Amplify ELAR
TEXAS

ENGLISH

Kindergarten

# Skills 6 | Big Book

## Kit

Kindergarten | Skills 6

# Kit

## Big Book

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Kit

Kit can run.

Kit can skip.

Kit can flip and flop.

Kit can swim.

# Kit and Stan

Kit ran and hid.

Stan ran and got Kit.

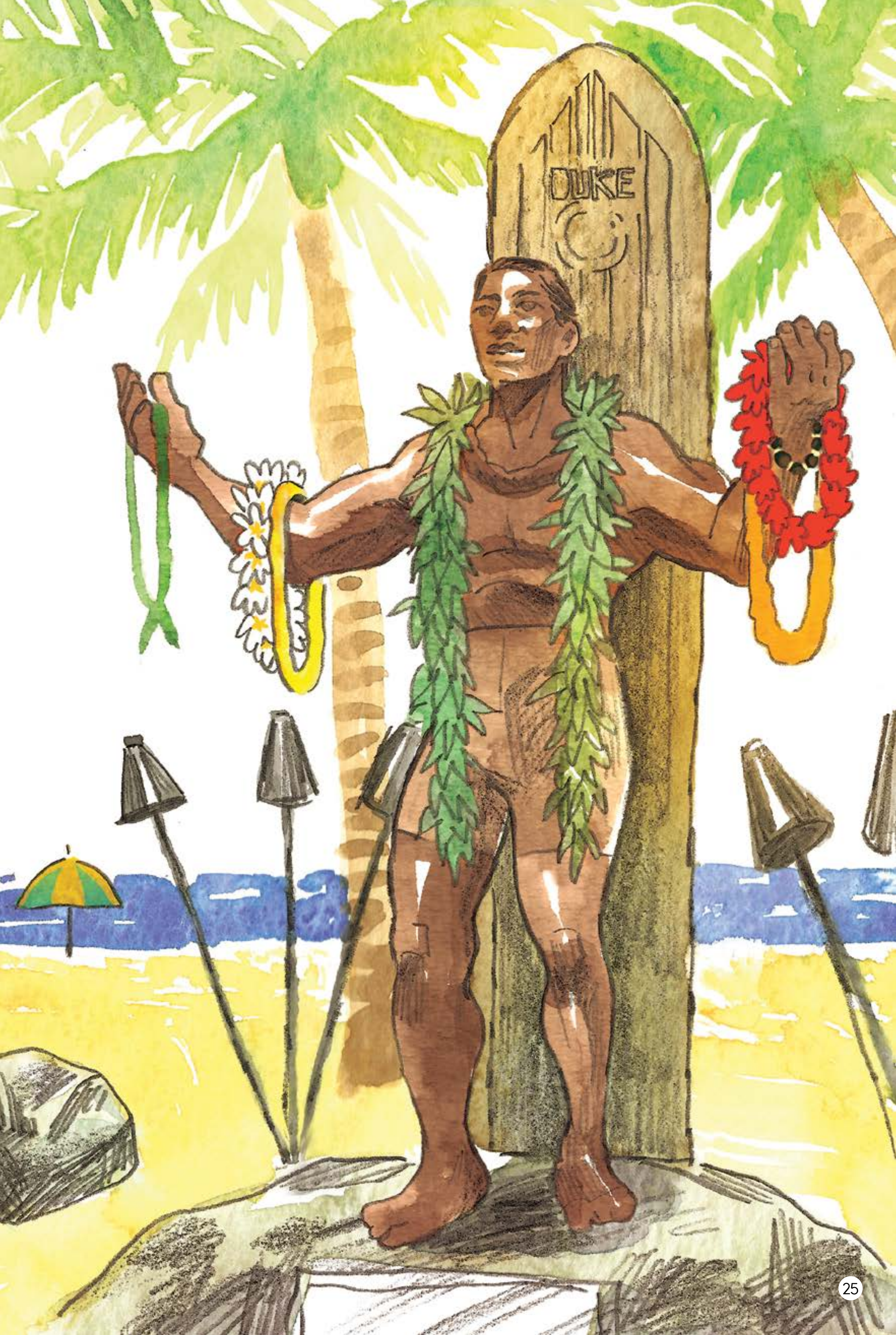
Stan ran and hid.

Kit ran and got Stan.

Kit and Stan had fun.

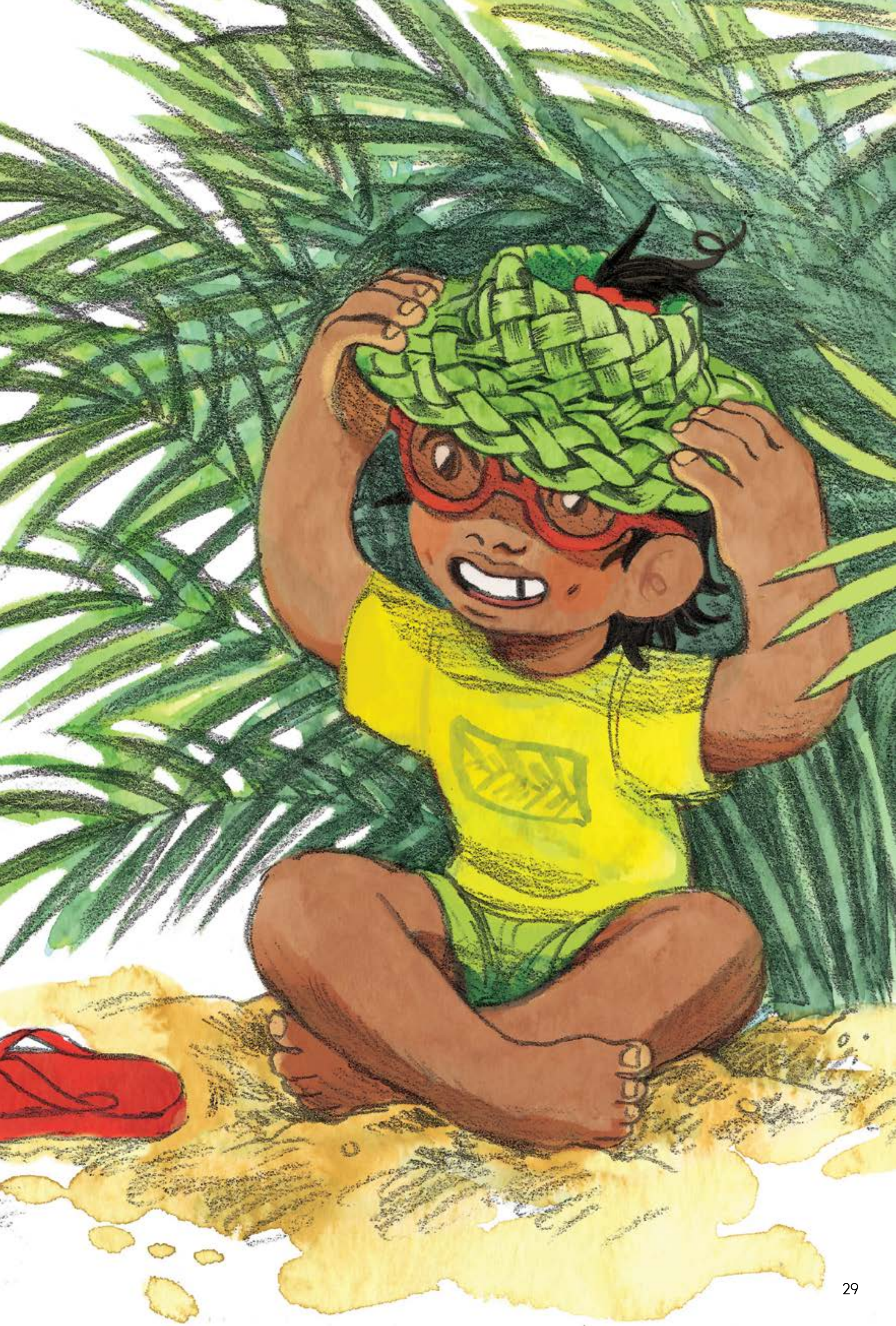
# Kit's Hats

Kit has hats.


DUKE

Kit has big hats.

Kit has flat hats.



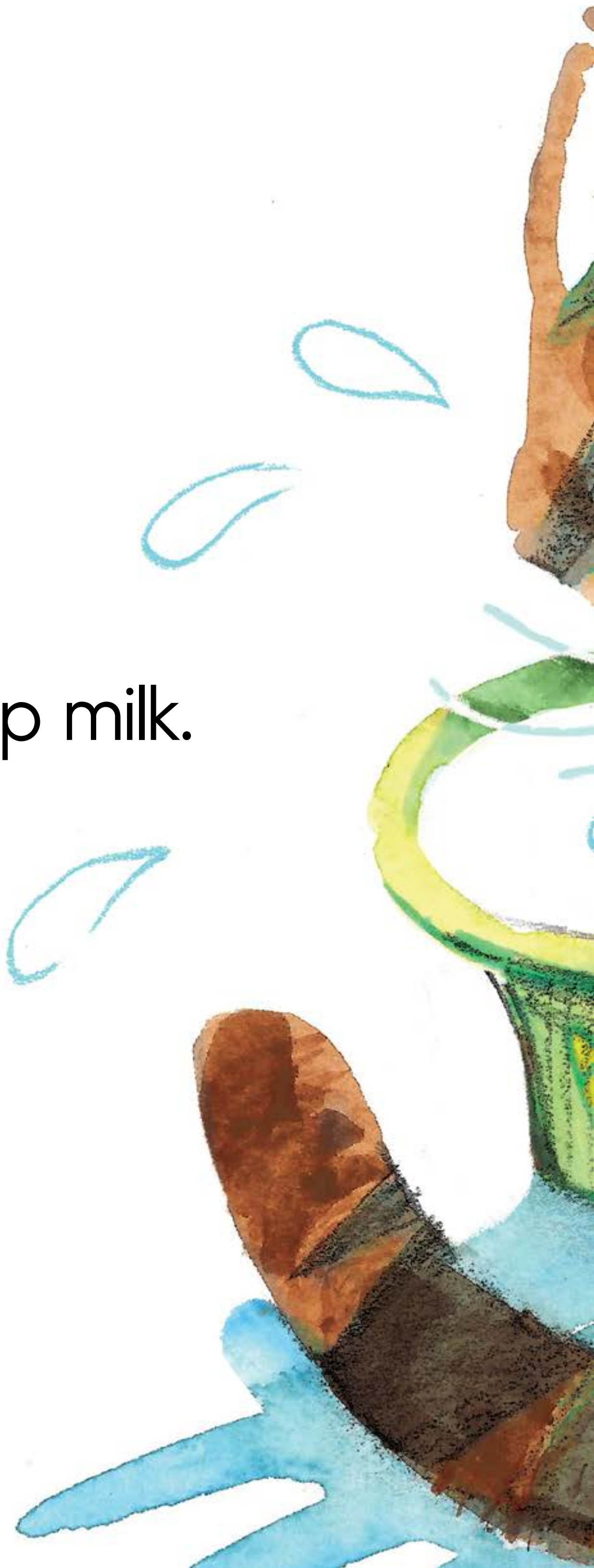
Kit has fun hats.

# Kit's Cats

Kit has cats.

Kit’s cats run fast.

Kit's cats lap up milk.



Kit's cats jump up on Kit's bed.

# Kit's Mom

Kit's mom gets up at six.

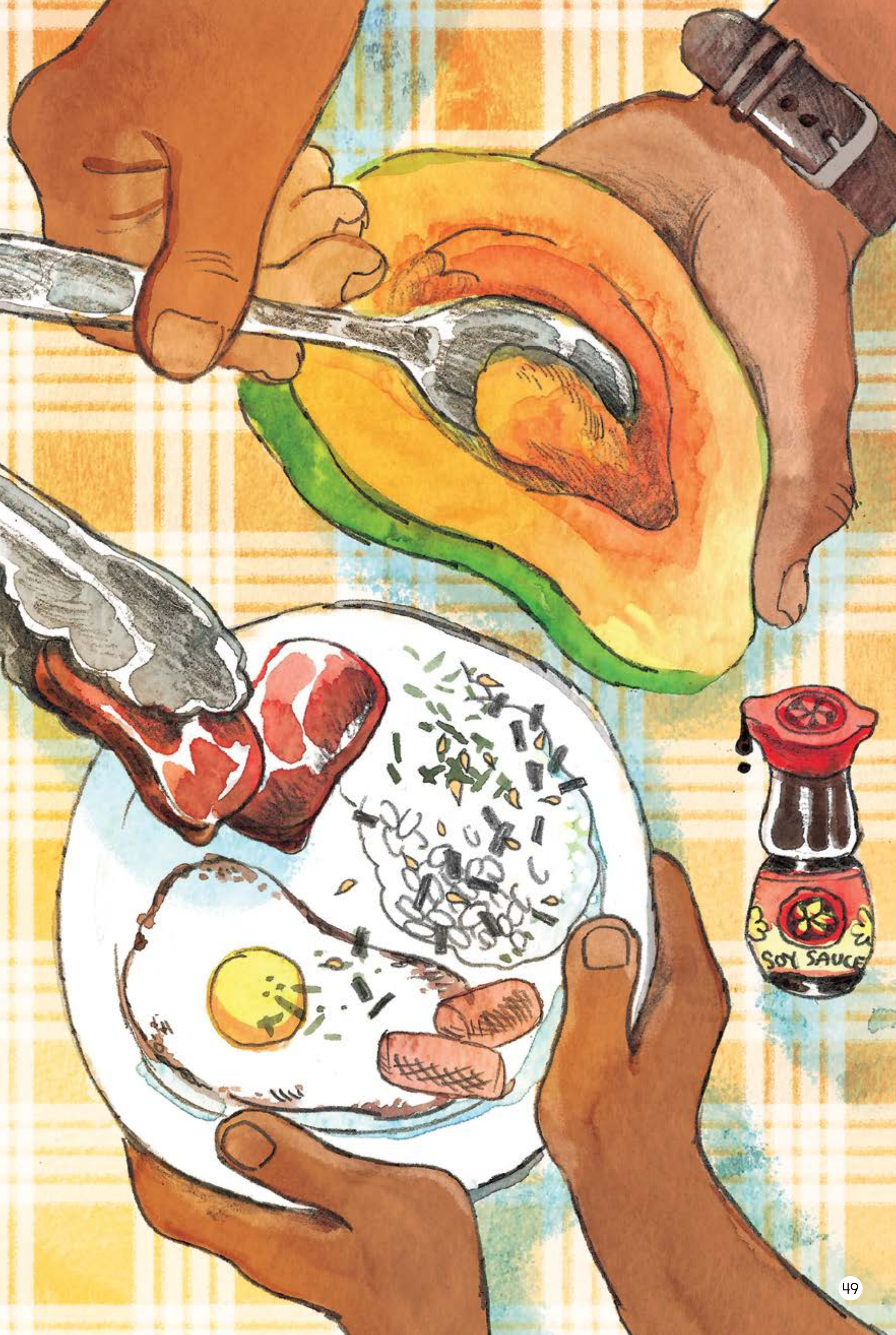
Kit's mom gets dad up.

Kit's mom gets Kit up.

Kit's mom gets dad fed.

Kit's mom gets Kit fed.

Kit's mom gets Kit's pets fed.


SOY SAUCE

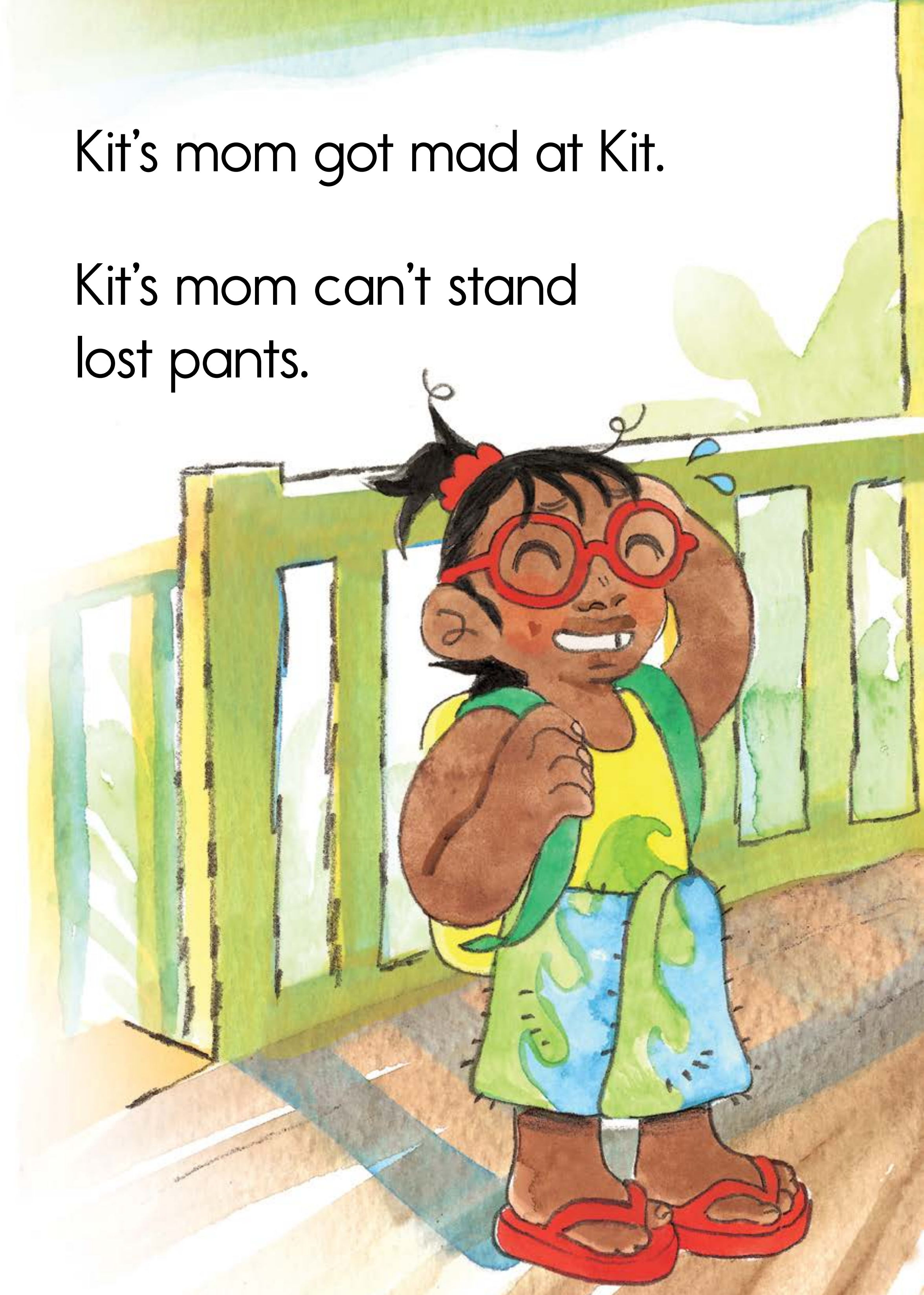
# Kit's Pants

Kit had red pants.

Kit's pants got lost at camp.

Kit's mom got mad at Kit.

Kit's mom can't stand
lost pants.

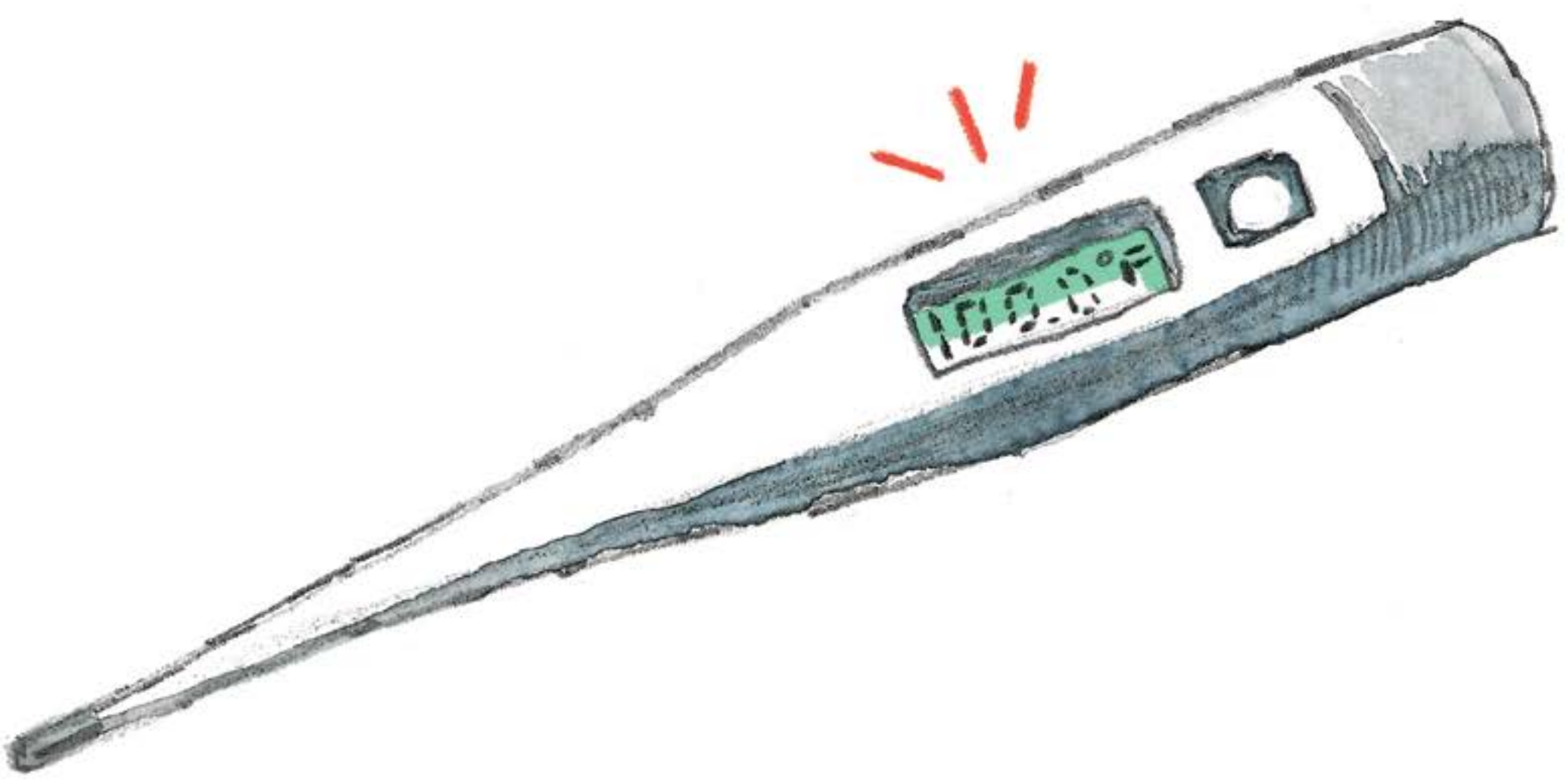


# Mumps

Kit has mumps.

Kit is in bed.

Kit can't get up.



Kit can't run and jump.

Kit can't skip and hop.

Kit **is** sad.

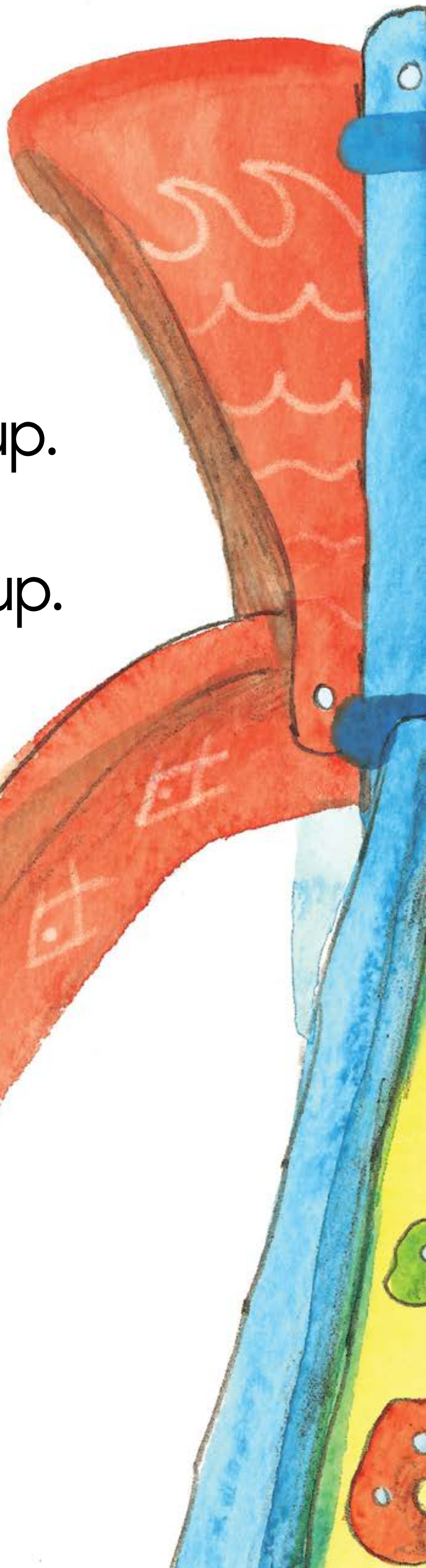
Up

Kit gets up on top.

Kit helps Max get up.

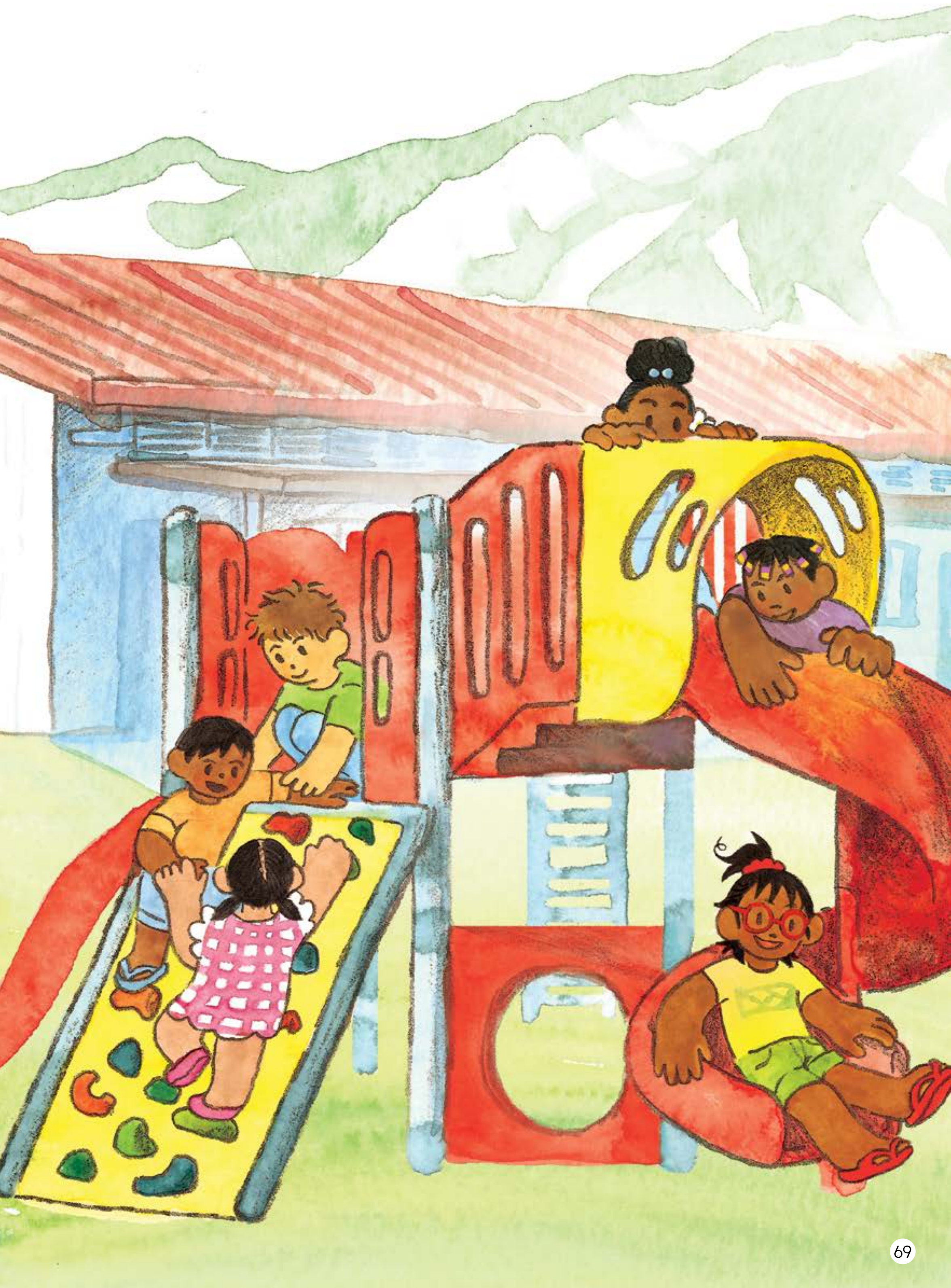
Max helps Jen get up.

Jen helps Kent get up.



Kent helps Ted get up.

Ted helps Peg get up.



MILK
MILK
MILK
MILK

# Fast Fred

Kit's pal Fred gulps his milk.

Fast Fred gulps and gulps.

Fred gets milk on his desk.

Fred gets milk on his pants.

MILK

Fred gets milk on Kit.

Kit gets mad at Fred.

“Stop it, Fred!”

# Pip's Cats

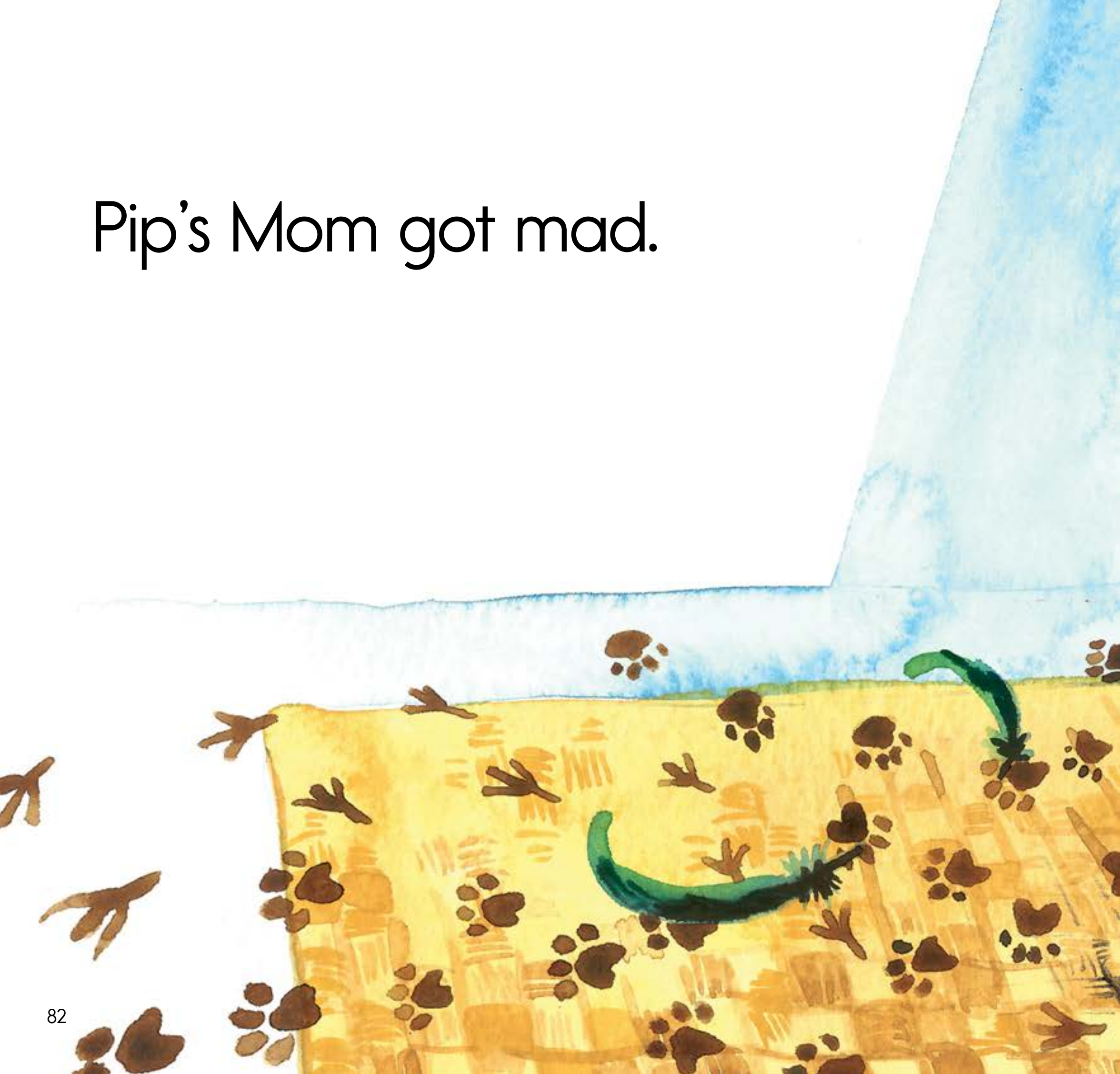
Pip **is** Kit's pal.

Pip ha**s** six cats.

Pip's cats got in mud.

Pip's cats left mud on his rug.

Pip's Mom got mad.

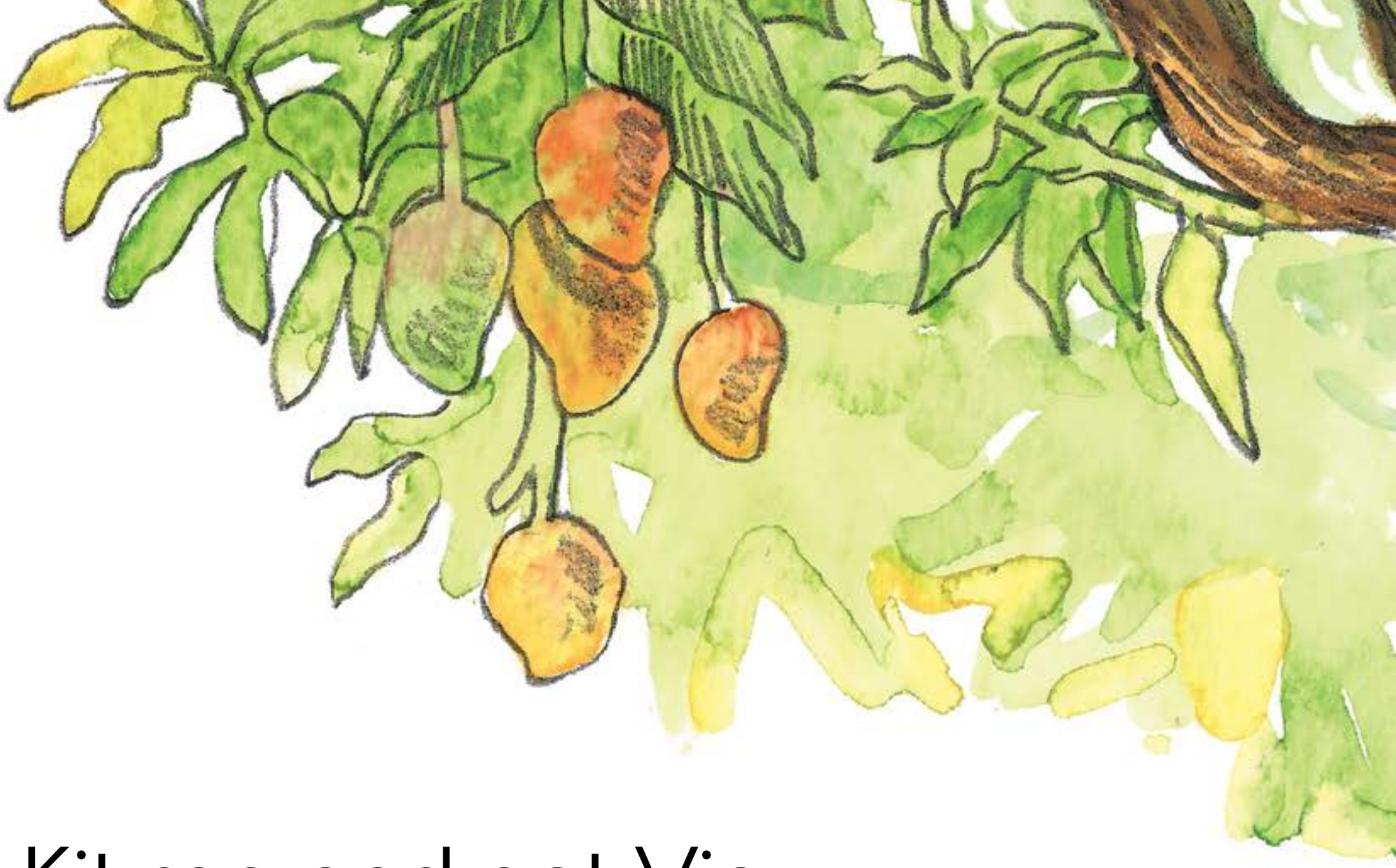


Meow

# Vic Gets Lost

Pip's cat Vic got lost.

Pip felt sad.



Kit ran and got Vic.

Kit set Vic on Pip's lap.

Pip felt glad.

## 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 on the inside of the front cover 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 Big Book:

**VOWEL SOUNDS AND SPELLINGS:**

/i/ as in *sk<u>i</u>m*

/e/ as in *b<u>e</u>d*

/a/ as in *t<u>a</u>p*

/u/ as in *<u>u</u>p*

/o/ as in *fl<u>o</u>p*

**CONSONANT SOUNDS AND SPELLINGS:**

/m/ as in *ri<u>m</u>*

/t/ as in *go<u>t</u>*

/d/ as in *<u>d</u>ip*

/k/ as in *<u>c</u>ot*, *<u>k</u>id*

/g/ as in *lo<u>g</u>*

/n/ as in *pe<u>n</u>*

/h/ as in *<u>h</u>am*

/s/ as in *<u>s</u>it*

/f/ as in *<u>f</u>at*

/v/ as in *<u>v</u>et*

/z/ as in *<u>z</u>ip*

/p/ as in *ti<u>p</u>*

/b/ as in *<u>b</u>us*

/l/ as in *<u>l</u>amp*

/r/ as in *<u>r</u>ip*

/w/ as in *<u>w</u>et*

/j/ as in *<u>j</u>og*

/y/ as in *<u>y</u>es*

/x/ as in *bo<u>x</u>*

**CAPITAL LETTERS:**

C, F, 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, blue, look, one, the, three, two, yellow

## Code Knowledge added gradually in the unit for this Reader:

- Beginning with “Kit”: consonant clusters such as ‘sk’, ‘fl’, ‘sw’, etc.
- Beginning with “Kit’s Hats”: */z/* as in *ha<u>s</u>*

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