



Scott

Unit 10 Reader



Core Knowledge Language Arts® • New York Edition • Skills Strand



Core Knowledge®

KINDERGARTEN

THIS BOOK IS THE PROPERTY OF:

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

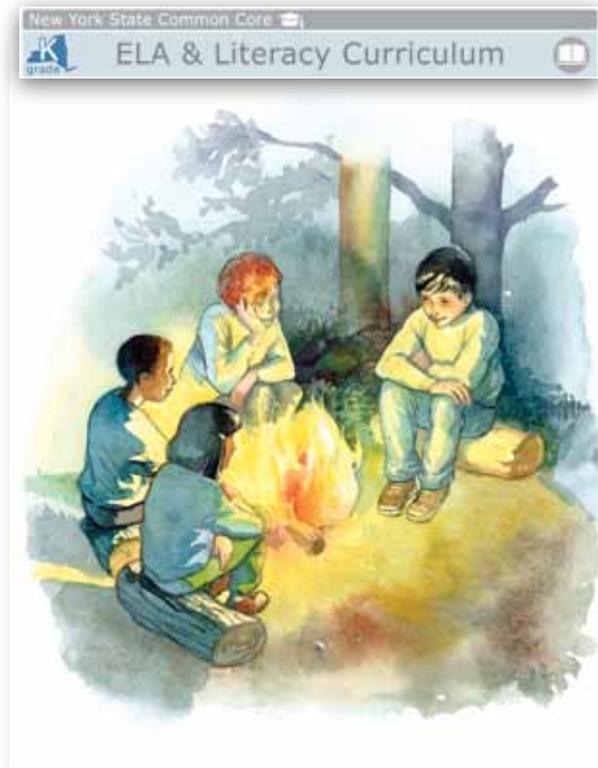
Book No. _____

Enter information
 in spaces
 to the left as
 instructed.

	<i>Year Used</i>	<i>CONDITION</i>	
		<i>ISSUED</i>	<i>RETURNED</i>
<i>ISSUED TO</i>			
.....		
.....		
.....		
.....		
.....		
.....		
.....		
.....		

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.



Scott

Unit 10 Reader

Skills Strand
KINDERGARTEN

Core Knowledge Language Arts®
New York Edition



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

Scott

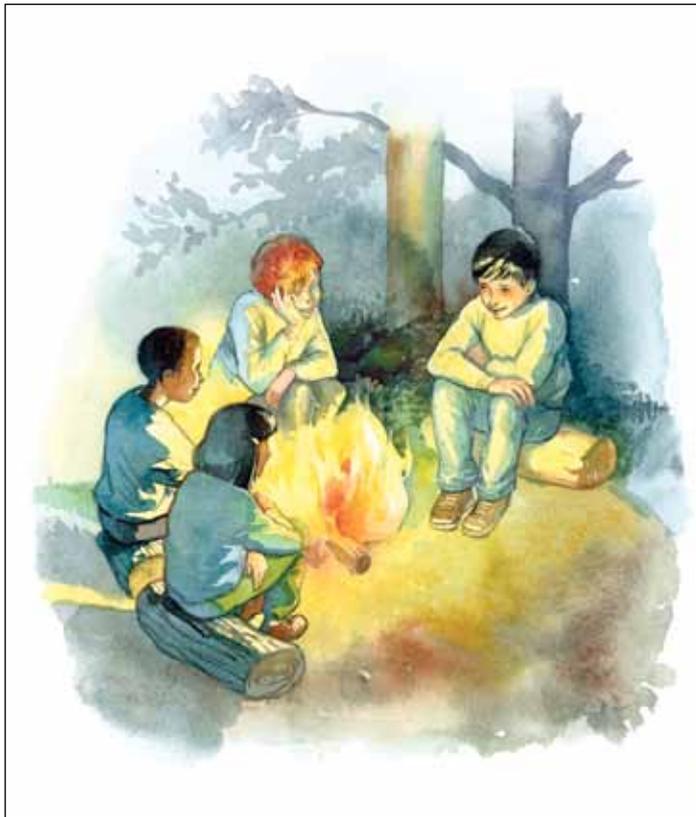
Unit 10 Reader

Scott and Lee	2
Red Ants	4
The Bees	8
Cake and Grapes	12
Fun in the Sand	14
Skates	16
A Fine Hike	18
The Bike Ride	22
The Plane Ride	24
The Gift	28
The Sled Ride	32
Scott's Snack Stand	36

In the Pet Shop	40
Scott Bakes a Cake	44
The Cave	48
The Skiff Ride	52
Lunch Trades	56

Pausing Point (Stories for Assessment and Enrichment)

Mike's Tale	60
Green Grove Glade	66
The Boss	70
The King of Kites	74



Scott and Lee

This is Scott **Green**. Scott is ten.

Scott's dad **keeps** a pig in a pen.
Scott's mom **keeps** **three** hens.
Scott **keeps** a **sheep**.

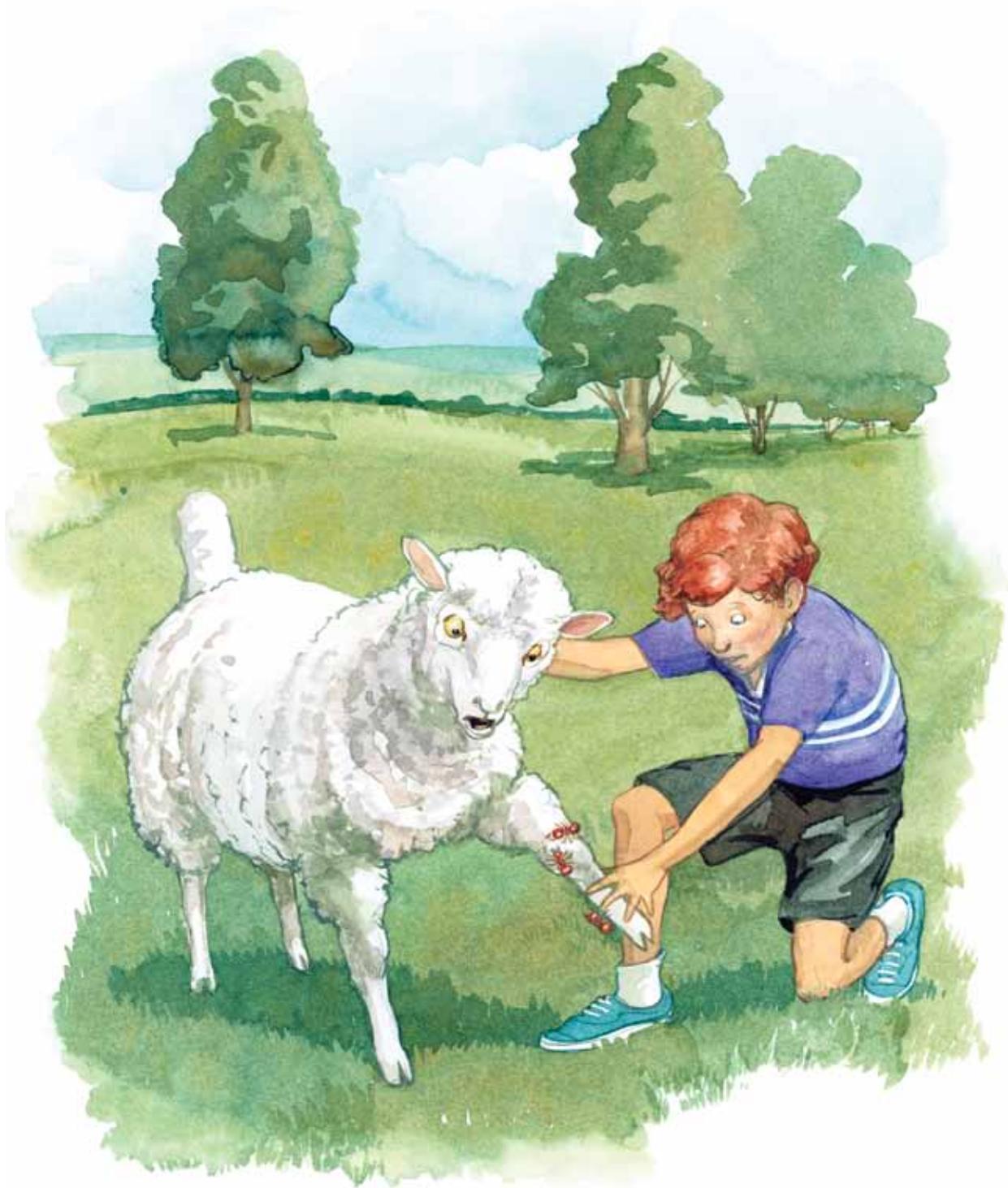
Lee the **Sheep** is Scott's pet.
Scott **feeds** **Lee** and rubs him on the
back. **Lee** is a **sweet** **sheep**.



Red Ants

Lee the Sheep had a bad week last week. Red ants bit him on his legs and feet.

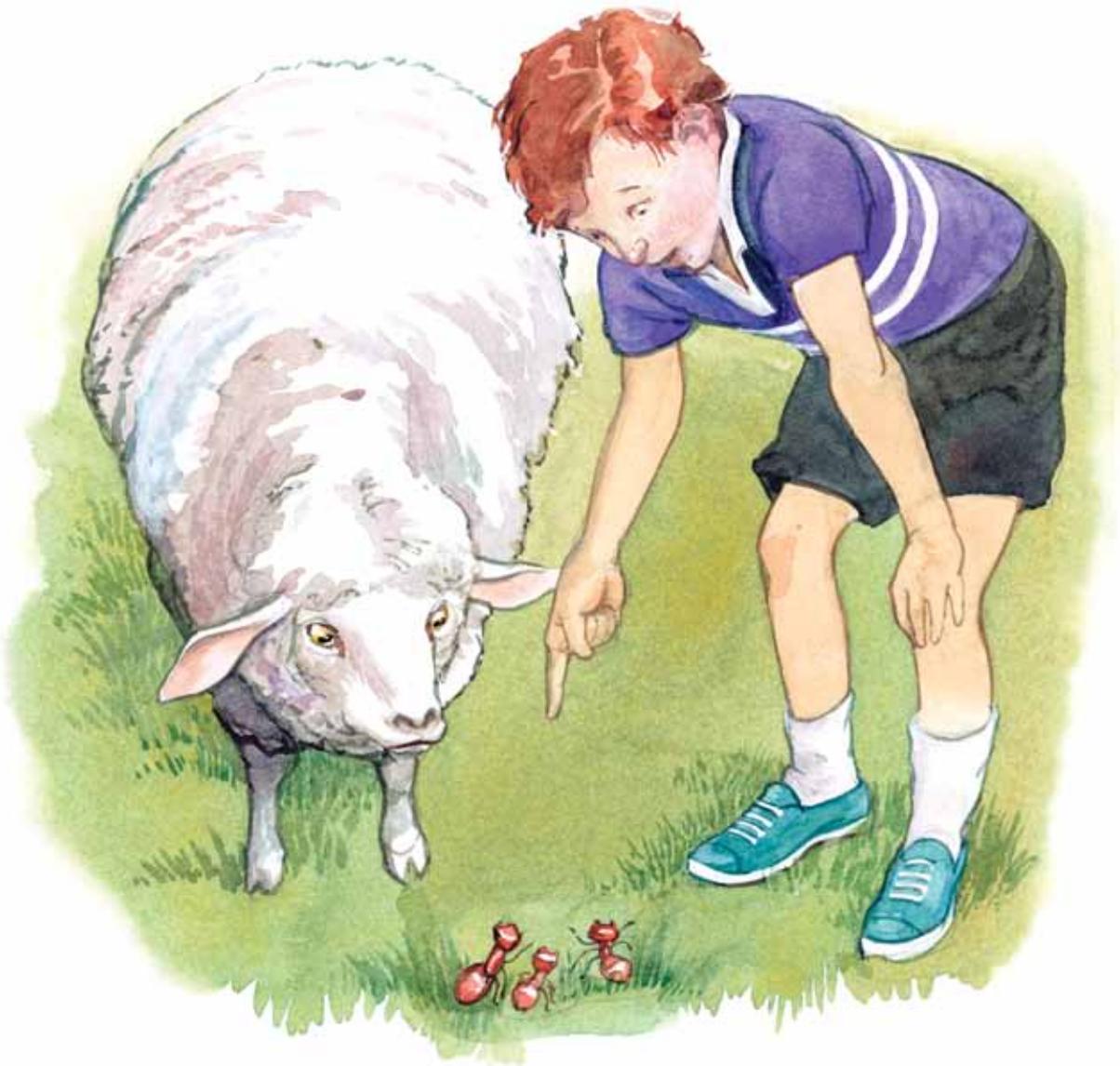
Scott had to sweep the ants with his hand to get rid of them.



Scott was mad at the ants.

“Ants,” he said, “**Lee** is a **sweet** **sheep**. **Feel free** to munch on plants and **weeds**, but not on **Lee!**”

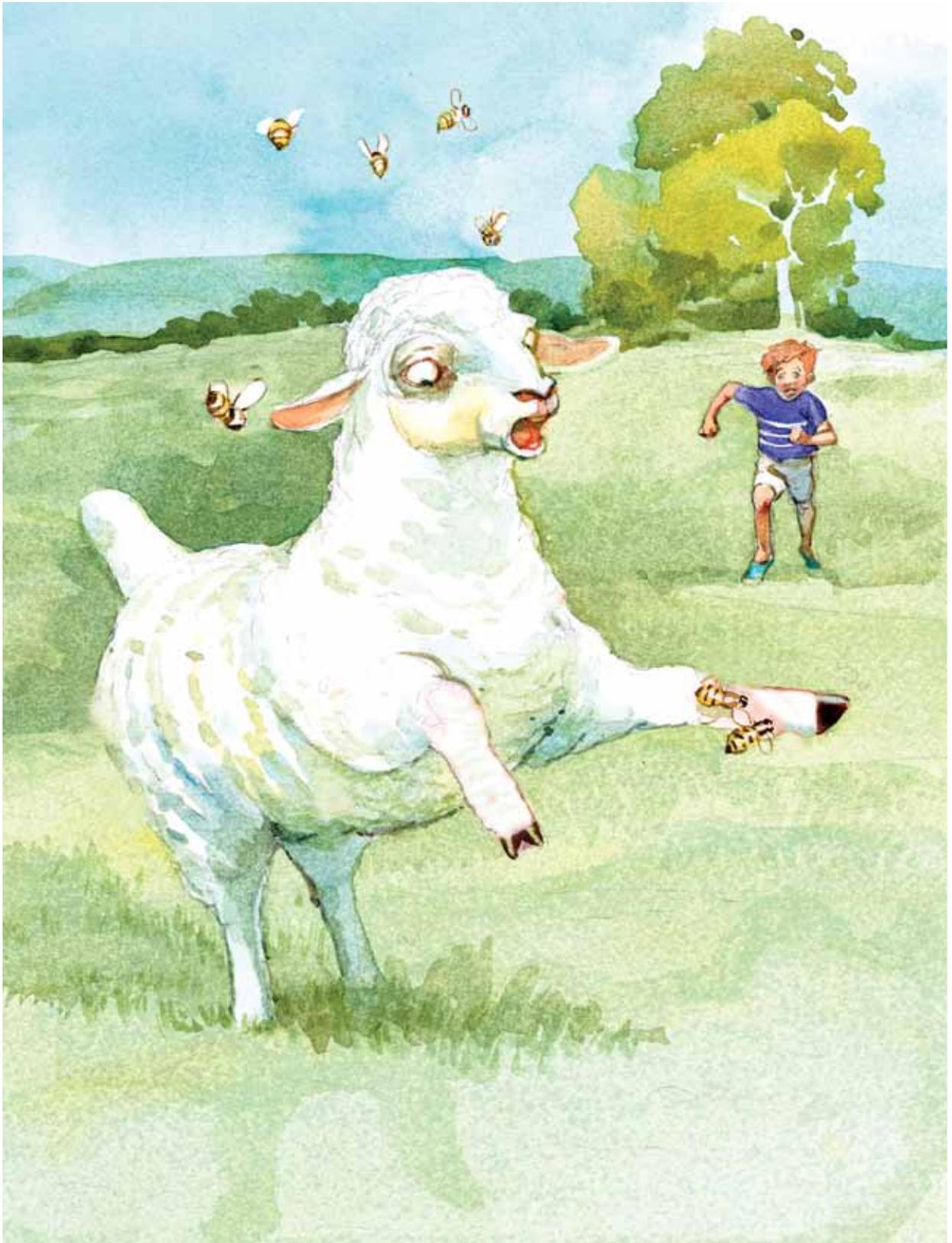
One of the ants said, “We **feel** bad. We will not munch on **Lee**. We will munch on plants and **weeds**.”



The Bees

The red ants left. But then the **bees** got **Lee**! The **bees** stung **Lee** on his **cheek** and on his **feet**.

Scott ran up to help **Lee**. Then he went and had a chat with the **bees**.



“**B**ees,” said Scott, “why sting **L**ee the **S**heep? He is a **s**weet **s**heep.”

One **b**ee said, “**B**ees will be **b**ees.”

One **b**ee said, “I must be me.”

Then Scott got mad. He said,
“Sting the pig. Sting the hens! Sting
the cat. Sting the dog. But let **L**ee
be!” And the **b**ees let **L**ee be.



Cake and Grapes

Scott got a **cake** to **share** with his pal **Jade**. **Jade** got a bunch of red **grapes** to **share** with Scott.

Scott went to **Jade's** and **gave** **Jade** the **cake**. **Jade** **gave** Scott the **grapes**. Then the kids sat and **ate**. **Jade** **ate** all of Scott's **cake**. Scott **ate** all of **Jade's** **grapes**.

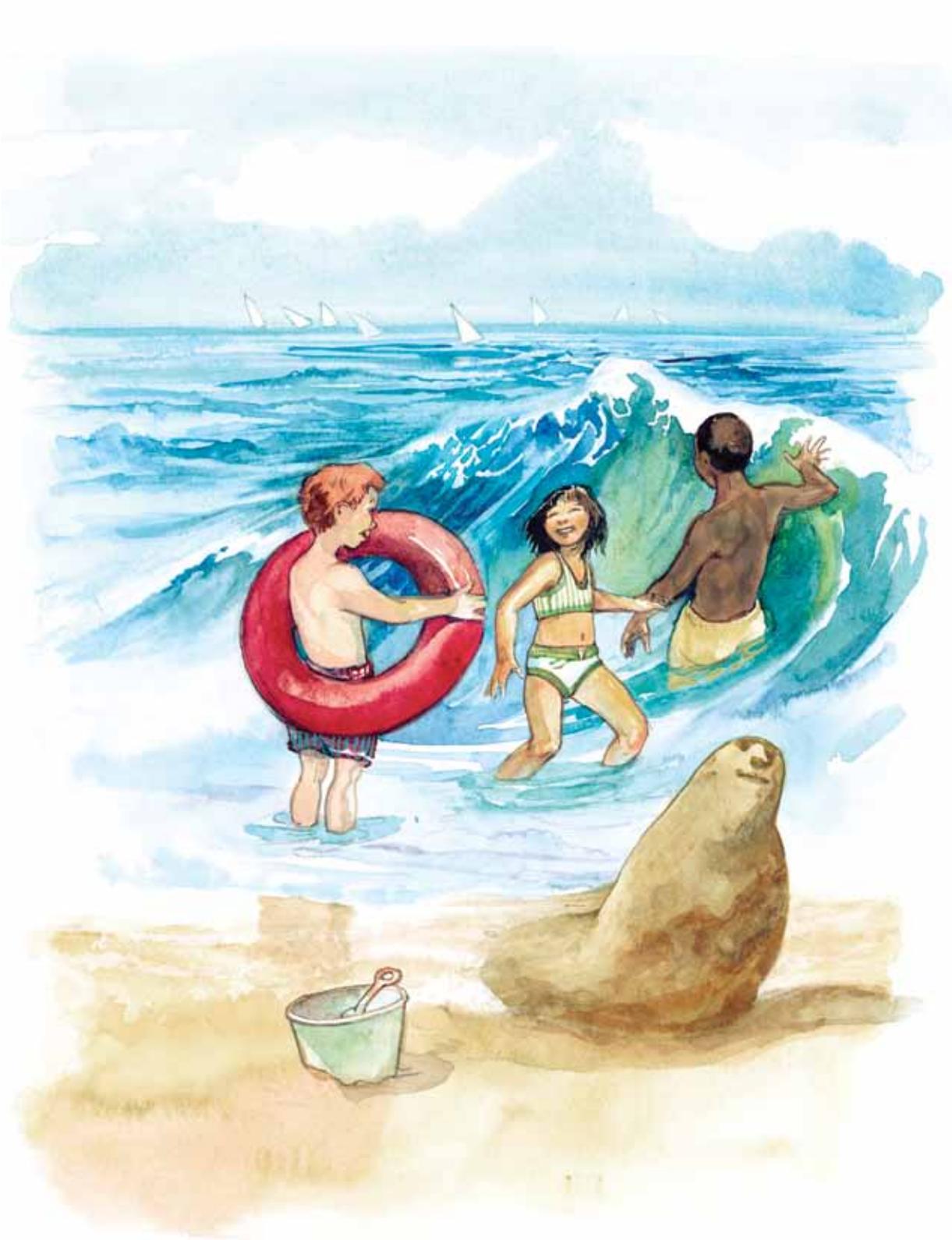


Fun in the Sand

Scott is with **Jade** and **Dave**. The kids dig in the sand. They **shape** the sand. They **make** a sand man.

A big **wave** hits. The kids can't **save** their sand man from the **wave**. The sand man gets wet. He slumps. He sags. He drips.

The sand man is a mess. But the kids are not sad. They run and splash in the **waves**.



Skates

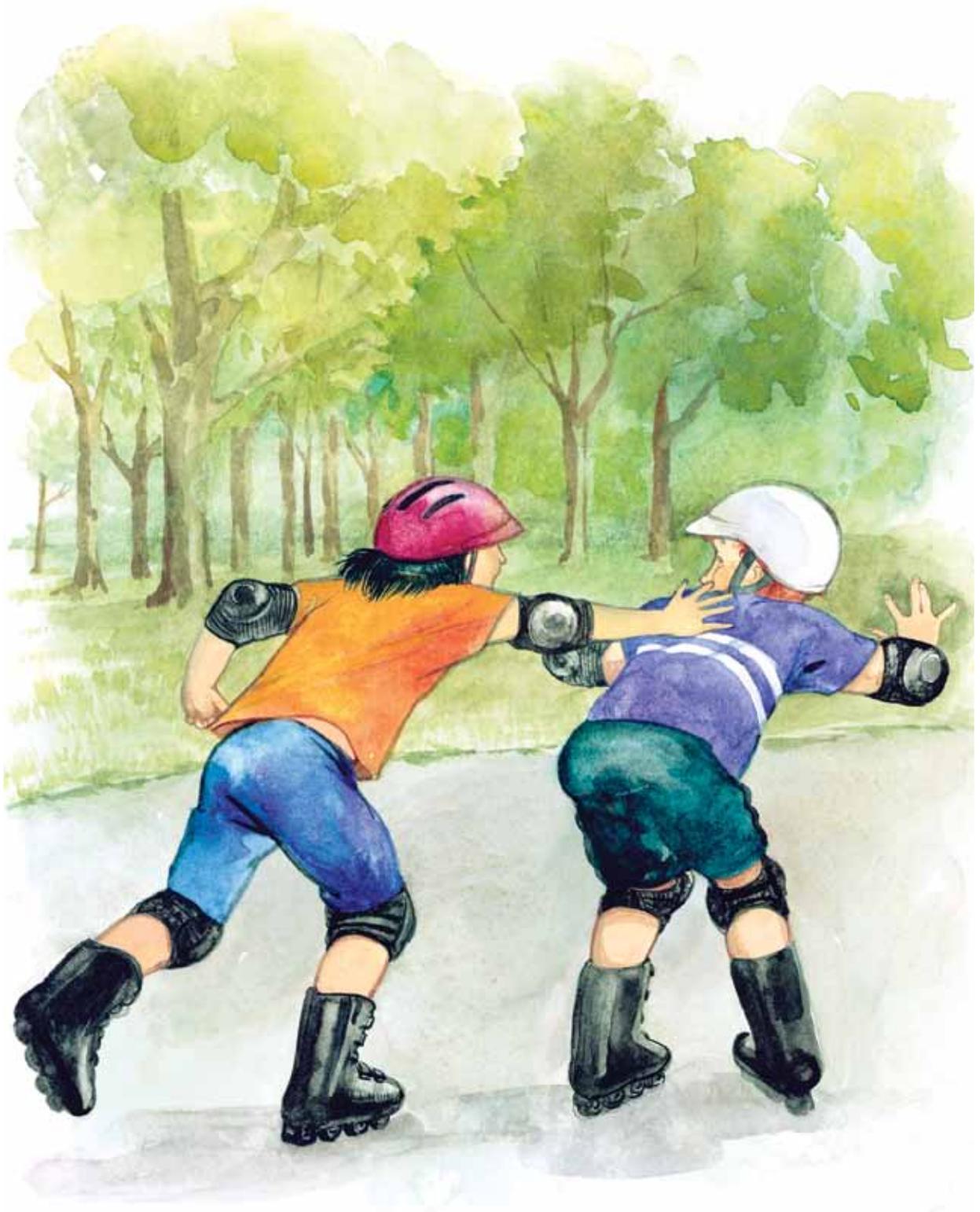
Jade got **skates** when she was six. Scott just got his last **week**. He is **scared** to get up on his **skates**.

“Is this **safe**?” Scott asks. “What if I trip and get a **scrape**? What if I hit a **tree**? What if I **see** a **snake**?”

“It is safe!” says **Jade**. “Just **skate**.”

Jade helps Scott **skate**. Scott slips once. Then he gets the hang of it.

“**Jade**,” he yells, “it’s fun to **skate**!”



A Fine Hike

Scott is on a **hike** with **Clive** and **Clive's** dad. They hike **three** miles up a big hill.

At the top of the hill, **Clive's** dad says, "This is where we will camp." He drops his pack on the grass. Scott and **Clive** help him set up the tent.



At **five**, Scott and Clive **hike** to the **lake** to fish. They get **five** fish!

At dusk, the kids **hike** back to camp. Clive's dad **makes** a **fire**. The kids munch on hot dogs.

At **nine**, they get in their tent. They are all **tired**. They **smile** as they **sleep**.



The Bike Ride

Scott's sis, Meg, **likes** to **ride** a **bike**. Once Meg went on a **bike ride** with Scott. Meg's **tire** hit a rock and she fell off the **bike**.

Meg was **brave**. She did not yell. She did not sob. She got back on the **bike**. Then she said, "Let's **ride!**"

"Meg," Scott said, "I am glad my sis is so **brave!**"

That **made** Meg **smile** with **pride!**



The Plane Ride

Scott's dad rents a **plane**. He asks Scott and Meg to **ride** with him in the **plane**. The kids **smile** and nod.

The kids get in the **plane**. They click on their belts. Then their dad **takes** off. The **plane** picks up **speed**. By the **time** it gets to the end of the strip, it lifts up.



The kids can **see** lots of things from the plane.

“That’s Big **Lake!**” says Scott. “But it’s not so big from up here, is it? It **seems like** it’s just a frog pond!”

“What’s that?” Meg asks.

“That’s a truck,” says Scott.

“A truck?” says Meg. “But it’s the **size** of a dot!”

Scott and Meg **smile**. It’s fun to **ride** in a **plane**.



The Gift

Scott and Meg's mom is named Liz. She stops off at **Hope's** Dress Shop.

"**Hope,**" Liz says, "I **need** a doll's dress. The dress on Meg's doll has a bunch of **holes** in it."

"Well," says **Hope,** "here's a dress. It's a doll's **size,** and it's on **sale.**"



“This is just what I **need!**” says Liz.
“It will fit Meg’s doll, and Meg **likes**
green!”

Hope drops the dress in a bag. Liz
hands **Hope** cash. **Hope** hands the
bag to Liz.

Hope is glad. Shee has **made** a
sale. Liz is glad, as well. Shee has a gift
to **take home** to Meg.



The Sled Ride

“I’ll **drive!**” said Scott, as he sat on the sled. **Jade** and Meg got on next. **Dave** was the last one on the sled. He sat in back.

The sled slid off. It went fast.

“Scott,” **Jade** said, “**steer** to the left! There’s a big **stone** there by the—”

Smack! The sled hit the **stone**. The kids fell off.



Scott went to check on **Jade**.

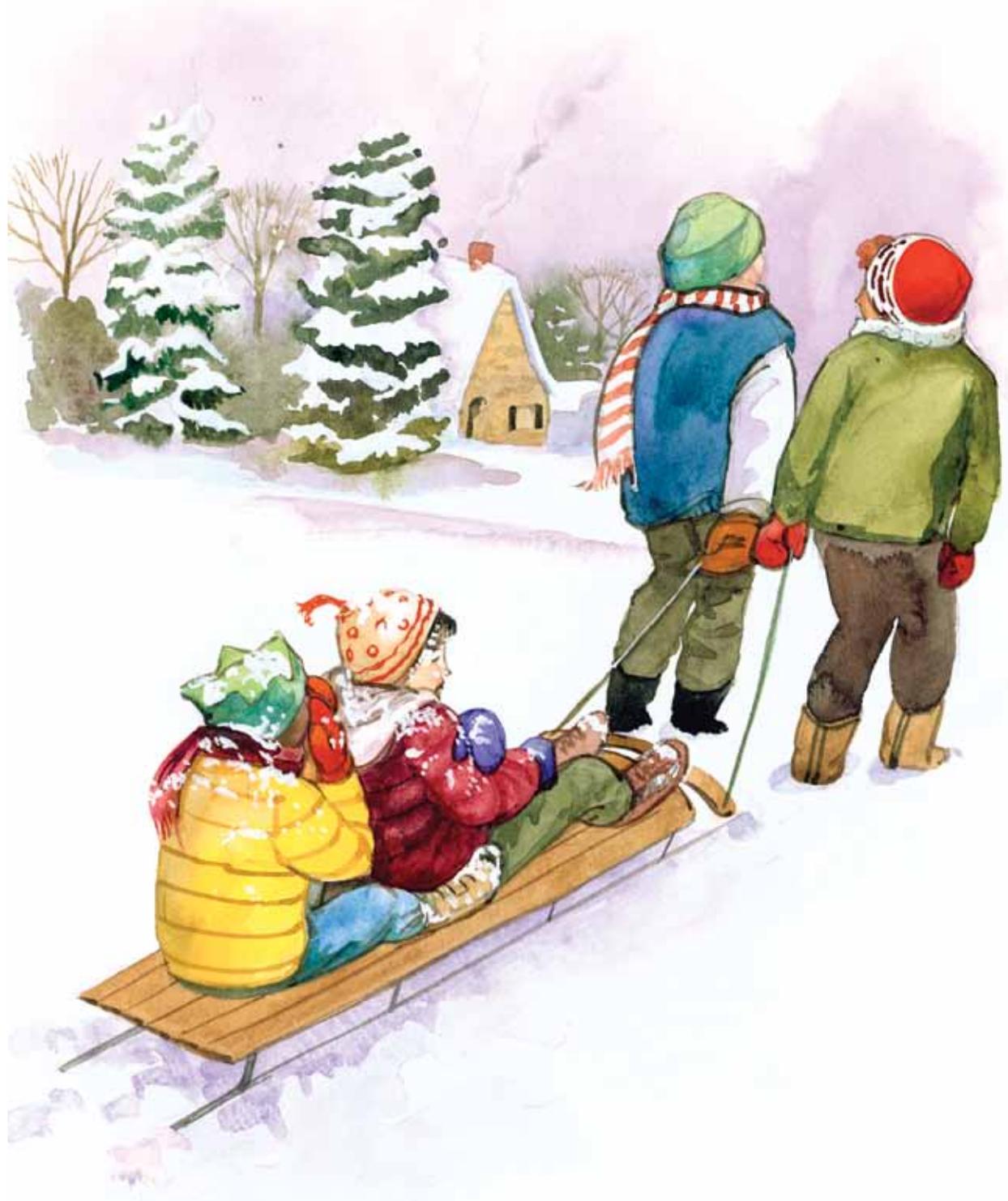
“Ug!” **Jade** said. “I **feel like** I **broke** all the **bones** in my leg!”

“Hop on the sled,” Scott said. “I will drag it **home**.”

Meg went to check on **Dave**.

Dave said, “I **froze** my **nose**!”

“Hop on the sled with **Jade**,” said Meg. “Scott and I will drag it **home**.”



Scott's Snack Stand

Scott has a snack stand. Last **w**ee**k**, he **r**ode his **b**ike to a shop to get nuts to sell at his stand. He got **th**ree big bags of nuts. The nuts cost him a lot of cash.

Scott slid the bags in his **t**ote bag. Then he **r**ode **h**ome.

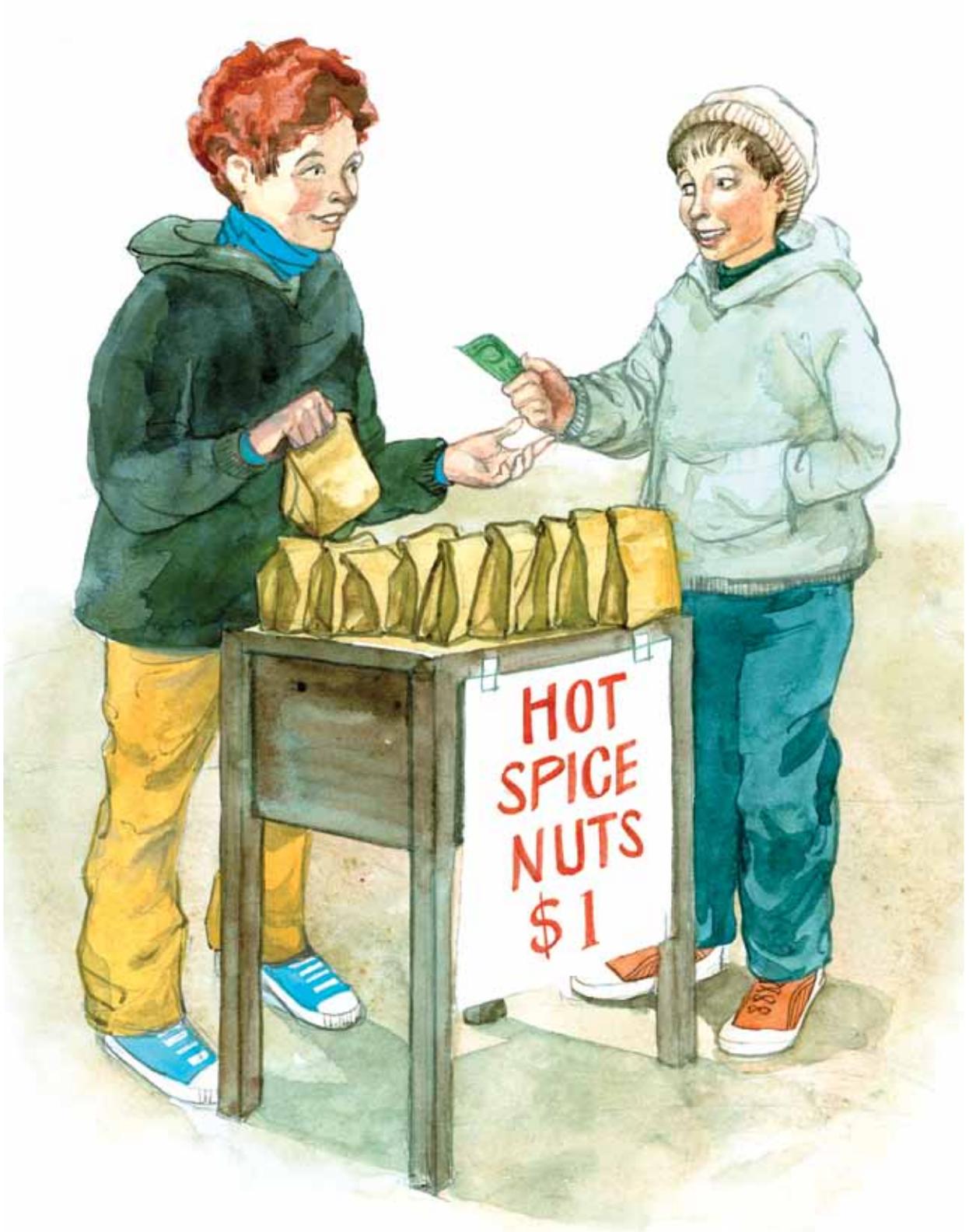
When he got **h**ome, he got his mom to help him **m**ake hot **s**pice nuts on the **s**tove top.



Then Scott set up his stand.

“Hot **spice** nuts!” he said. “Get a bag of hot **spice** nuts! Just one buck!”

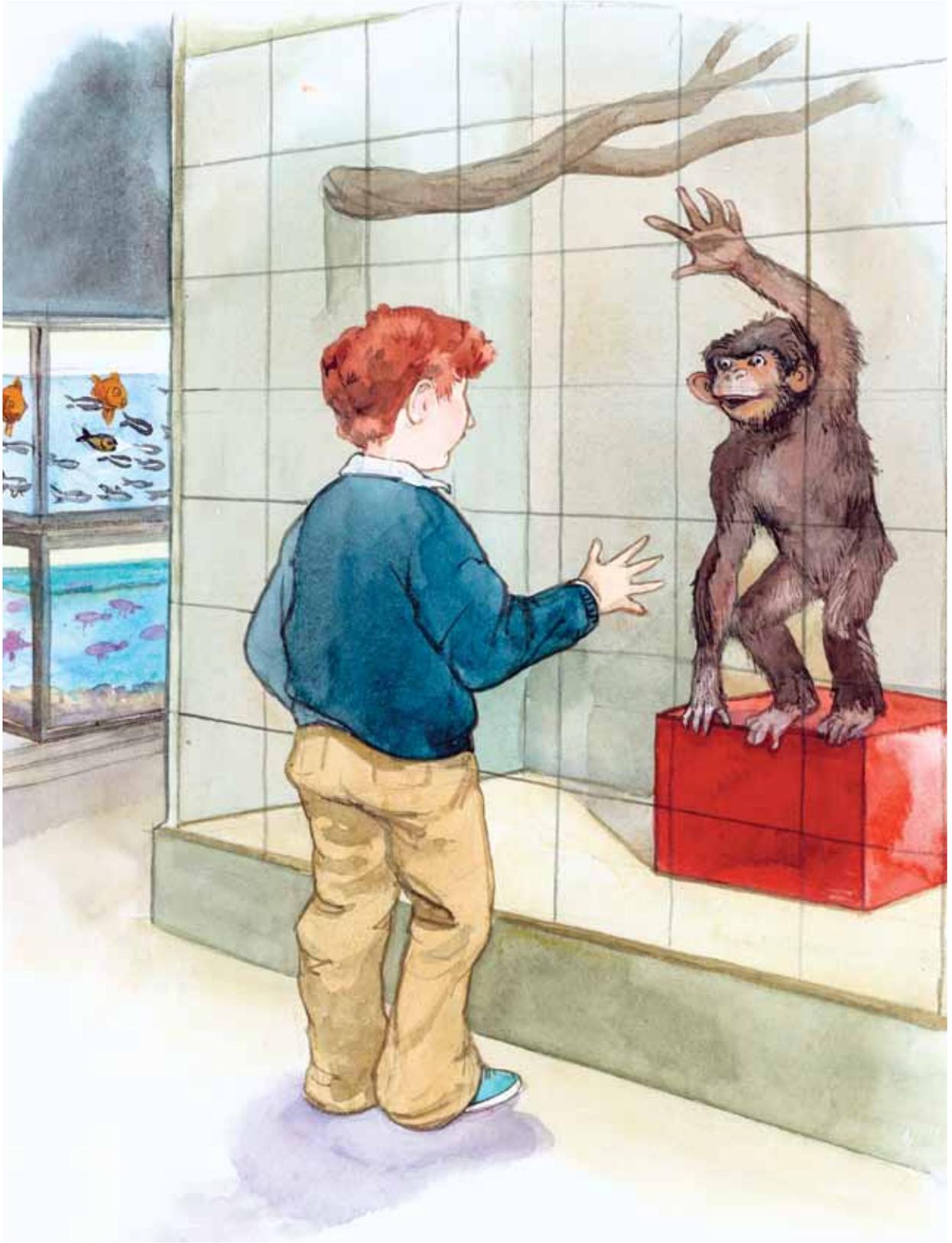
A kid **came** by and got a bag of nuts. Then a man got a bag. Then the man’s **wife** got a bag. He **made** back the **five** he had spent on nuts, plus ten in cash!



In the Pet Shop

Scott is in a pet shop. He spots a chimp in a pen. The chimp hangs from a branch. Then he jumps up on a big red **cube** and grins at Scott.

Scott sings a **tune** to the chimp. The chimp **waves** back. Scott **likes** the chimp, and the chimp **seems** to **like** him!



“Mom,” Scott says, “this chimp is so **cute**. He got up on his **cube** and **waved** at me! Can I **take** him **home**?”

“No,” says his mom. “My home is a chimp-**free zone**.”

Scott **stares** at the chimp. His mom can **see** that he is sad, so she tells him he can get a fish.

Scott is so sad he can't **take** the chimp **home**, but he is glad he gets to **take** a fish **home**.



Scott Bakes a Cake

Scott's mom **bakes** **cakes** with Meg.

“Scott,” she says, “you can help us with this **cake**, if you **like**.”

Scott shrugs. “Well,” he says, “if you can **use** my help, I will help.”

“It will be fun,” says his mom. “You can crack the eggs.”



Scott cracks **three** eggs and drops them in the dish.

Scott asks if he can mix up the eggs. Then he asks if he can add in the **cake** mix.

“Well,” his mom says, “if you add the **cake** mix, then Meg gets to frost the **cake**.”

“Can I help Meg frost it?” Scott asks.

Mom and Meg **smile**.

Meg says, “**See**, Scott. It’s fun to **bake a cake!**”



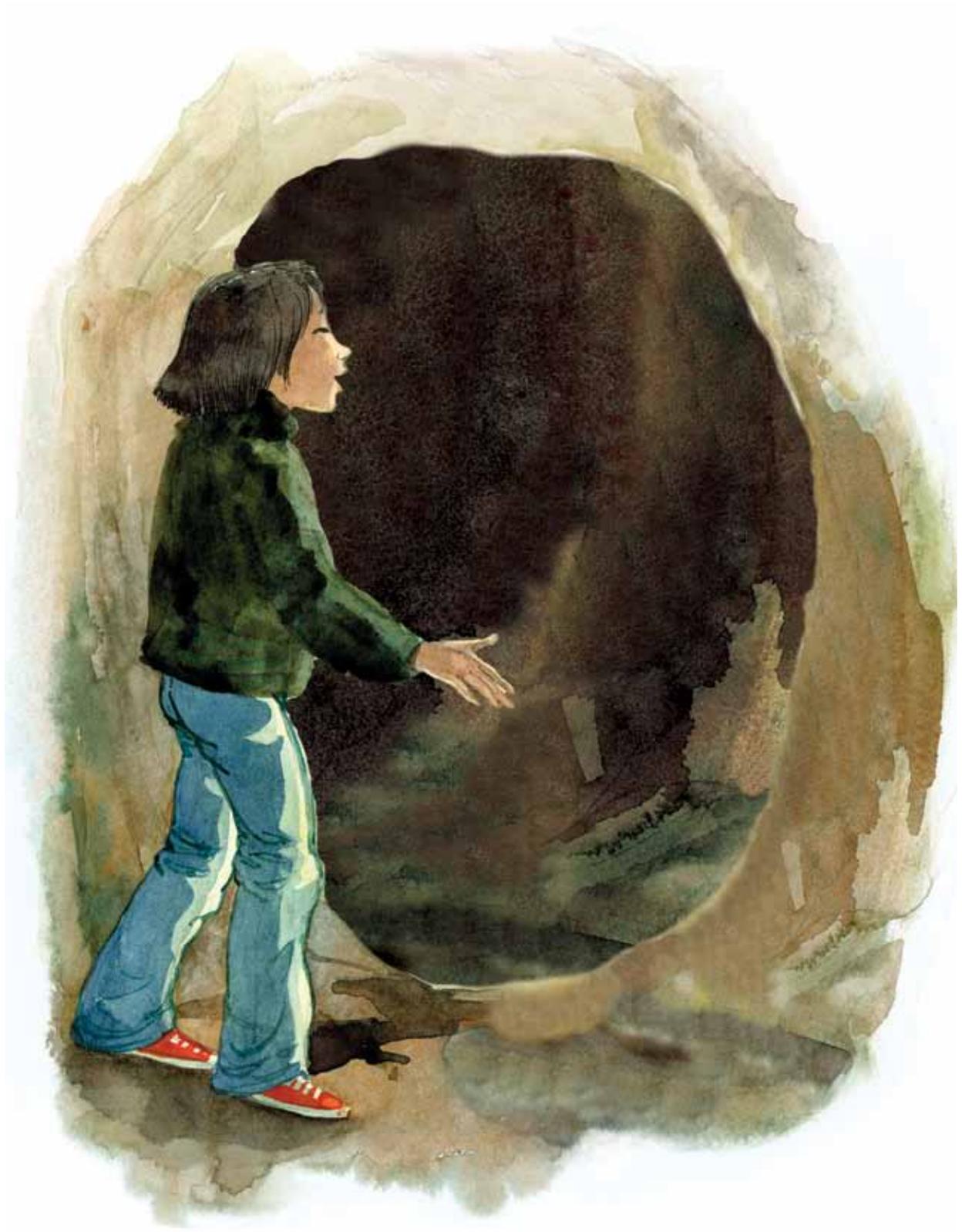
The Cave

Scott and **Jade** are on a **hike**.
Jade spots a **cave** and **peeks** in.

“Are there bats in there?” Scott asks.

“I can’t tell,” **Jade** says, “but I **hope** so! I **like** bats!”

“Ick!” says Scott. “Bats are not **cute**.”



Scott and **Jade** step in the **cave**.

Jade yells, “Bats, where are you?
Wake up!”

Scott says, “Let the bats **sleep**.”

Just then a bat **glides** up. It flaps its wings. It dips and spins.

Jade **stares** at the bat and **smiles**.

Scott ducks and yells, “**Hide!** A bat!”



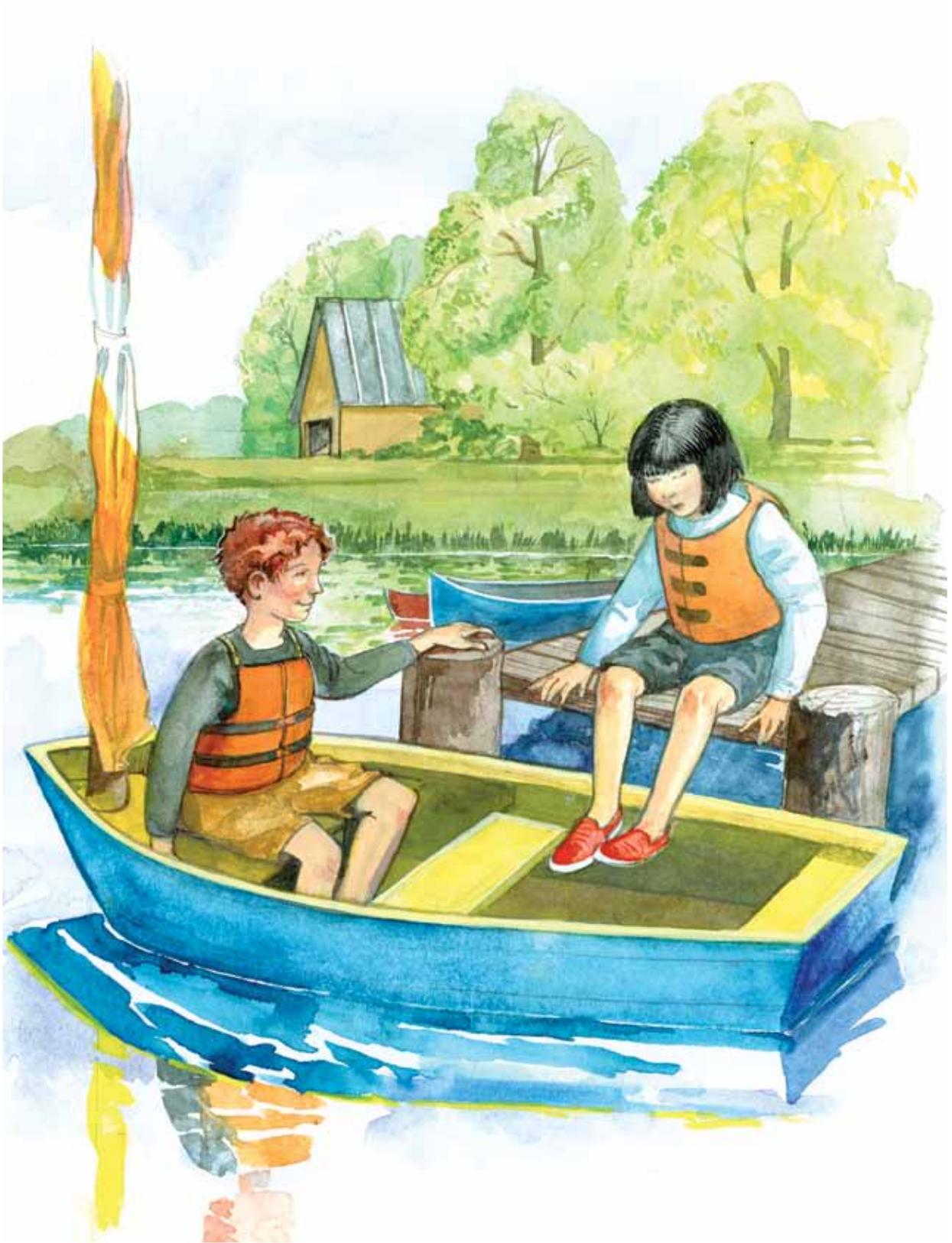
The Skiff Ride

“Let’s **take** a **ride** in my skiff,” says Scott.

“What’s a skiff?” asks Ling.

“Um, it’s **like** a ship,” says Scott, “but not so big.”

The kids run to the dock. They can swim well, but, to be **safe**, they slip on **life** vests. Scott and Ling get in the skiff.



Scott **steers** the skiff. He **steers** it to the west **side** of the **lake**. The skiff **glides** in the wind.

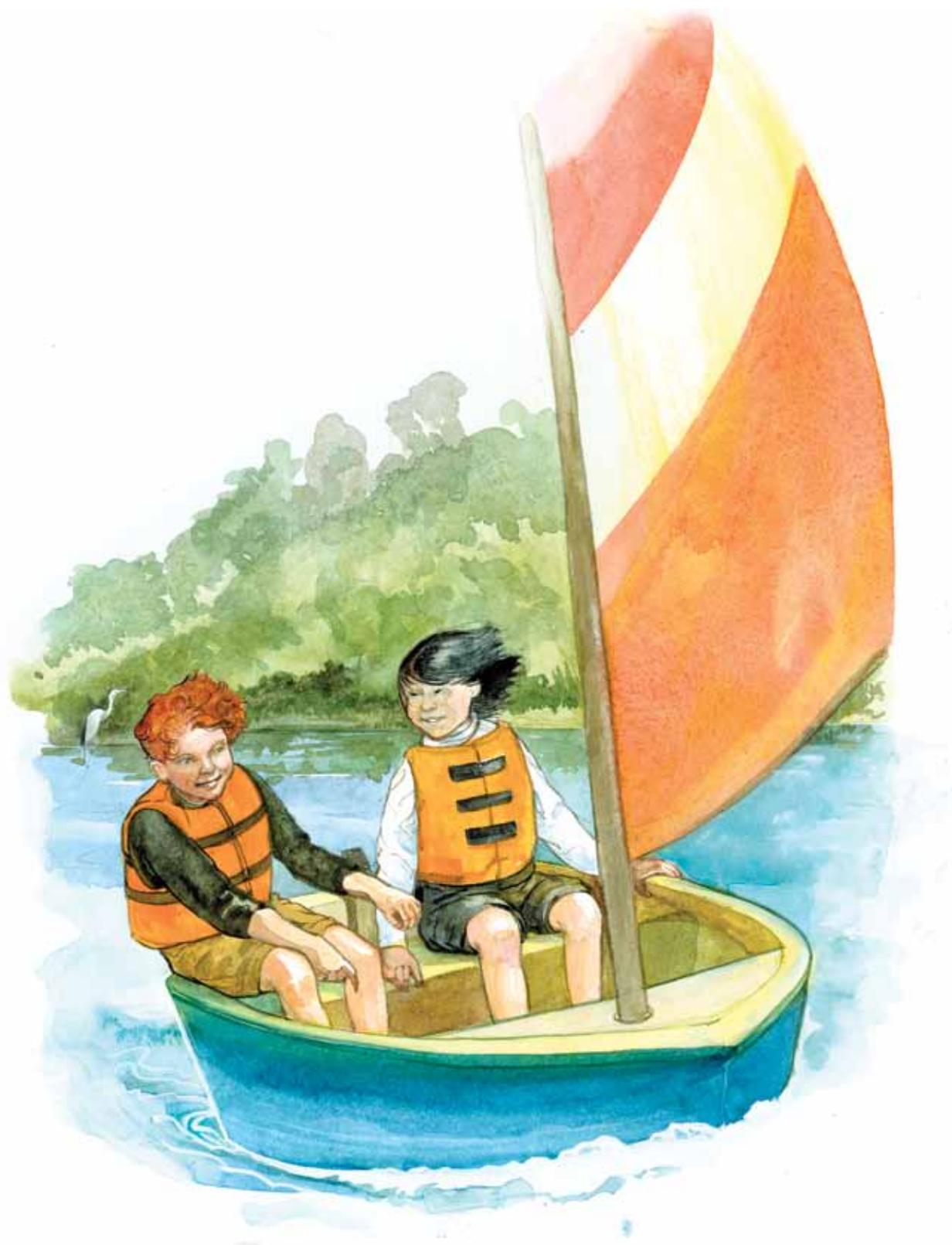
Ling spots lots of fun things.

“I **see** ducks by that **pine tree!**” she yells.

“Is that a fish?” Scott asks.

“There’s a **crane!**” Ling adds.

She says, “Scott, this is so much fun!”



Lunch Trades

Dave checks his lunch bag. “No!” he **fumes**. “It’s ham. I **ate** ham all week! Will you **trade**, Ling?”

“I’ll **trade** my hot dog,” Ling says, “but not my chips. Will you **trade** your lunch, Scott?”

“I will **trade**,” Scott says, “but you will not **like** what Mom **gave** me.”



“Why?” asks Ling. “What’s in your bag?”

“A fish **bone**, a lump of fat, and a wet sock,” says Scott.

“No to all of those!” says Ling.

“Ug!” says **Dave**. “No **trade!**”

As Ling and **Dave** **trade**, Scott keeps his bag. He does not tell Ling and **Dave** what he has in his bag. He has chips, ham, a bun, and a bunch of red **grapes**. Scott **likes** all of the things in his bag. He will not **trade** them.



Mike's Tale

The kids sat by a **fire**.

“Let's all tell **tales**,” said Ling. “Then we can **vote** on which **tale** is the best!”

“Let me tell **mine**!” **Mike** said. “My **tale** will **scare** you.”

“No!” said **Dave**, “You can't **scare** me!”



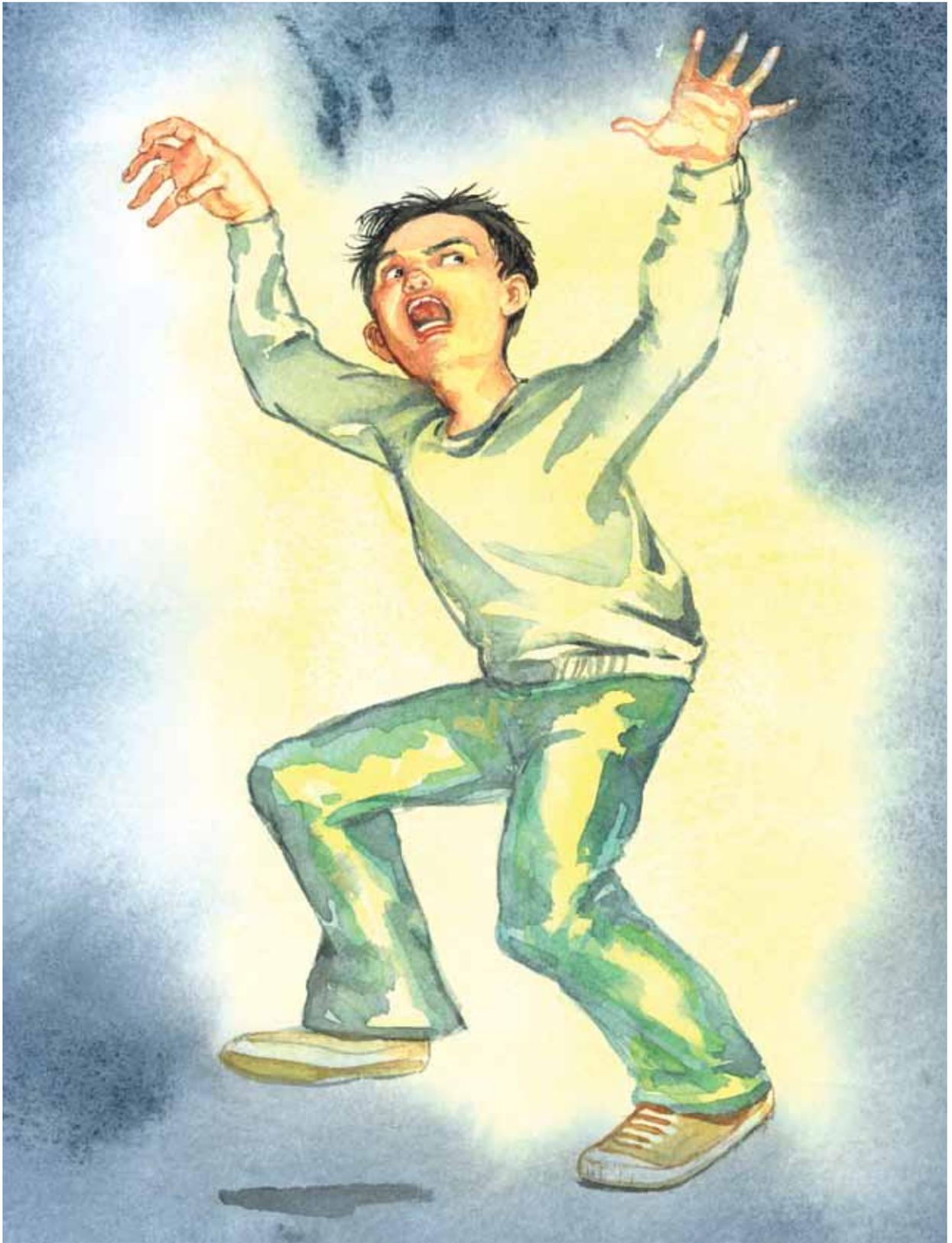
“Well,” said Mike, “we will **see!**”
“There’s a Grump,” Mike said, “that **m**akes its **h**ome **c**lose to this spot. It’s big. It has long fangs. It **s**leeps when the sun is up and **w**akes when the sun sets. The Grump can smell kids. It **l**ikes to grab them and . . .”

Just then, there was a snap.

“What was that?” **D**ave said.

“It was just a twig,” Ling said.

“But what **m**ade it snap **l**ike that?”
said **D**ave.

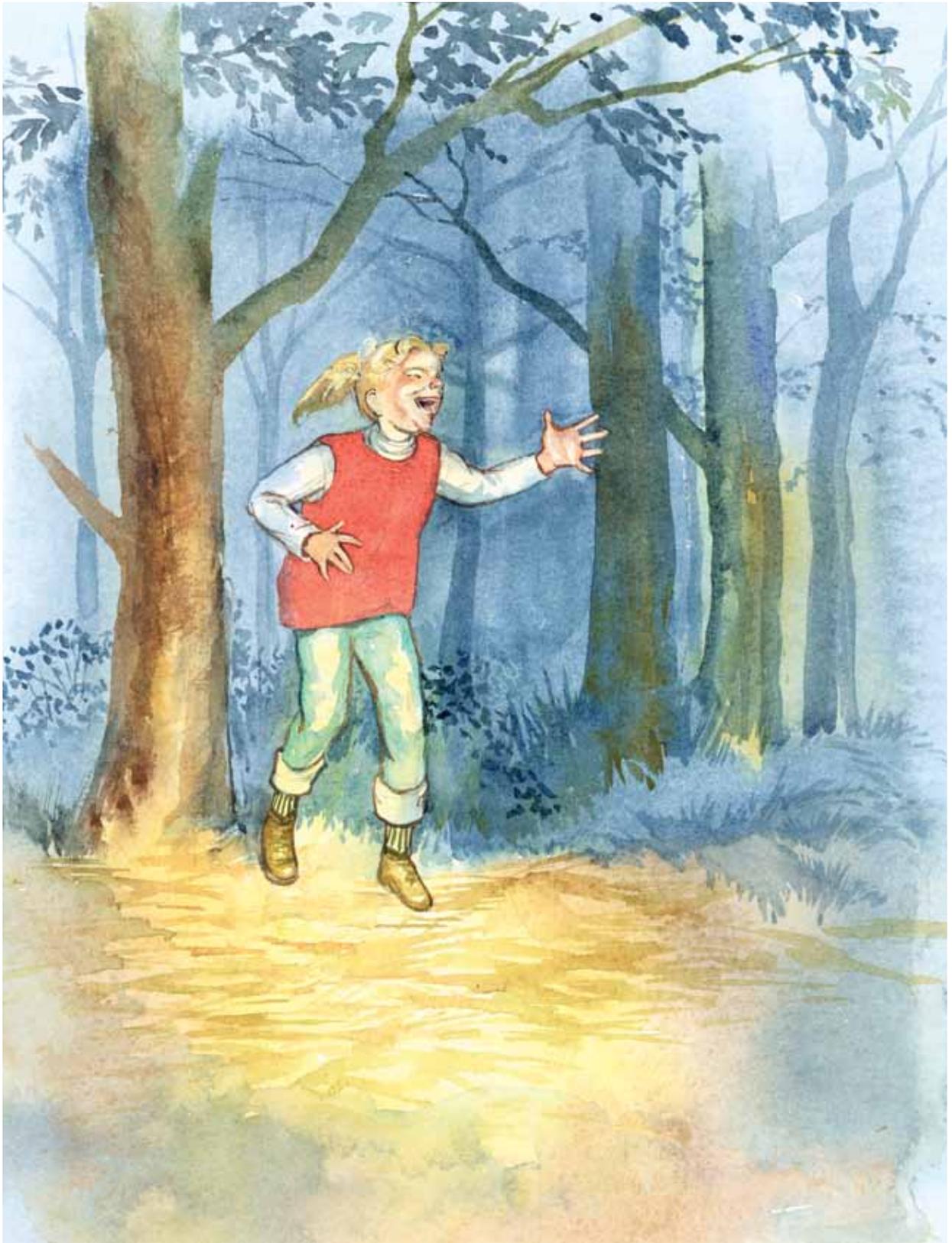


Dave was scared.

“EEEEEEEEEEEEEEEEEE!” he said.

“IT’S THE GRUMP! RUN! RUN FROM FROM
THE GRUMP!”

Dave got up to run, but Ling said,
“It’s not the Grump! It’s just Meg!”

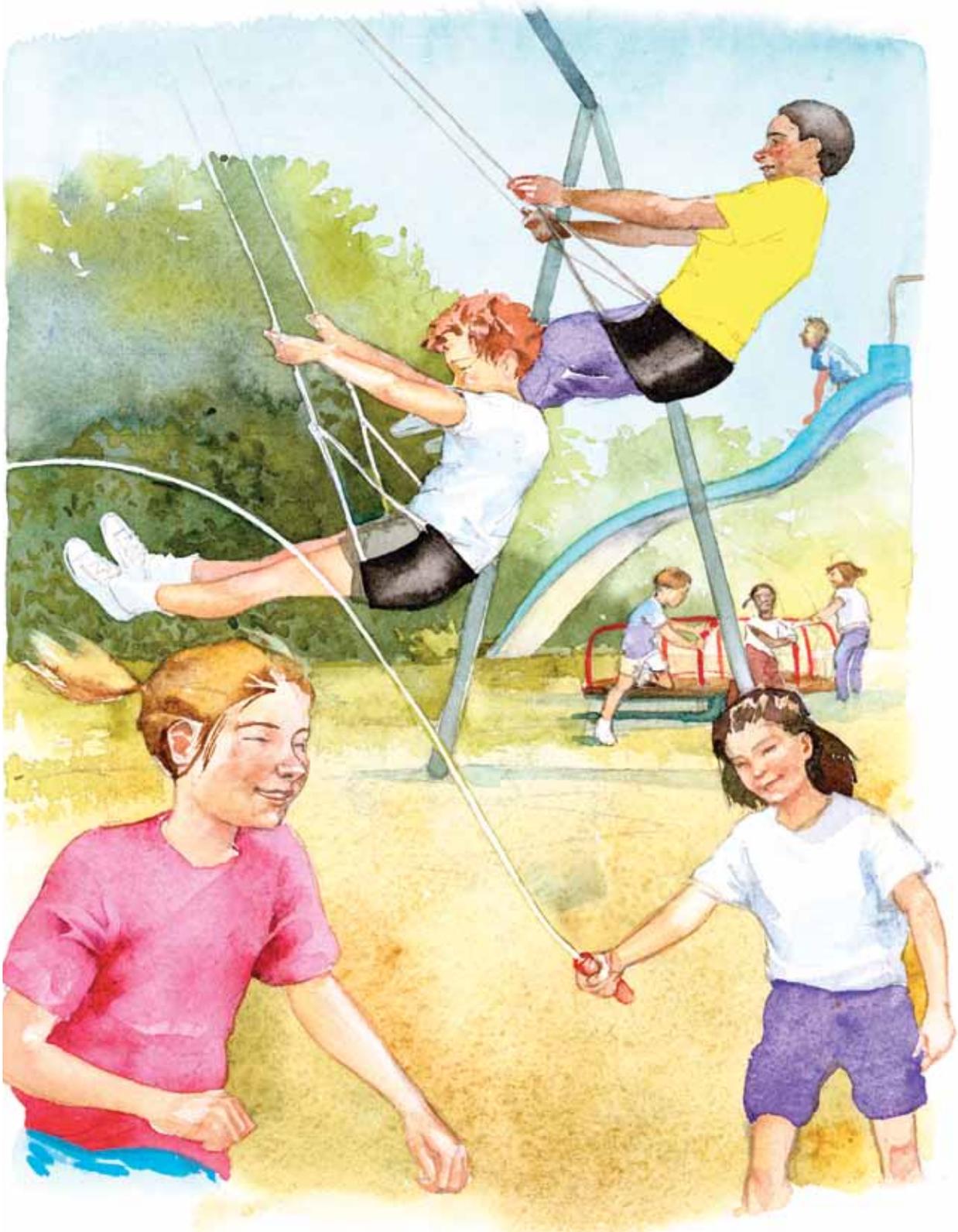


Green Grove Glade

Dave and Scott **hike** to **Green Grove Glade** with their moms and dads.

They stop at the **gate** and a man says, “Moms and dads, rest here where you can **see** your kids as they run, jump, and **slide**.”

Scott and Dave are glad this is a spot for kids. They are glad their moms and dads are **close** if they get **tired**.



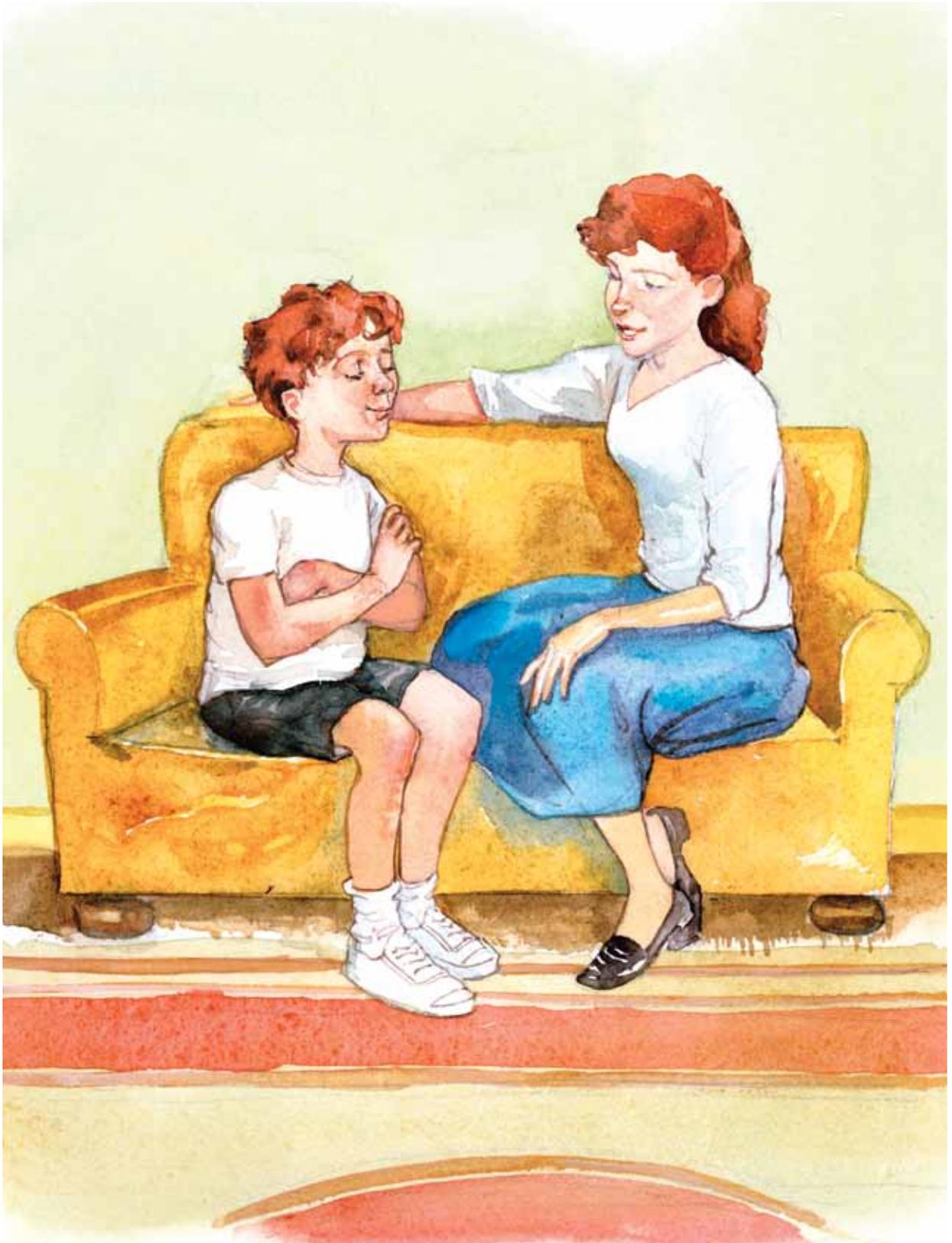
The kids swing on the swings. They **slide** on the **slides**. They **ride** on the **rides**. When they get **tired**, they get their moms and dads and **hike** back to their **homes**.

“Was it fun, Scott?” his mom asks when they get home.

Scott nods and **smiles**.

“What was it like?” she asks.

Scott grins and quips, “It was fun, Mom! Green Grove Glade is a fun spot for kids!”



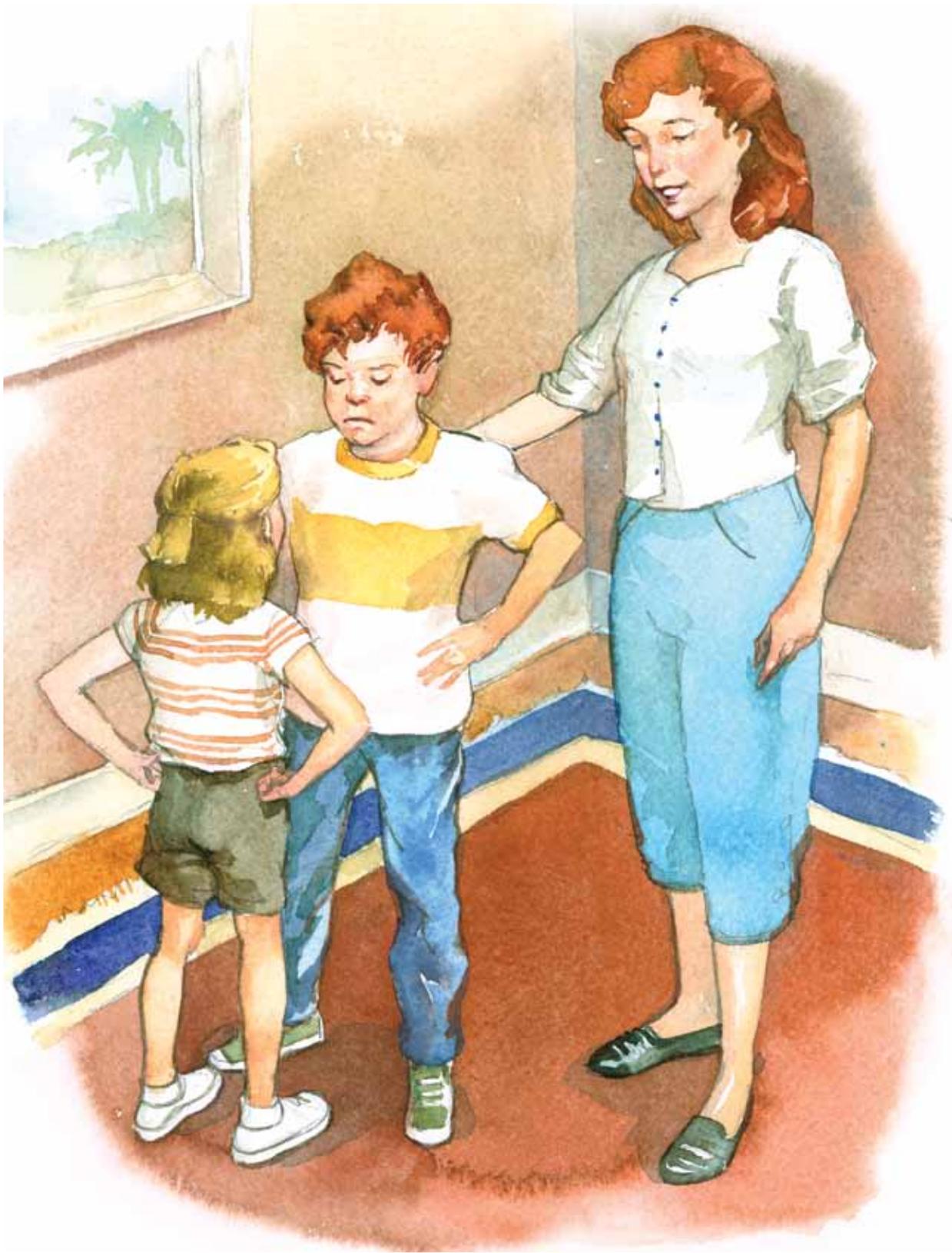
The Boss

“Meg,” Scott says, “when Mom and Dad are on their trip, I will be the boss here.”

“You are not the boss of me!” says Meg.

“I’m the boss!” says Scott.

“You are not!” says Meg.



Scott glares at Meg. Meg glares back at him. Just then Mom steps in and taps Scott on the back. “Scott,” she says, “meeet Jen. Jen will be the boss till Dad and I get back.”

“Meg’s boss?” Scott asks.

“Meg’s boss and Scott’s boss,” his mom says.

“Rats!” says Scott. “When will I get to be the boss?”



The King of Kites

“What’s that?” **Dave** asks.

“It’s a **kite** I **made**,” says Scott.

“Can I help you test it?” **Dave** asks.

“Yes,” says Scott.

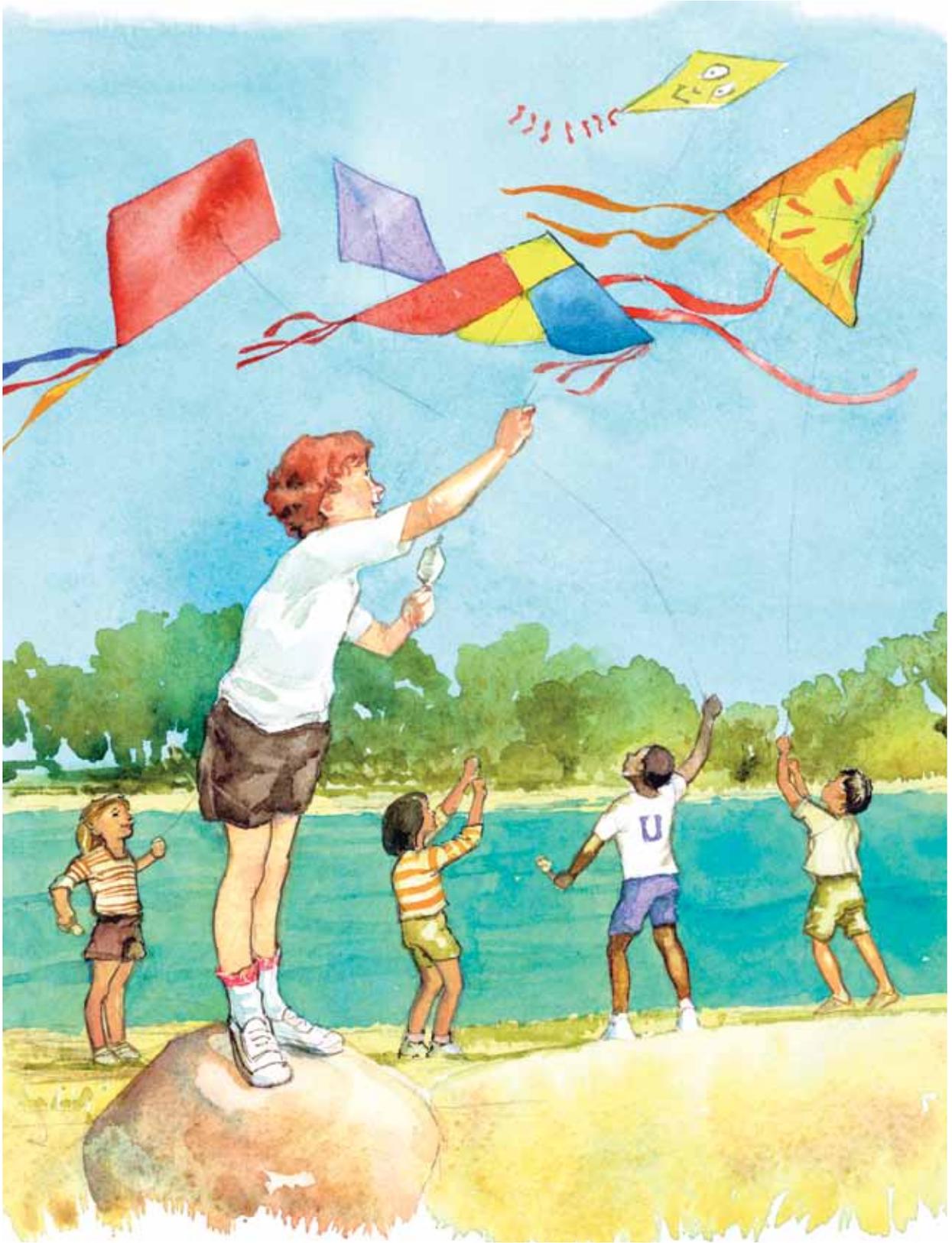
The kids take the kite **close** to the lake to test it. Scott grabs the string. Then he runs as fast as he can.



The wind grabs Scott's **kite**. The **kite** zips up. It **rides** on the wind. It **shines** in the sun. The wind lifts it up till it is just a speck.

Dave **cheers**.

“Scott,” he yells, “you are the man! That **kite** you **made** is the best **kite** of all **time**! You are the King of **Kites**!”



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 forty-odd sounds. Many sounds can be spelled several different ways, and many spellings can be pronounced several different ways. This book has been designed to make early reading experiences simpler and more productive by using a subset of the available spellings. It uses *only* spellings students have been taught to sound out as part of their phonics lessons, plus a handful of tricky words, which have also been deliberately introduced in the lessons. This means the stories will be 100% decodable if they are assigned at the proper time.

As the students move through the program, they learn new spellings and the “code load” in the decodable readers increases gradually. The code load graphic on this page indicates the number of spellings students are expected to know in order to read the first story of the book and the number of spellings students are expected to know in order to read the final stories in the book. The columns on the inside back cover list the specific spellings and Tricky Words students are expected to recognize at the beginning of this reader. The bullets at the bottom of the inside back cover identify spellings, tricky words, and other topics that are introduced gradually in the unit this reader accompanies.

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

Matt Davis, Core Knowledge Staff

ILLUSTRATORS

All illustrations by Gail McIntosh



Code Knowledge assumed at the beginning of the 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, batting

/d/ as in bid, bidding

/k/ as in cot, kid, rock,
soccer

/g/ as in log, logging

/n/ as in run, running

/h/ as in ham

/s/ as in sit, hiss

/f/ as in fat, huff

/v/ as in vet

/z/ as in zip, hums, buzz

/p/ as in tip, tipping

/b/ as in rub, rubbing

/l/ as in lamp, fill

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

Other:

Uppercase Letters

Eight-letter words

's (for possession and contraction)

't (contraction)

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

Code Knowledge added gradually in the unit for this Reader:

- Beginning with "Scott and Lee": the sound /ee/ spelled 'ee'
- Beginning with "Red Ants": Tricky Words *he, she, and we*
- Beginning with "The Bees": Tricky Words *be and me*
- Beginning with "Cake and Grapes": the sound /ae/ spelled 'a_e', Tricky Words *they and their*
- Beginning with "A Fine Hike": the sound /ie/ spelled 'i_e'
- Beginning with "The Bike Ride": Tricky Word *my*
- Beginning with "The Plane Ride": Tricky Word *by*
- Beginning with "The Gift": the sound /oe/ spelled 'o_e'
- Beginning with "In the Pet Shop": the sound /ue/ spelled 'u_e', Tricky Words *you and your*



Core Knowledge®

Scott

Unit 10 Reader

Skills Strand

KINDERGARTEN

The Core Knowledge Foundation

www.coreknowledge.org