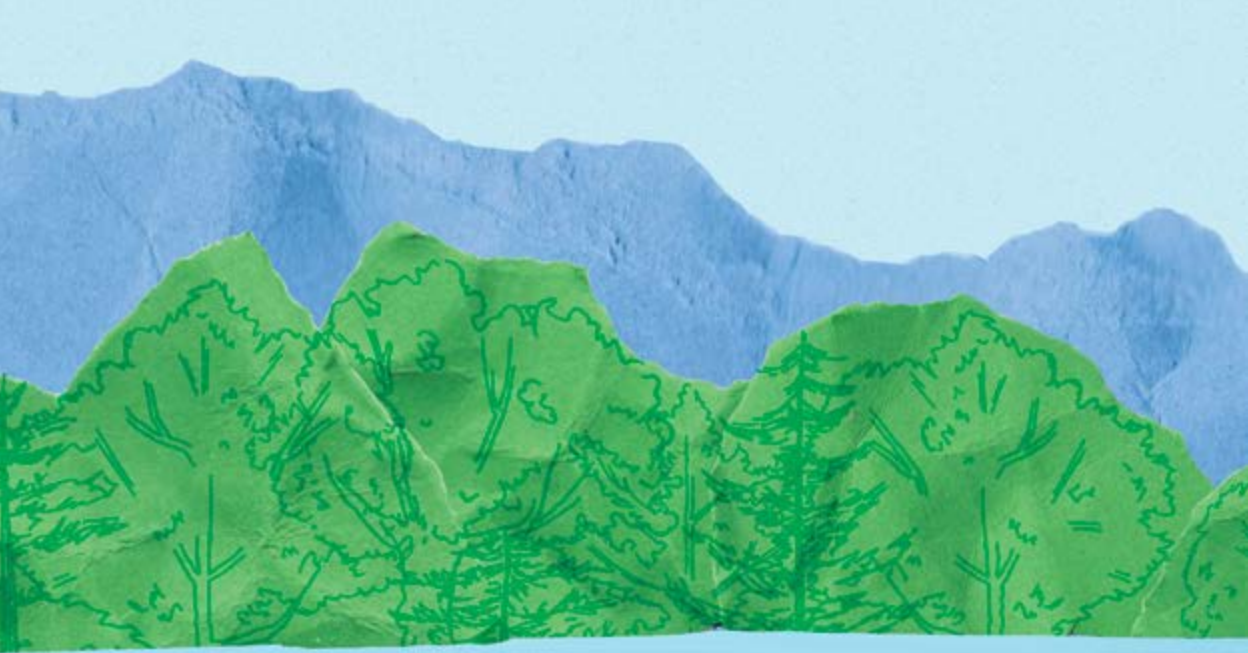
This is Nat.

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.

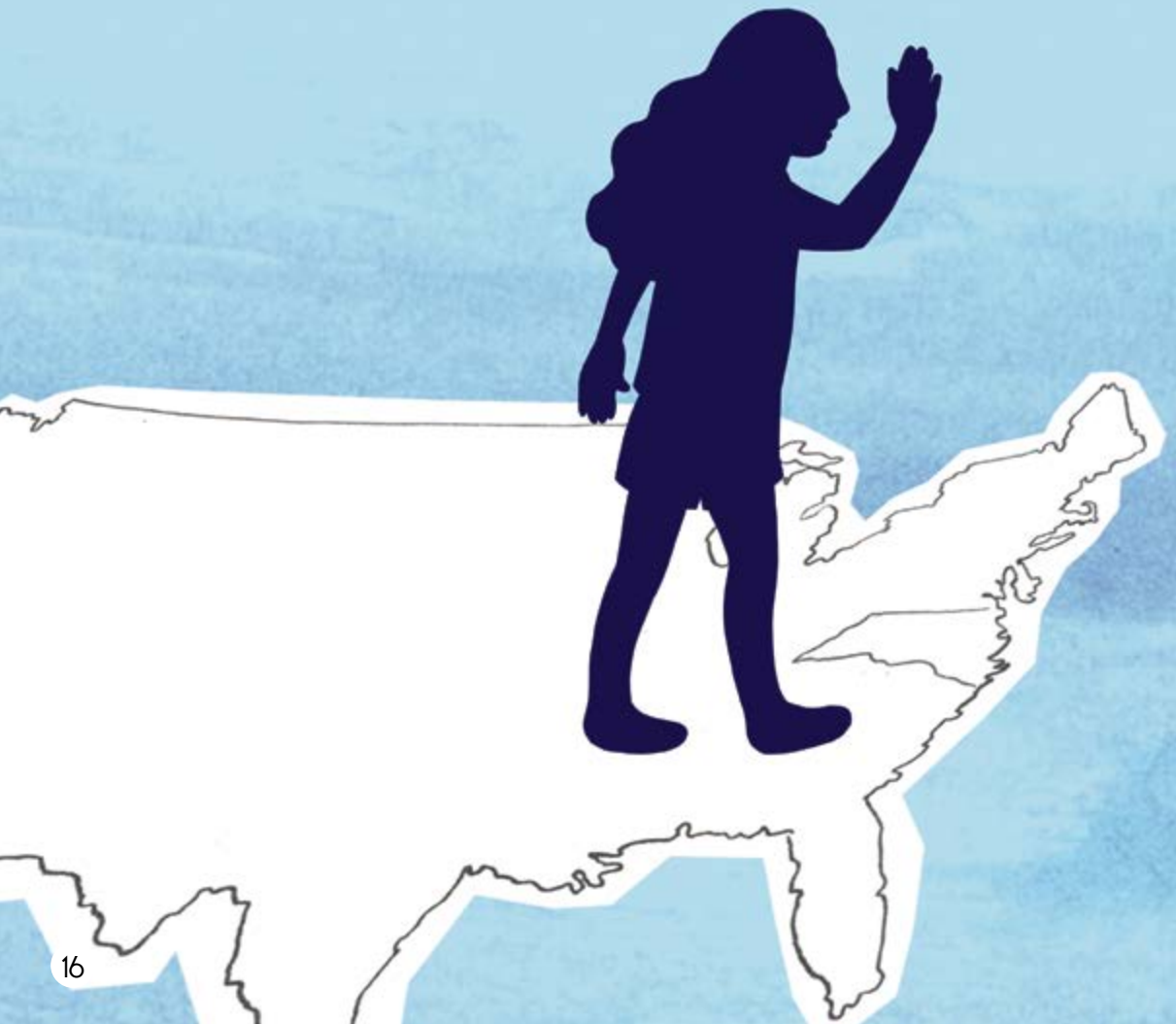






Nat and I had lots of fun at camp. But then Nat's mom got a job in the U.K.

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!

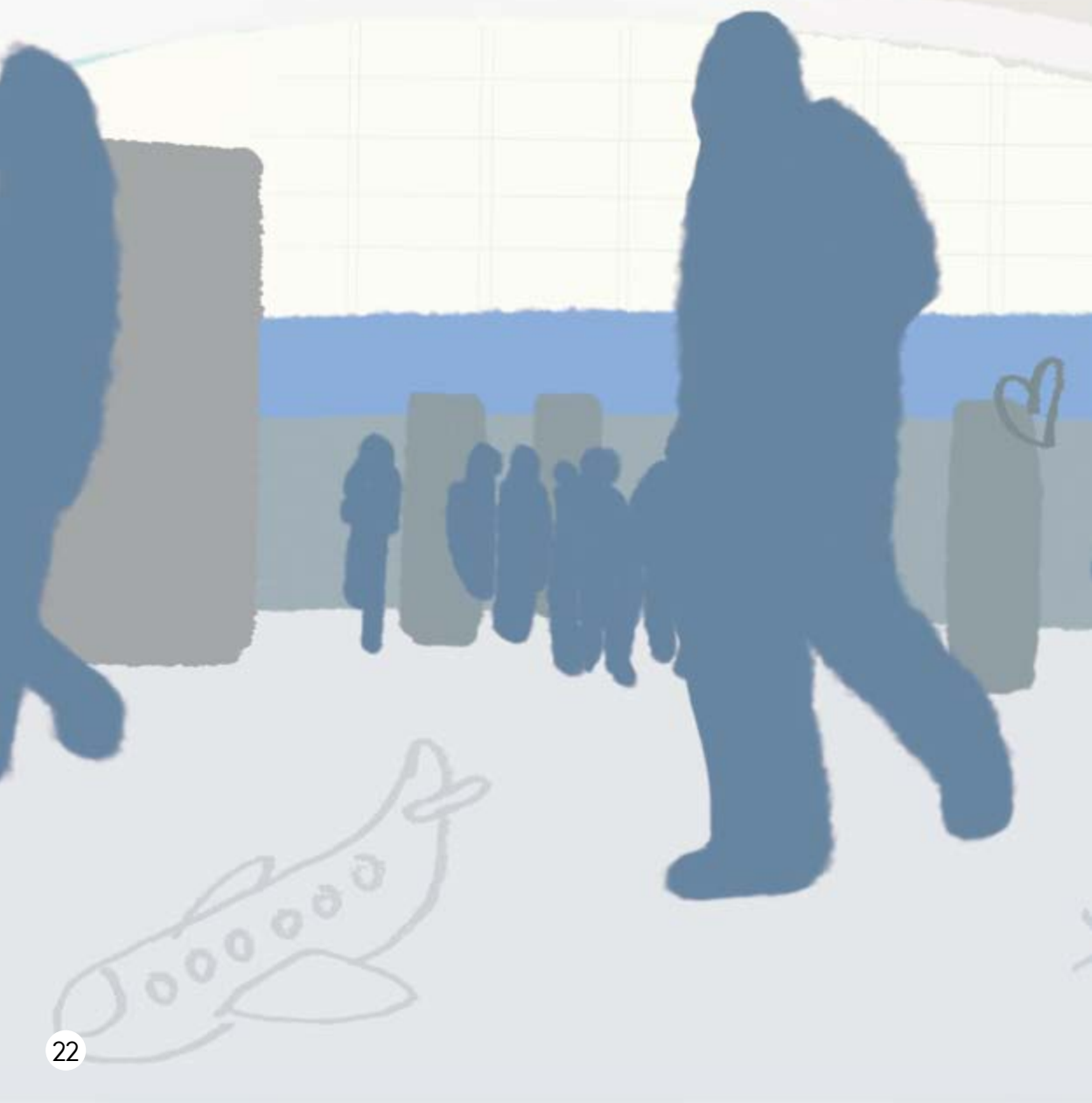
I got to sit next to the wing. I had lunch. Then I had a nap. Mom got this snap shot of the nap.





Nat met us at the end  
of the 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.



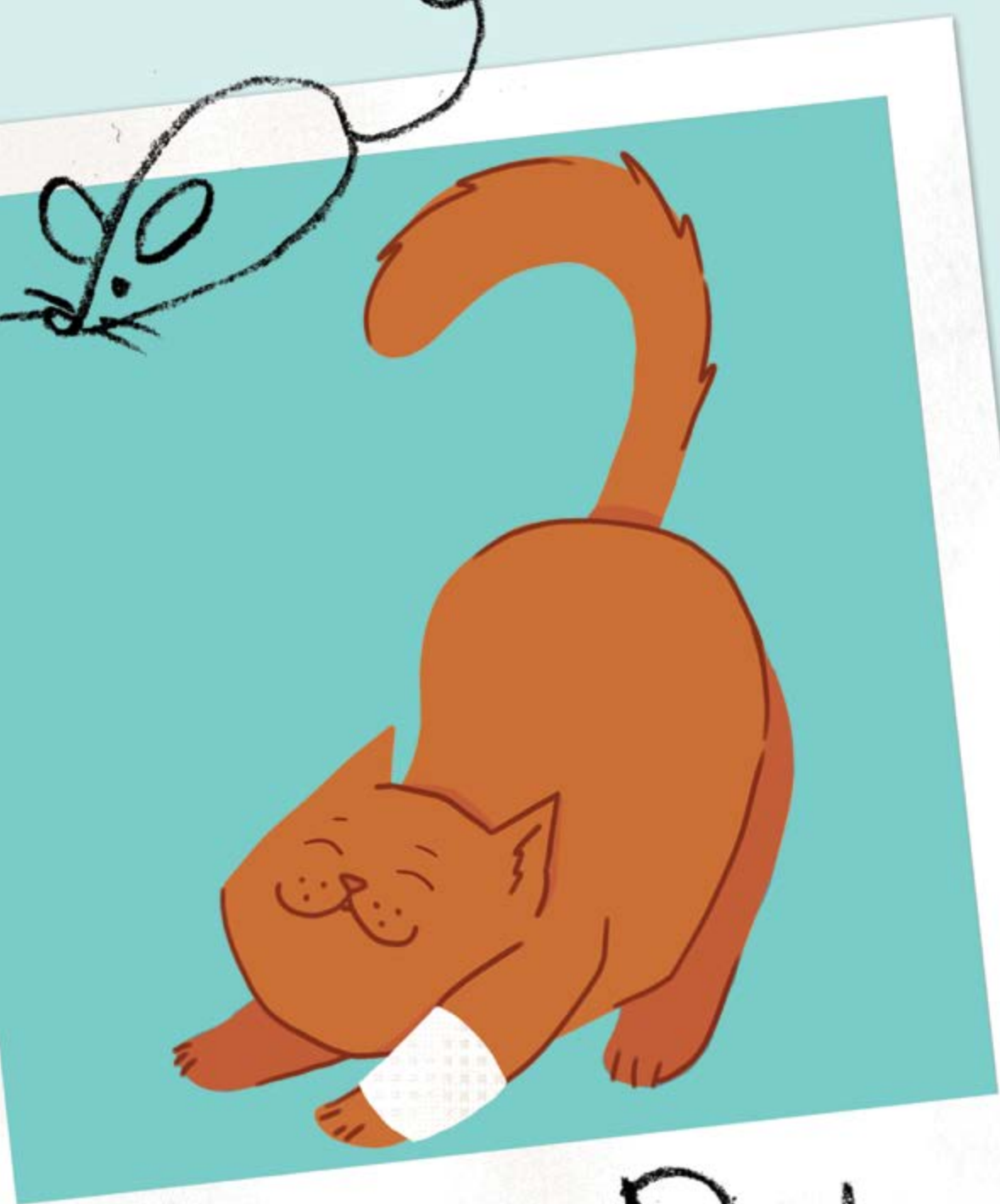




# Bud the Cat

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?”

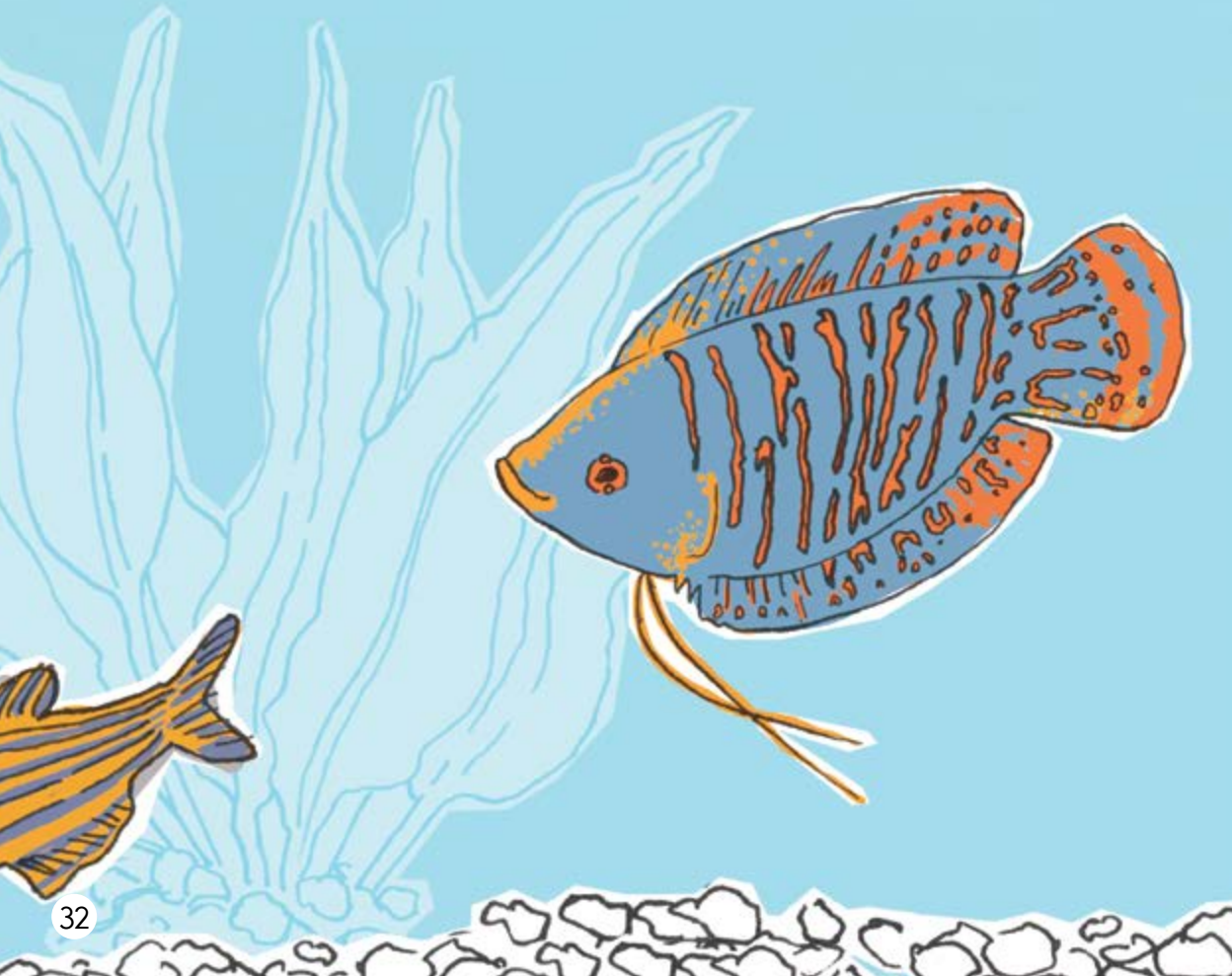
Dot said yes.

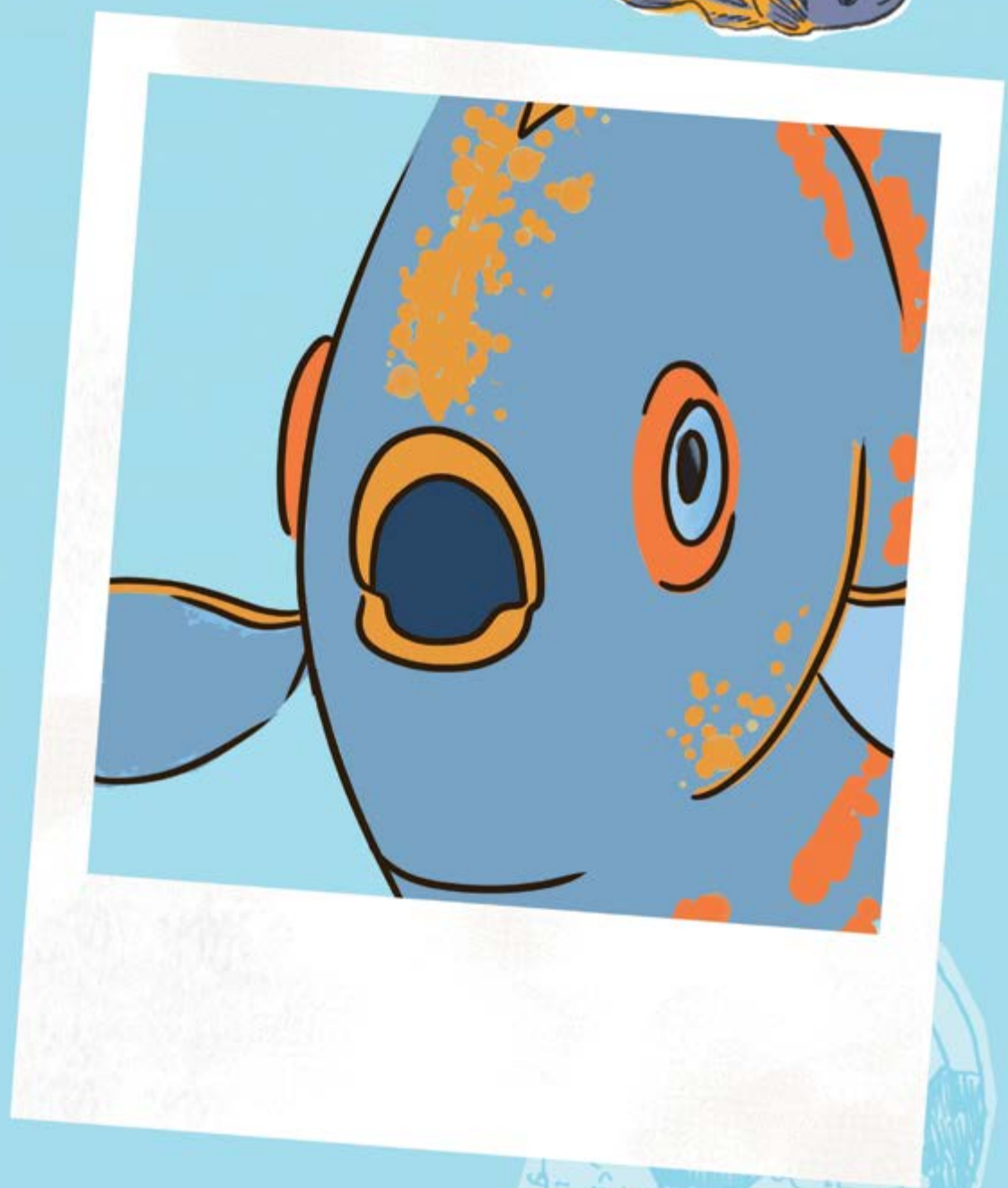


# The Fish

This is a snap shot of Nat's fish.

The fish swim and splash and  
munch on fish snacks.







The e cat can smell the e fish. It can press on the e glass. It can grab at the e 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?

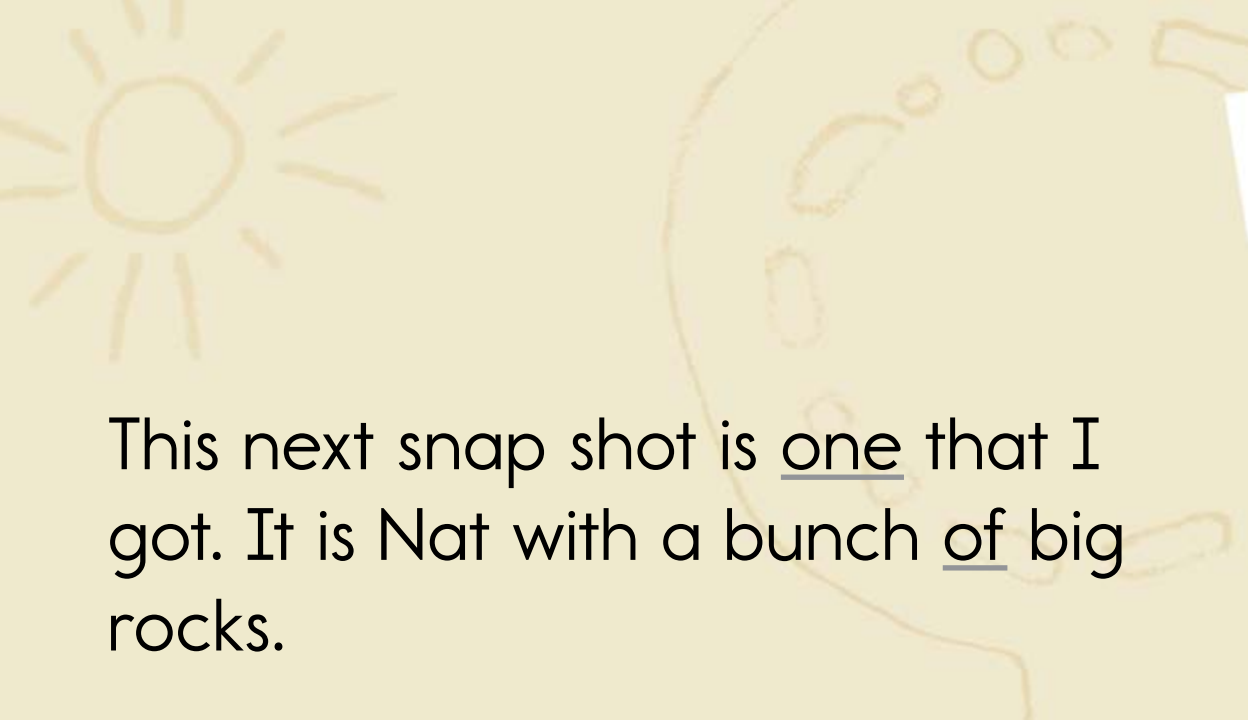


This is a snap shot Mom got. All of us had to run up a bunch of steps to get to this spot.

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





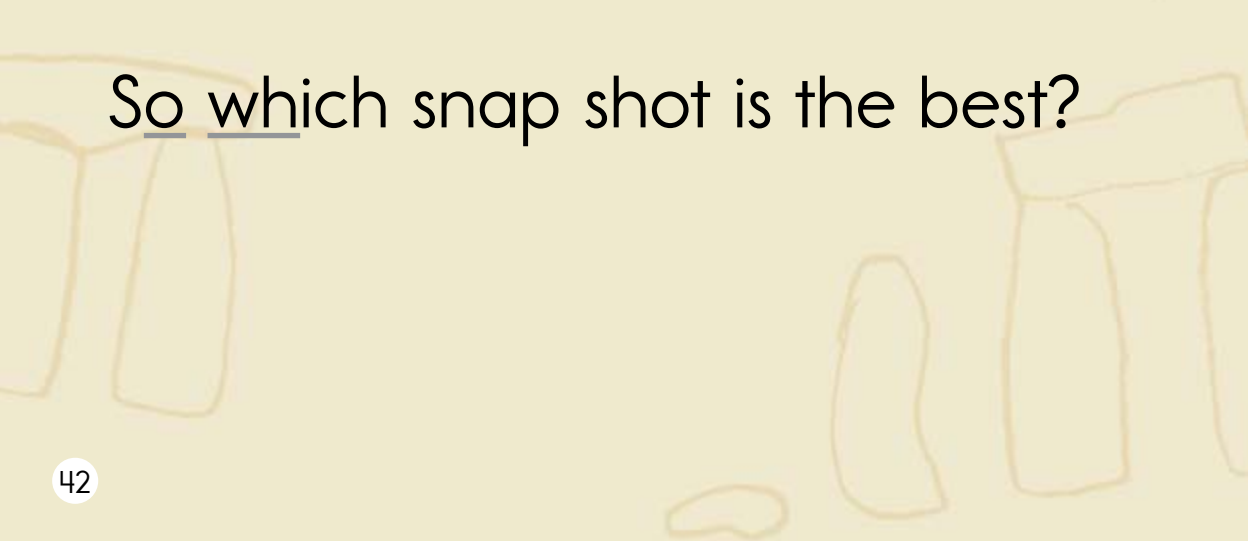


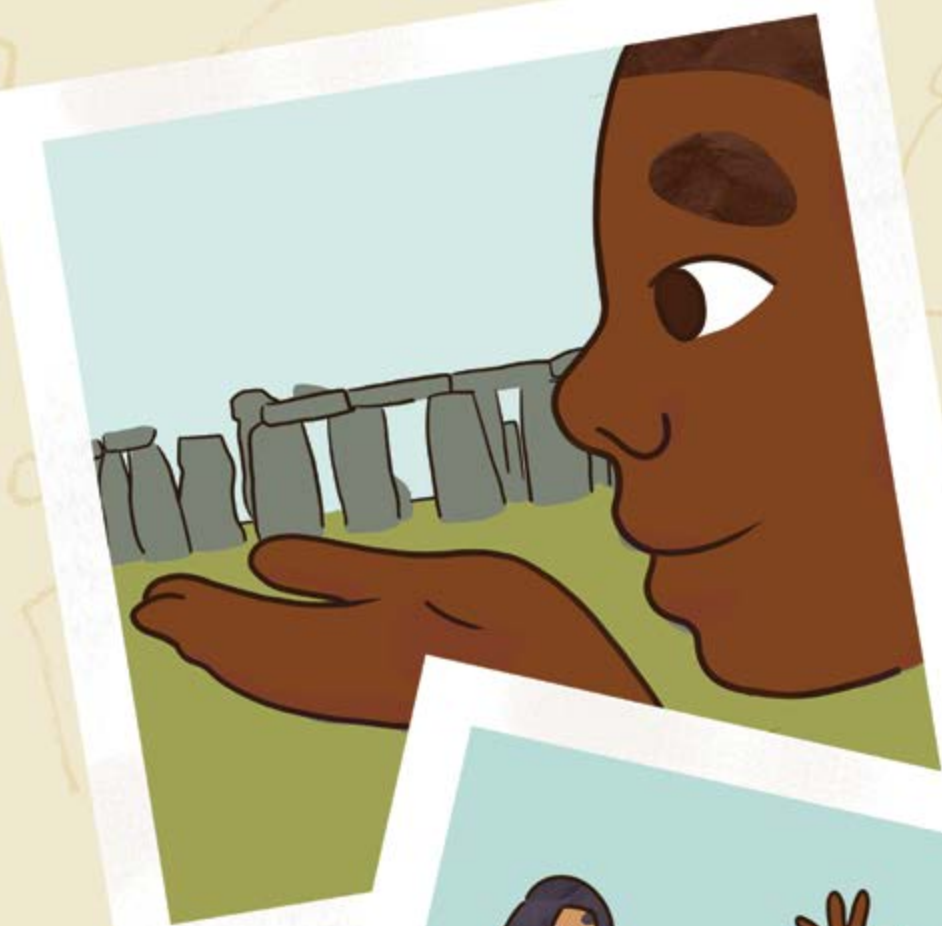
This next snap shot is one that I got. It is Nat with a bunch of big rocks.

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!





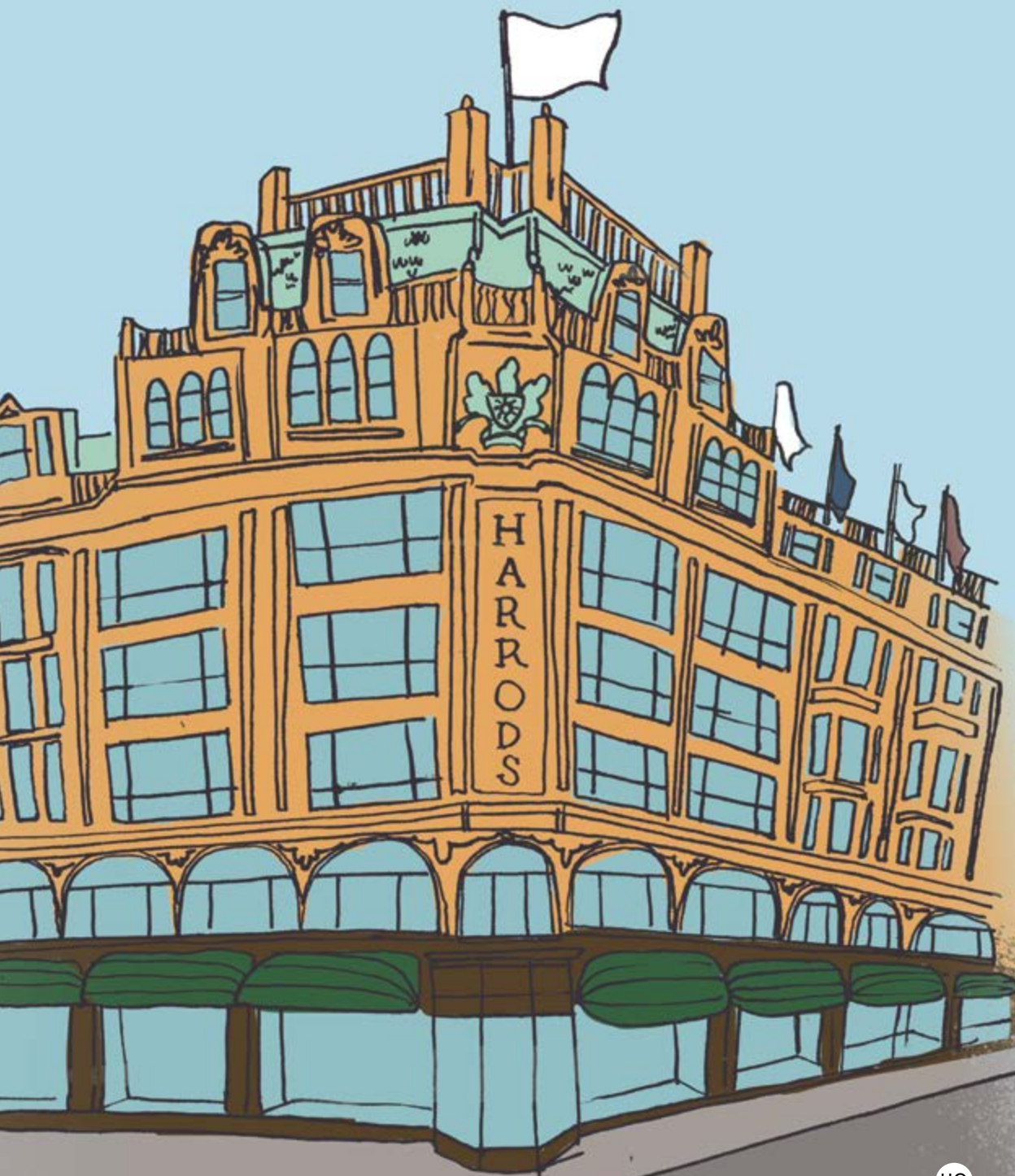
# On the Bus

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.





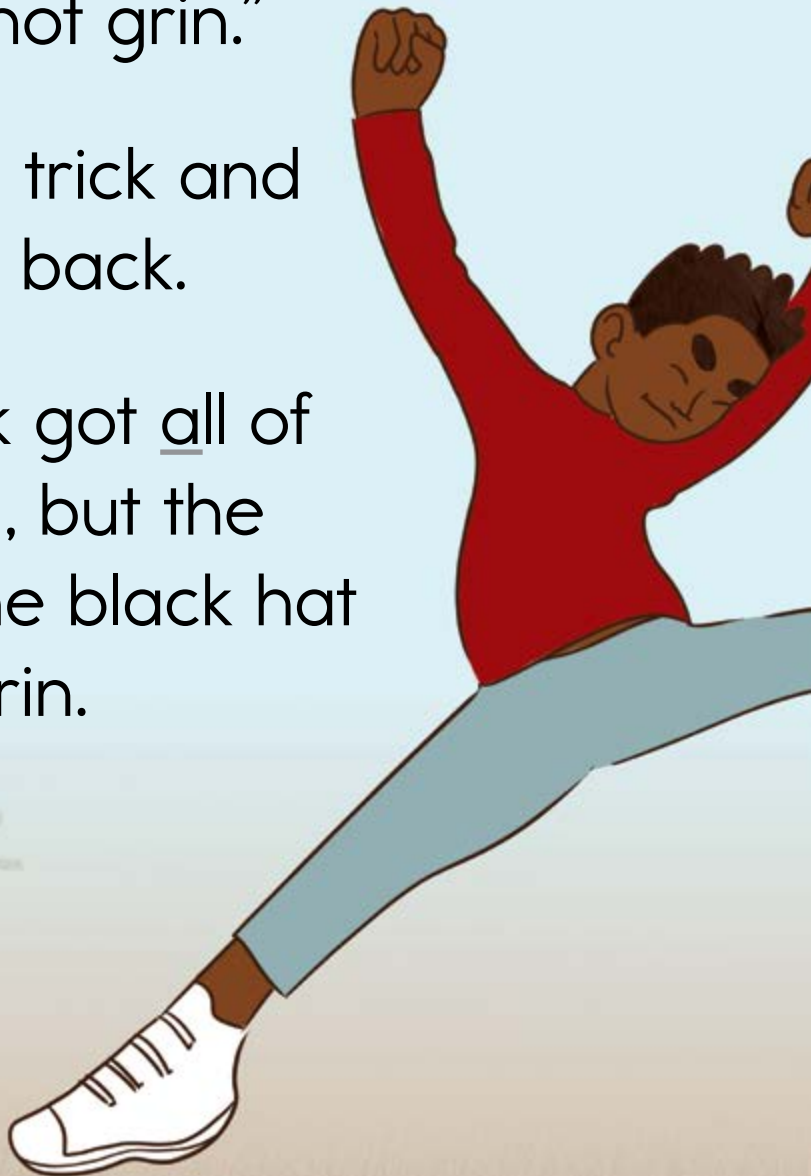


“I will do the best  
trick I can,” Nat said.

“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!







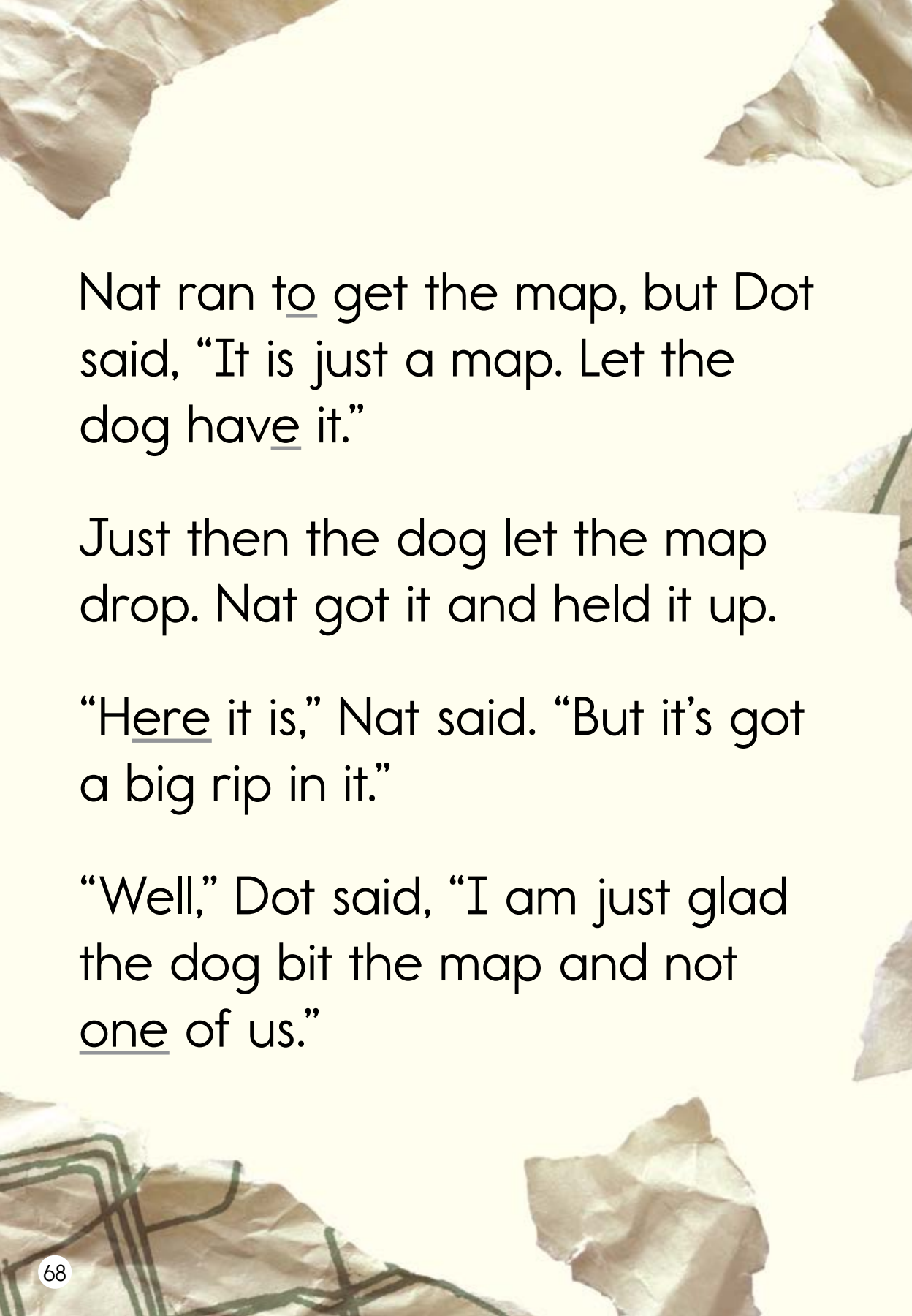
# The Map

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.





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.



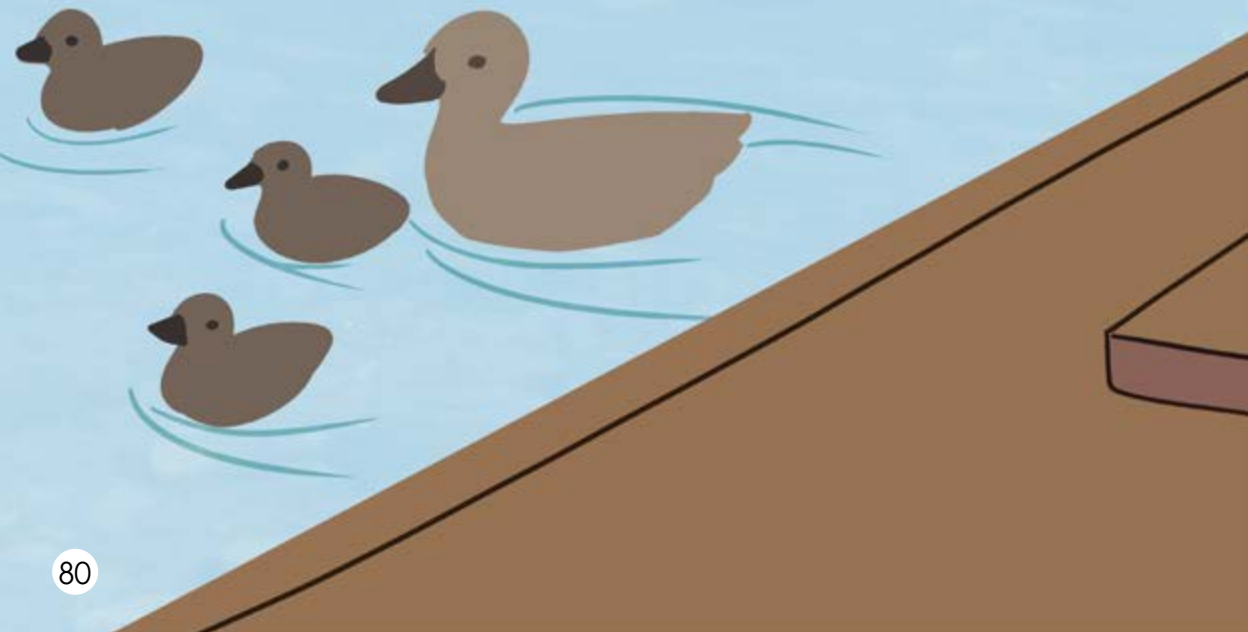


All of us got in the punt. The man with the stick got in last.

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.

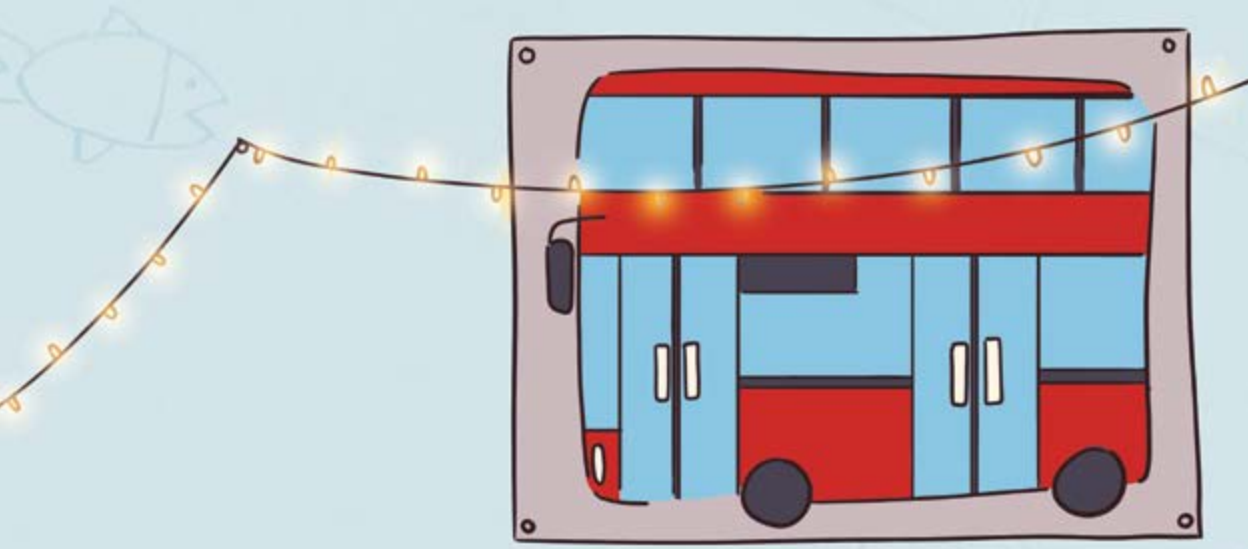


When Mom and I got back to the U.S., Dad met us.

“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!”

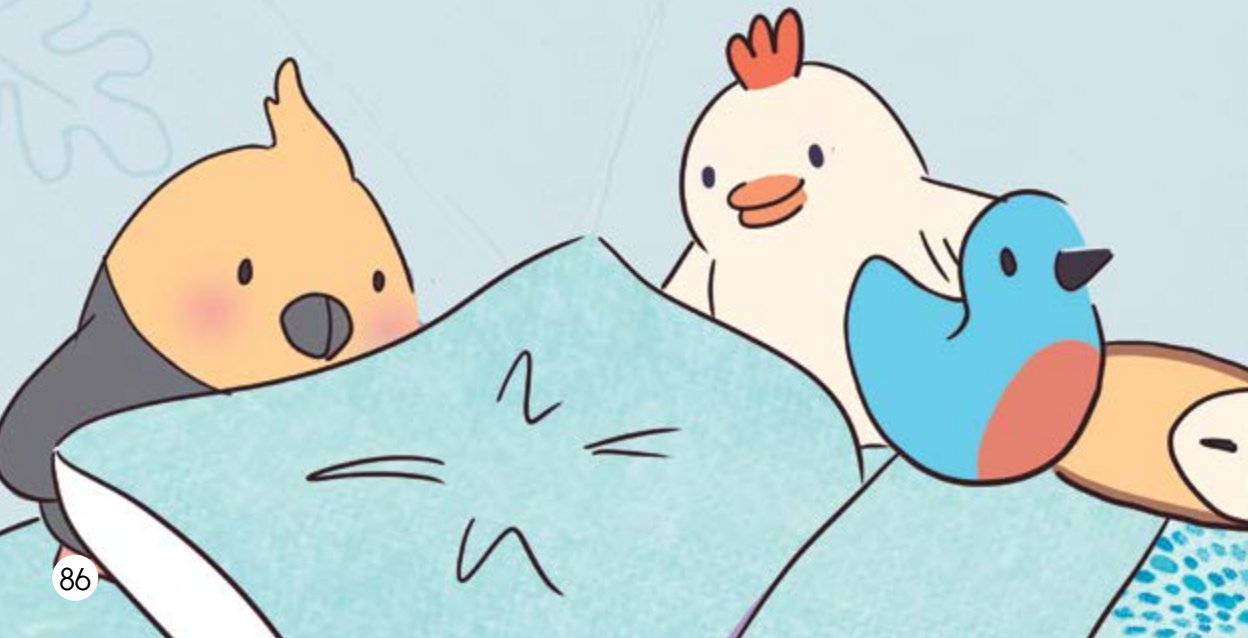






I got a map of the U.K. and  
hung it up.

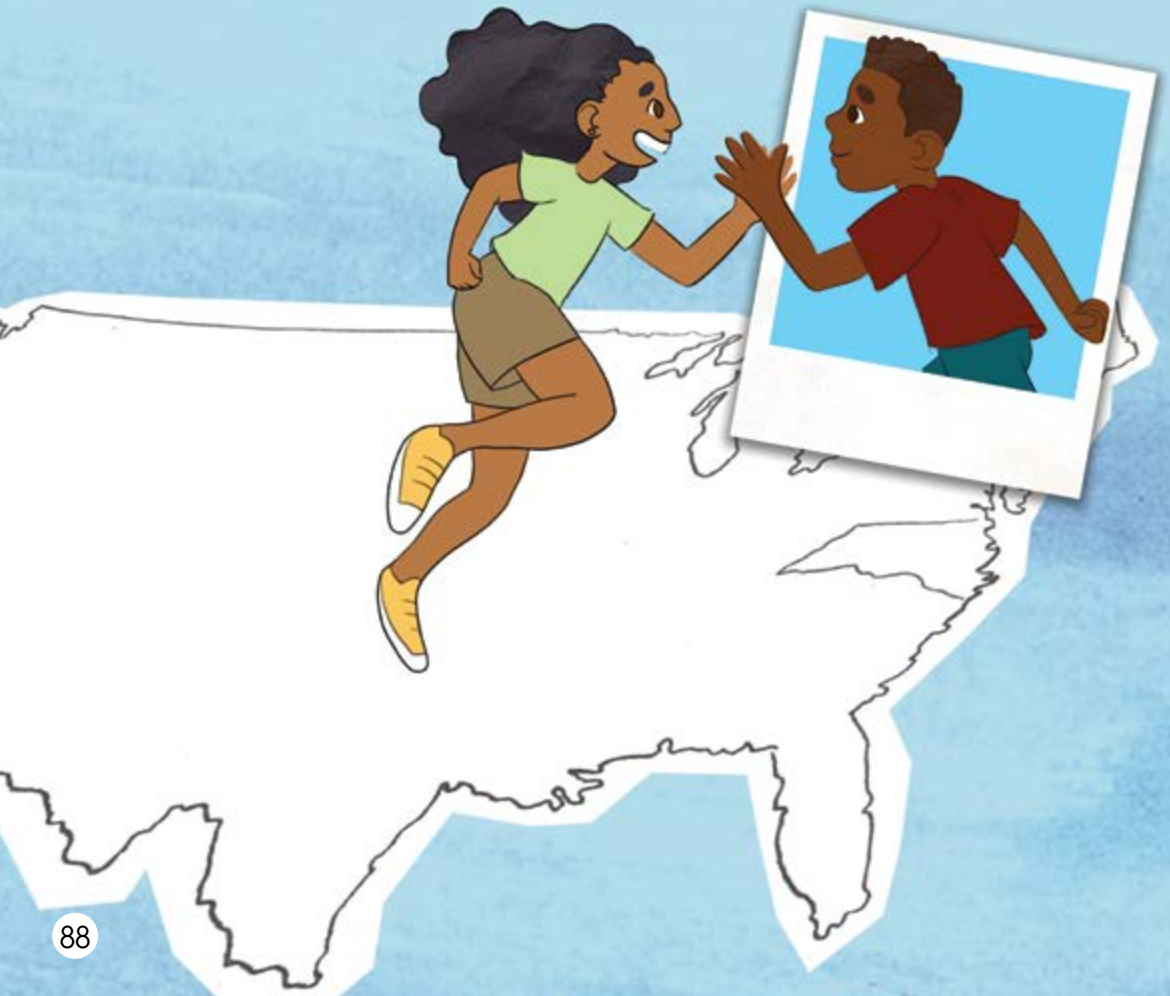
I stuck red dots on all the spots  
Mom and I went to.

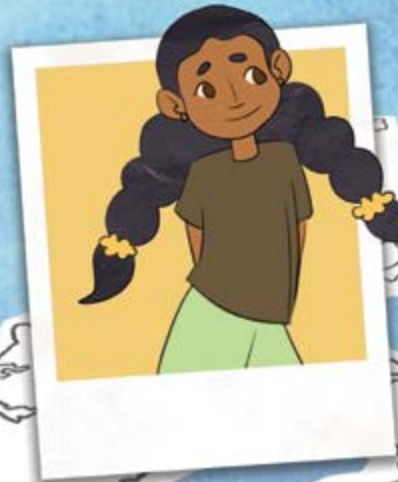




Mom got prints of the snap shots  
from the trip.

I sent the best ones to Nat!





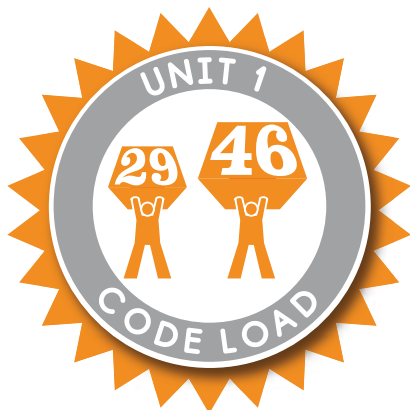


## About this Book

This book has been created for use by students learning to read with the 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:	CONSONANT SOUNDS AND SPELLINGS:	
/i/ as in <i>sk<u>i</u>m</i>	/m/ as in <i>sw<u>i</u>m</i>	/ch/ as in <i>ch<u>i</u>n</i>
/e/ as in <i>be<u>d</u></i>	/n/ as in <i>ru<u>n</u></i>	/sh/ as in <i>sh<u>o</u>p</i>
/a/ as in <i>ta<u>p</u></i>	/t/ as in <i>ba<u>t</u></i>	/th/ as in <i>th<u>e</u>n</i>
/u/ as in <i>u<u>p</u></i>	/d/ as in <i>bi<u>d</u></i>	/th/ as in <i>th<u>i</u>n</i>
/o/ as in <i>fl<u>o</u>p</i>	/k/ as in <i>co<u>t</u> and <u>k</u>id</i>	
	/g/ as in <i>lo<u>g</u></i>	<b>OTHER:</b>
	/f/ as in <i>fa<u>t</u></i>	
	/s/ as in <i>si<u>t</u></i>	• Punctuation (period, comma, quotation marks, question mark, exclamation point)
	/z/ as in <i>zi<u>p</u></i>	• 's (for possession)
	/v/ as in <i>ve<u>t</u></i>	• Abbreviations (U.K., U.S.)
	/p/ as in <i>ti<u>p</u></i>	
	/b/ as in <i>ru<u>b</u></i>	<b>TRICKY WORDS:</b>
	/l/ as in <i>la<u>m</u>p</i>	
	/r/ as in <i>ri<u>p</u></i>	a, I, no, so, of, is, all, some, from, word, are, were, have, one, once, to, do, two
	/h/ as in <i>ha<u>m</u></i>	
	/w/ as in <i>we<u>t</u></i>	
	/j/ as in <i>jo<u>g</u></i>	
	/y/ as in <i>ye<u>s</u></i>	
	/x/ as in <i>bo<u>x</u></i>	

## 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



Amplify.  
**TEXAS**

ELEMENTARY LITERACY PROGRAM  
LECTOESCRITURA EN ESPAÑOL

**Series Editor-in-Chief**

E. D. Hirsch Jr.

**President**

Linda Bevilacqua

**Editorial Staff**

Mick Anderson  
Robin Blackshire  
Laura Drummond  
Emma Earnst  
Lucinda Ewing  
Sara Hunt  
Rosie McCormick  
Cynthia Peng  
Liz Pettit  
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

**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, 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.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in 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, 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 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 were 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.

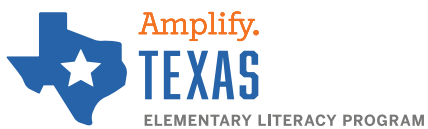
All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

**Writers**

Matt Davis, Juliane K. Munson

**Illustrators and Image Sources**

All illustrations by Jackie Pierson



**Grade 1 | Skills 1 | Reader**

**Snap Shots**

450L

ISBN 9781643837741



9 781643 837741