Seth

Reader | Kindergarten

Skills 7

Kindergarten | Skills 7

Seth

Reader

Amplify Core Knowledge Language Arts

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Seth

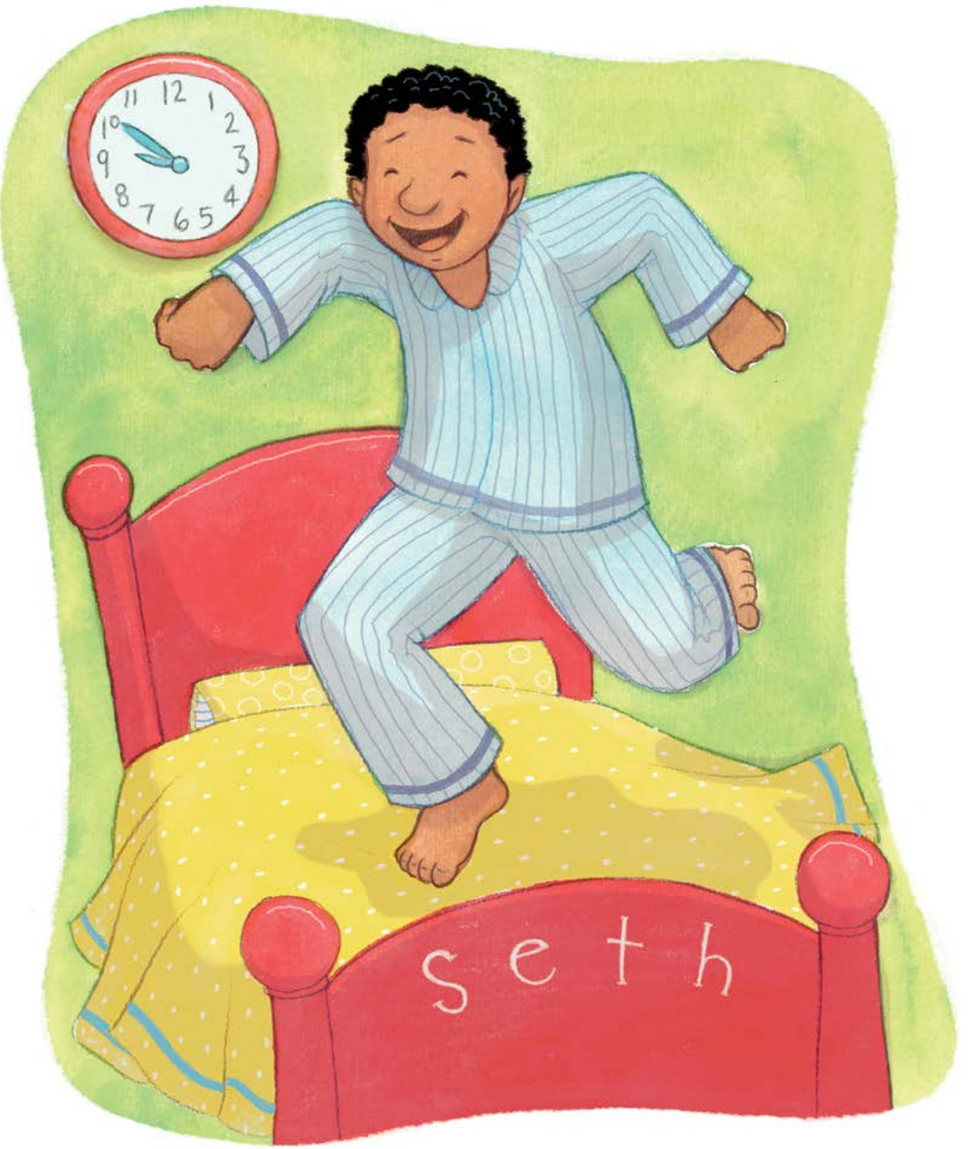
This is Seth Smith.

Seth is ten.

Se**th** must get in bed at ten.

Se**th** can jump on his bed, but not past ten.

Se**th** can stomp and romp and stand on his hands, but not past ten.



Se**th**'s dad gets mad if
Se**th** is not in bed at ten.

Seth's Mom

This is Pat.

Pat is Seth's mom.

Pat can fix **things**.

Pat can scrub, plan, and **th**ink.

Pat is stro**ng**.

Pat can run fast.

Pat can sing songs.

Seth's Dad

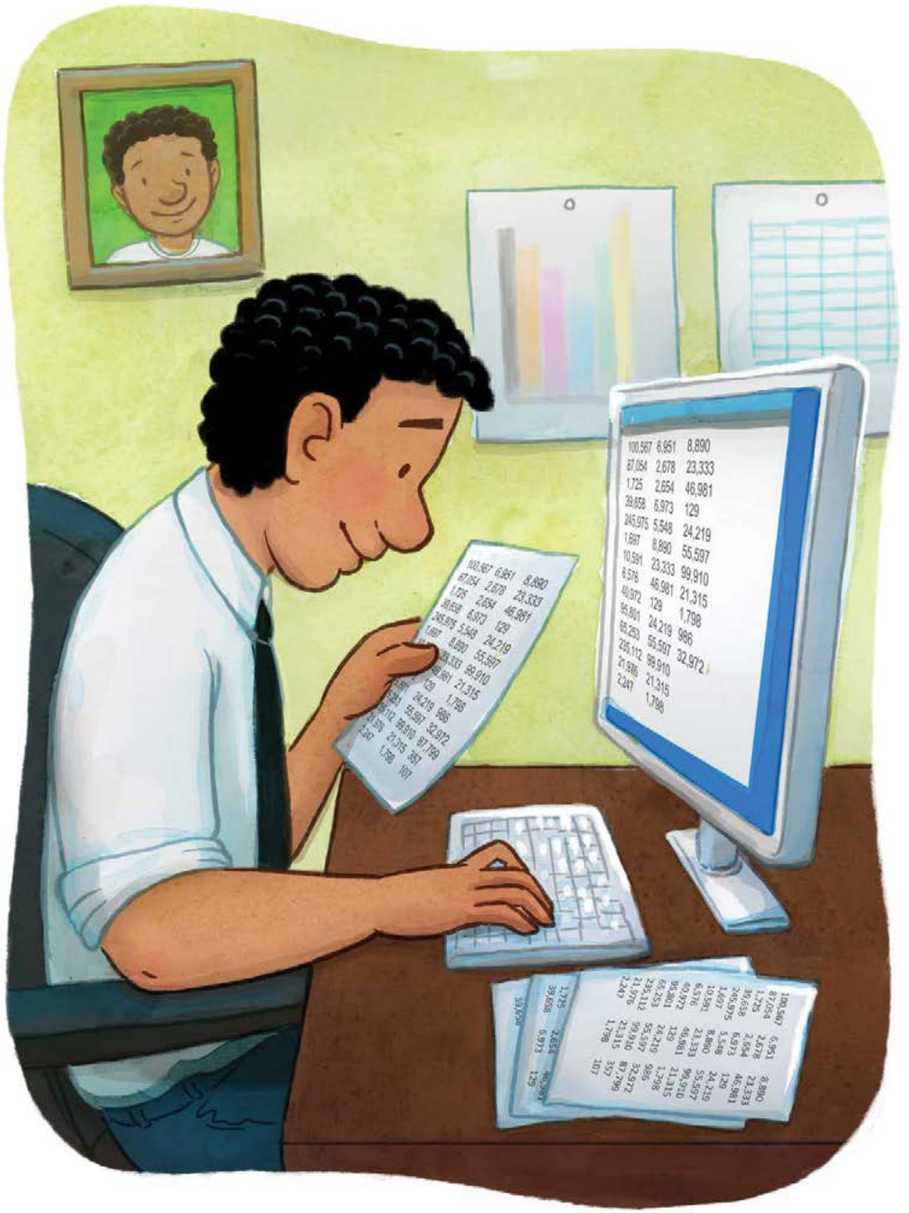
This is Ted.

Ted is Seth's dad.

Ted br**ings** his lun**ch** wi**th** him.

Ted **th**inks and plans.

Ted is fast wi**th** ma**th**.

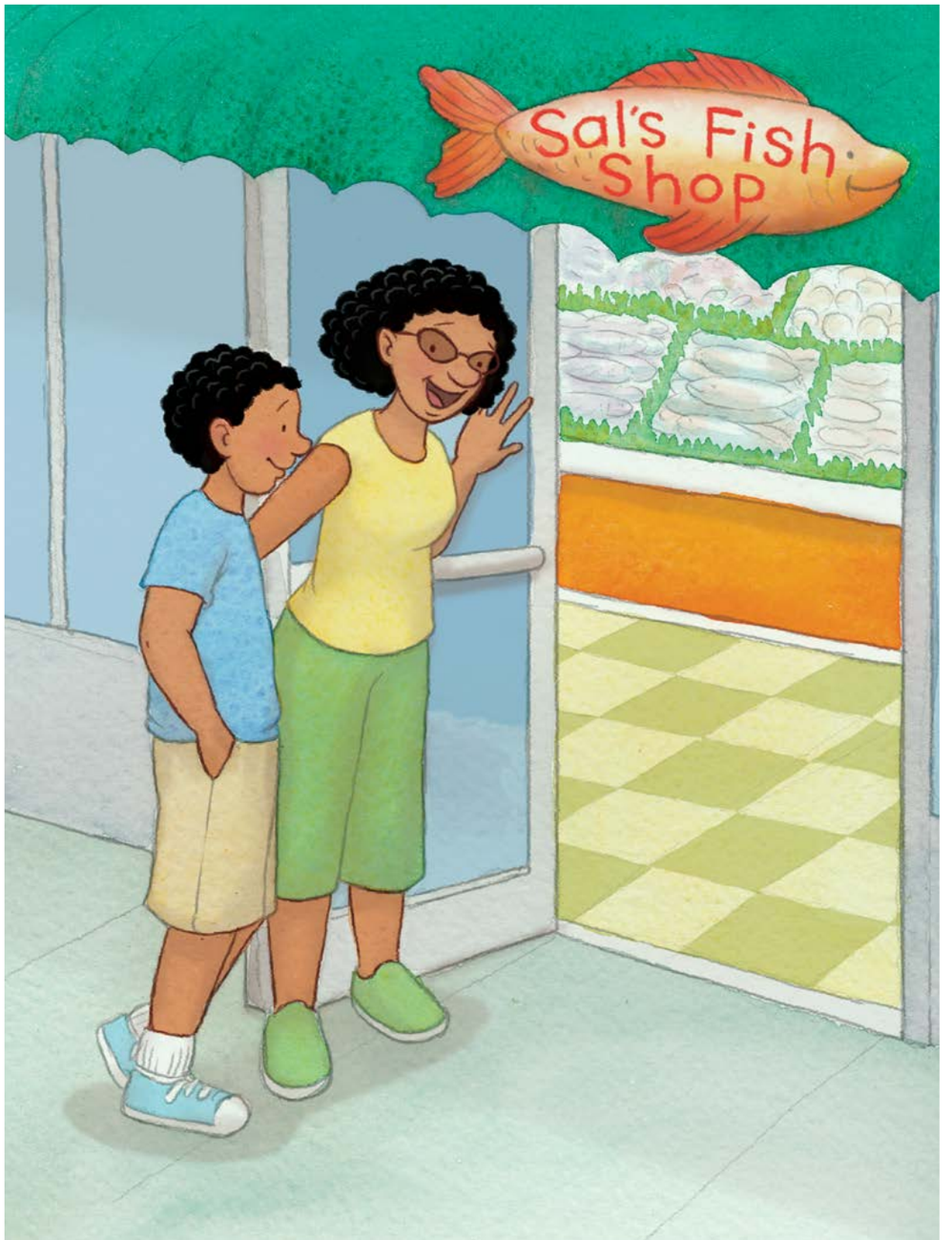


Ted is stro**ng**.

Ted can cru**sh** tin cans wi**th** his hands.

Sal's Fish Shop

Pat and Se**th** went in Sal's Fi**sh Sh**op.



Sal had fre**sh** fi**sh**.

Sal had fre**sh** **sh**rimp.

Sal had crabs.

Sal had clams.

Sal had s**qu**id.

Pat got fi**sh** and **sh**rimp.

Lunch

Se**th** had lun**ch** wi**th** his mom and dad.

Pat had **sh**rimp and **ch**ips.

Ted had **sh**rimp, fi**sh**, and **ch**ips.

Se**th** had ham and **ch**ips.

Mun**ch**, mun**ch**.

Crun**ch**, crun**ch**.

Yum, yum.

Seth's Finch

That's Se**th**'s pet fin**ch**, **Ch**ip.

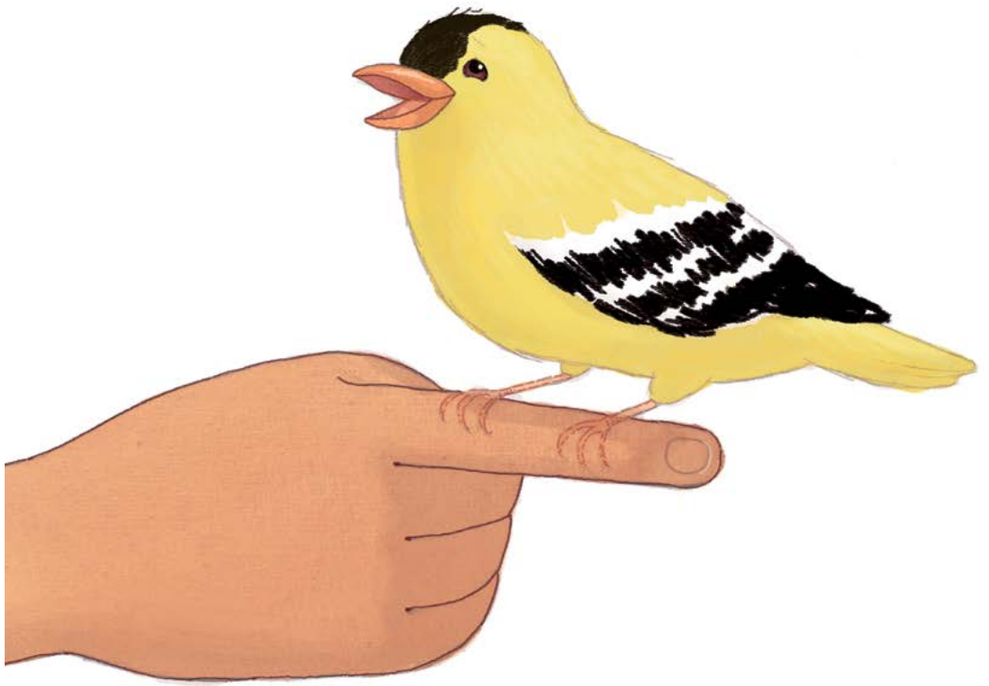
Chip can flap his wi**ng**s.

Chip can mun**ch** on ants and bugs.

Chip can si**ng**.

Chip can land on Se**th**'s hand.

That fin**ch** is fun!



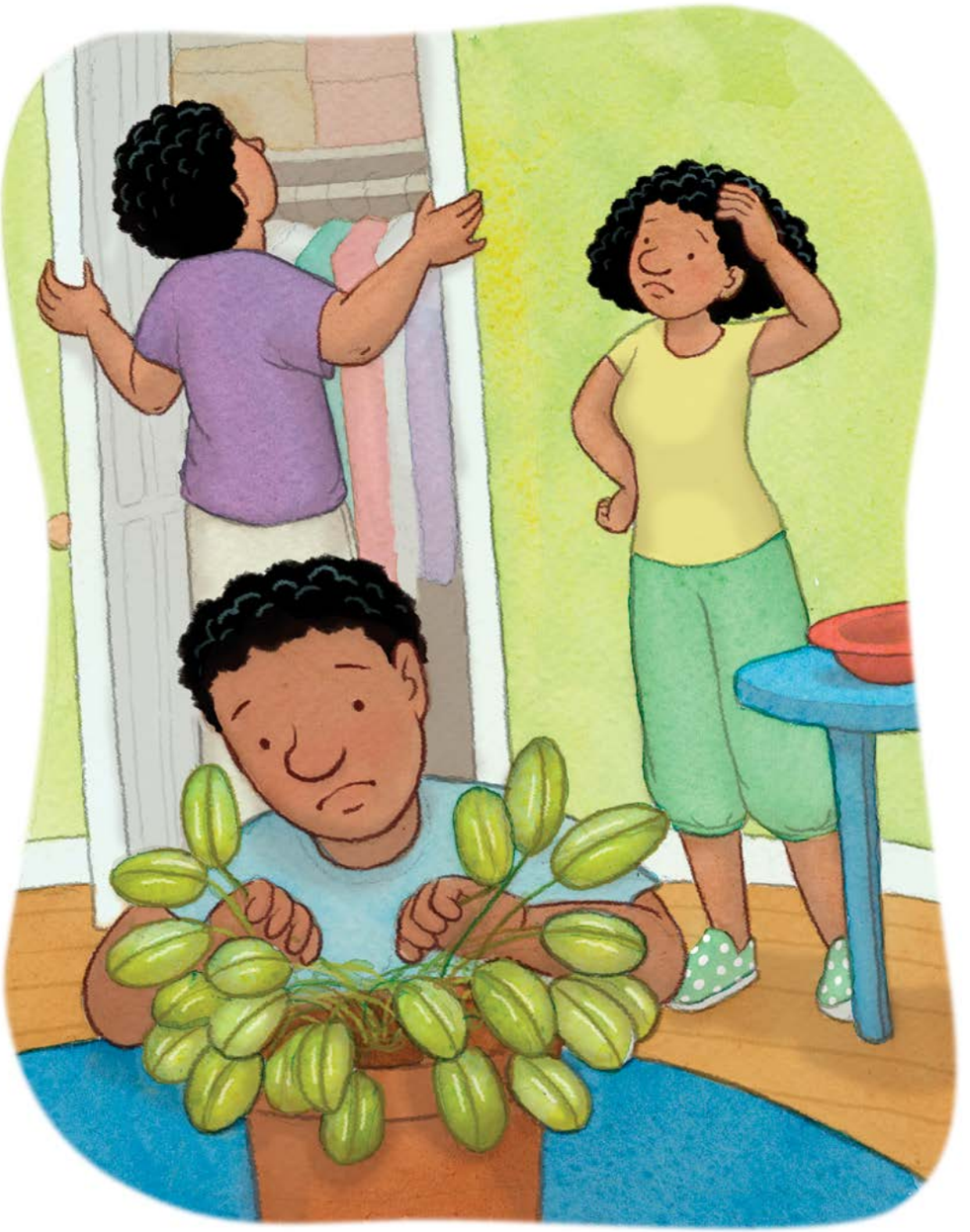
Lost Finch

Se**th**'s pet fin**ch**, **Ch**ip, is lost.

Se**th** can't spot him.

Pat can't spot him.

Ted can't spot him.



Chip is not on Se**th**'s bed.

Chip is not on Se**th**'s desk.

Then, at last, Pat spots **Ch**ip.

Chip hid in Pat's hat and slept.

Seth's Sled

Se**th**'s sled went fast.

Se**th** held on.

Se**th** hit bumps but did not stop.

Se**th** hit slu**sh** but did not stop.

Then Se**th**'s sled hit mud.

Spla**sh**!

Se**th** got mud on his sled.

Se**th** got mud on his pants.

Se**th** got mud on his hat.

Meg's Tots

This is Meg.

Meg is Pat's best pal.

Pat has 1 lad—Se**th**.

Meg has 5 tots—Tom, Tim, Max, Sam, and Wes.

Meg has **qu**ints!

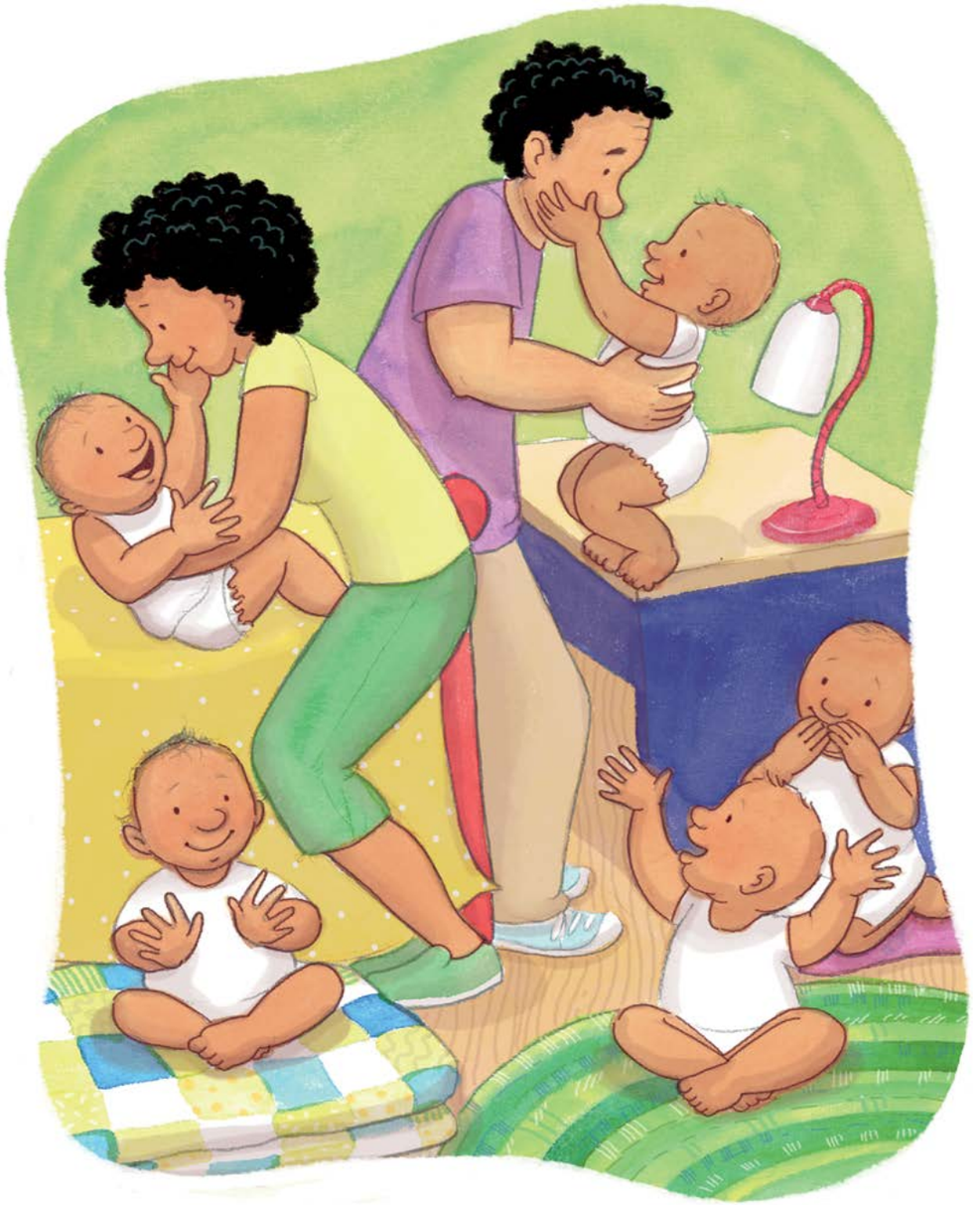
Pat and Ted help Meg.

Pat sets Tim and Tom on Se**th**'s rug.

Ted sets Sam on Se**th**'s **qu**ilt.

Pat sets Max on Se**th**'s bed.

Ted helps Wes stand up on Se**th**'s desk.



Hash and Milk

Pat and Ted had lun**ch** wi**th** Meg's tots.

Max got ha**sh** on his **ch**in.

Wes got ha**sh** on his bib.

Tim's milk is on Tom.

Then Tom got milk on Tim.

Sam got milk on Pat and Ted.

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:

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 *rim*
/t/ as in *got*
/d/ as in *dip*
/k/ as in *cot*, *kid*
/g/ as in *log*
/n/ as in *pen*
/h/ as in *ham*
/s/ as in *sit*
/f/ as in *fat*
/v/ as in *vet*
/z/ as in *zip*
/p/ as in *tip*
/b/ as in *bus*
/l/ as in *lamp*
/r/ as in *rip*
/w/ as in *wet*
/j/ as in *jog*
/y/ as in *yes*
/x/ as in *box*
consonant clusters

CAPITAL LETTERS:

C, F, I, J, K, M, P, S, T, V

OTHER:

- Four- and five-letter words
- 's (for possession)
- 't (contraction)
- Punctuation (period, comma, exclamation point)

TRICKY WORDS:

a, are, blue, I, little, look, one, the, three, two, yellow

Code Knowledge added gradually in the unit for this Reader:

- Beginning with "Seth": /th/ as in *thin*; /th/ as in *this*
- Beginning with "Seth's Mom": /ng/ as in *ring*
- Beginning with "Seth's Dad": /ch/ as in *chin*; /sh/ as in *shop*; Capital Letter 'D'
- Beginning with "Sal's Fish Shop": /qu/ as in *quit*
- Beginning with "Lunch": Capital Letter 'L'

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