

# Snap Shots

## Unit 1 Reader

Core Knowledge Language Arts® • Skills Strand



Core Knowledge®

**GRADE 1**



**THIS BOOK IS THE PROPERTY OF:**

STATE \_\_\_\_\_  
 PROVINCE \_\_\_\_\_  
 COUNTY \_\_\_\_\_  
 PARISH \_\_\_\_\_  
 SCHOOL DISTRICT \_\_\_\_\_  
 OTHER \_\_\_\_\_

Book No. \_\_\_\_\_

Enter information  
 in spaces  
 to the left as  
 instructed.

ISSUED TO	Year Used	CONDITION	
		ISSUED	RETURNED
.....	.....		
.....	.....		
.....	.....		
.....	.....		
.....	.....		
.....	.....		
.....	.....		
.....	.....		

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.



# Snap Shots

## Unit 1 Reader

Skills Strand

**GRADE 1**

Core Knowledge Language Arts®



## 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](http://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  
**Snap Shots**  
Unit 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.



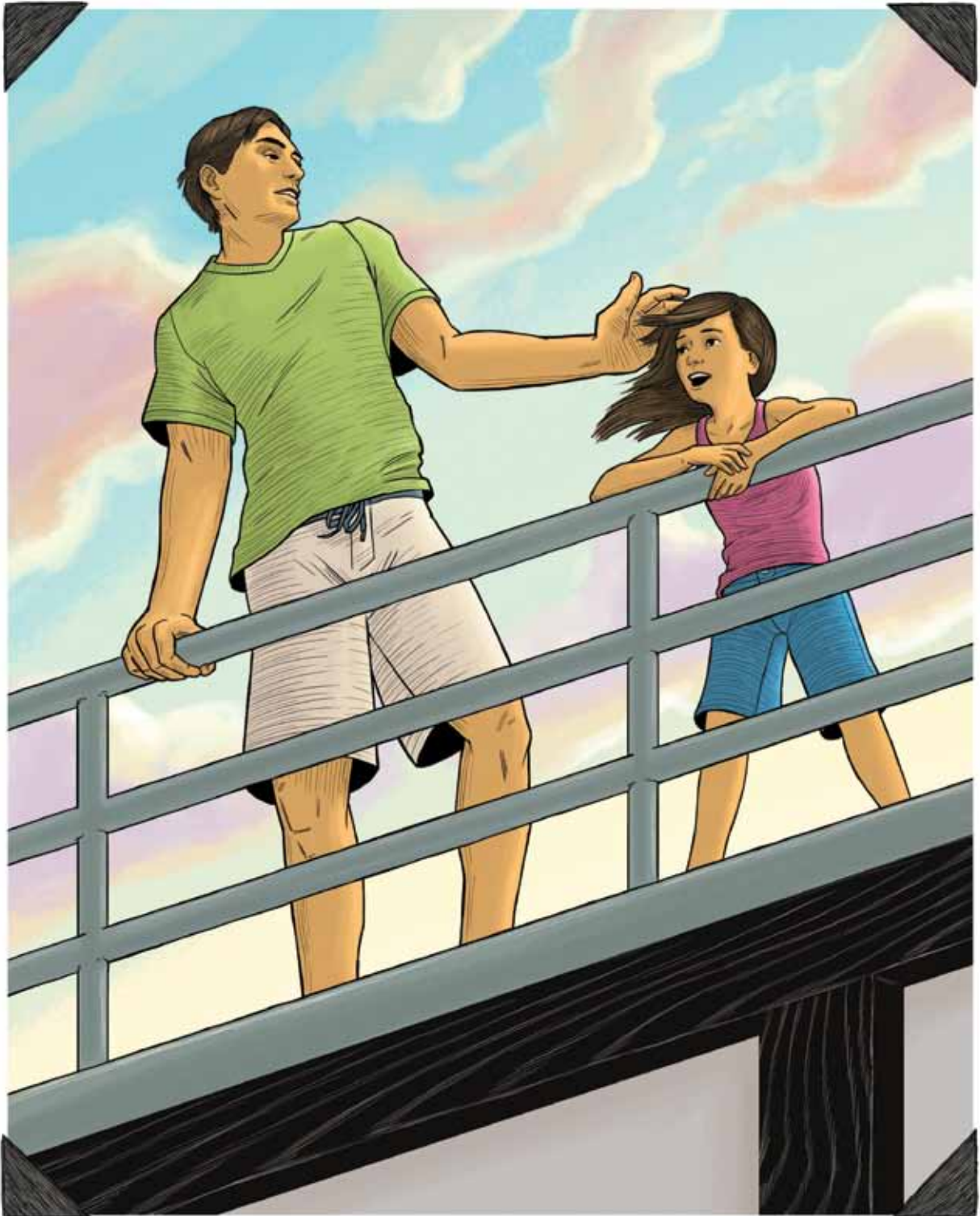


Once Mom and Dad went on a  
trip to the the camp. All of us were  
at the the camp.

Dad and I went up on top of a  
path at the the pond.

Mom got a snap shot of us.

This is the 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.

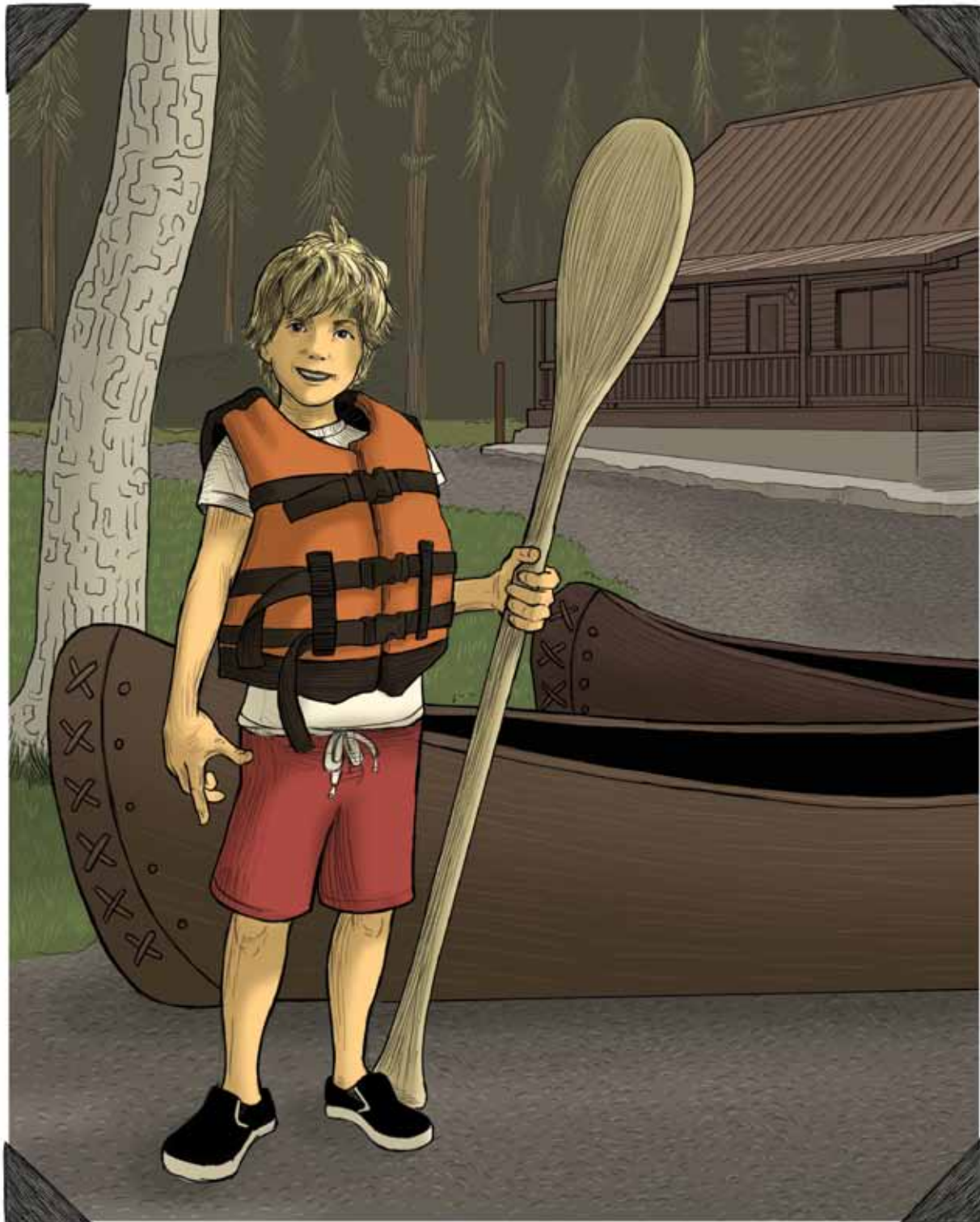


# Nat

This is Nat.

Nat is a kid I met at camp.



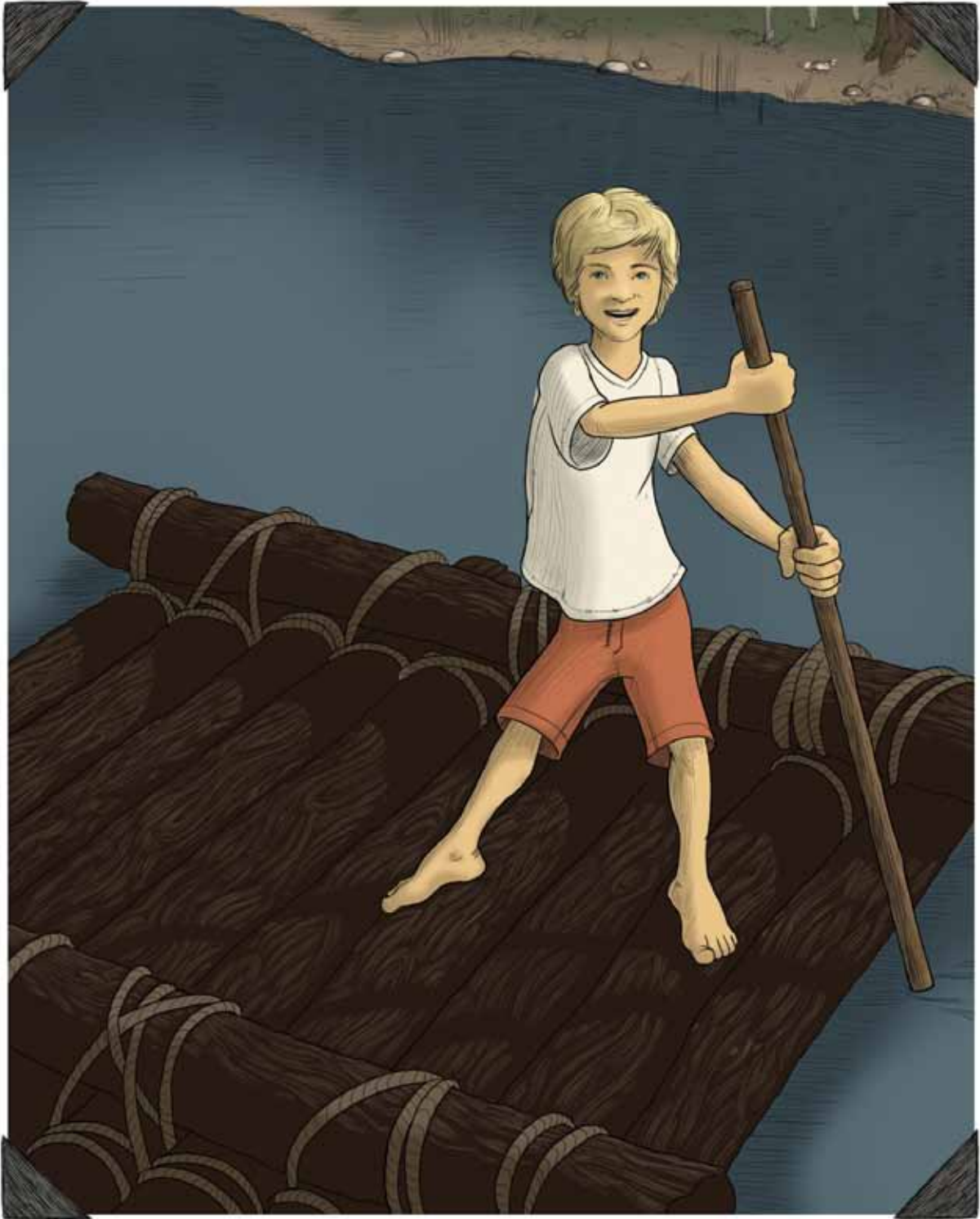


I have lots of snap shots of Nat.

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.

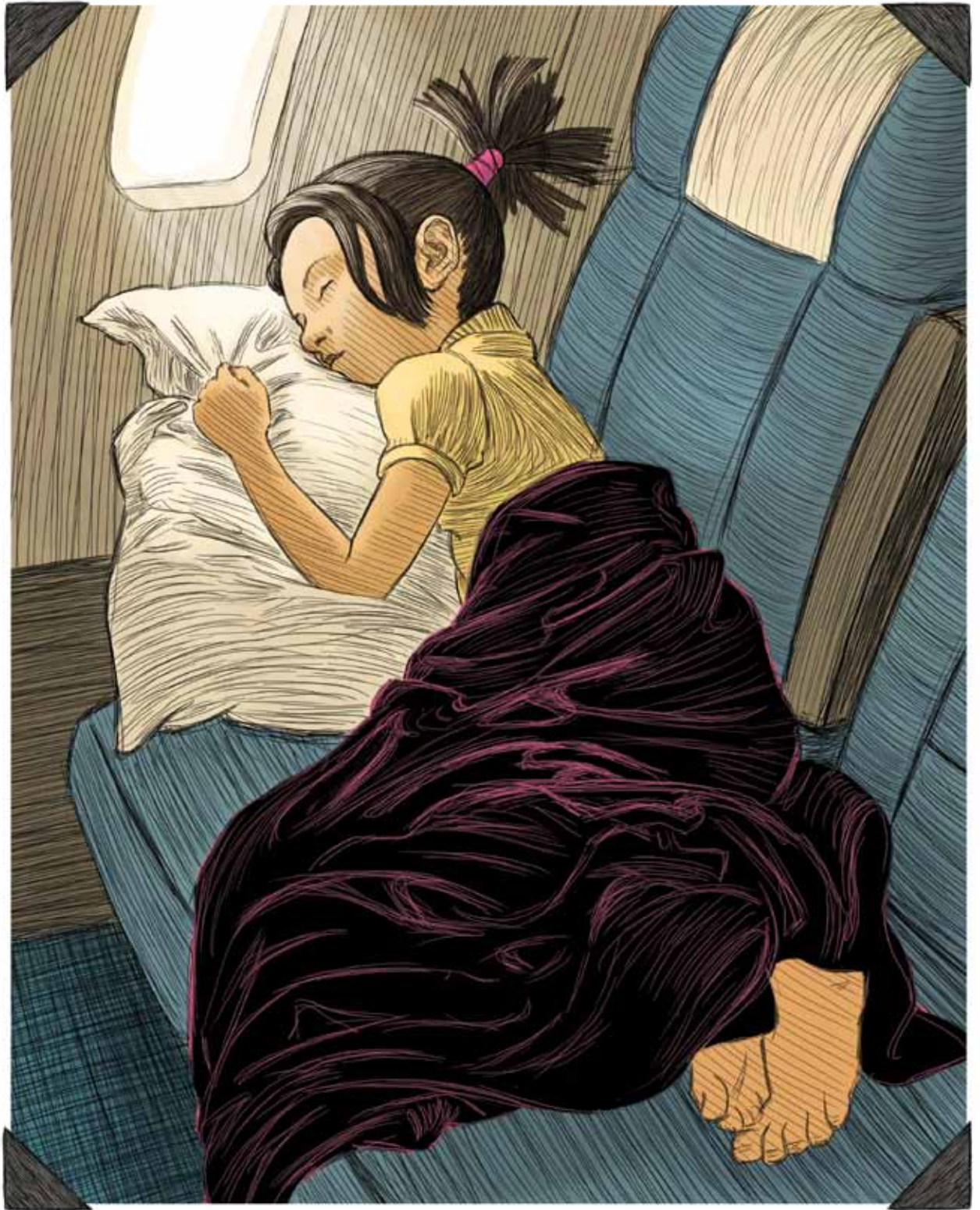
Nat went to the U.K., and I felt sad. But then Mom set up a trip to the U.K.





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.



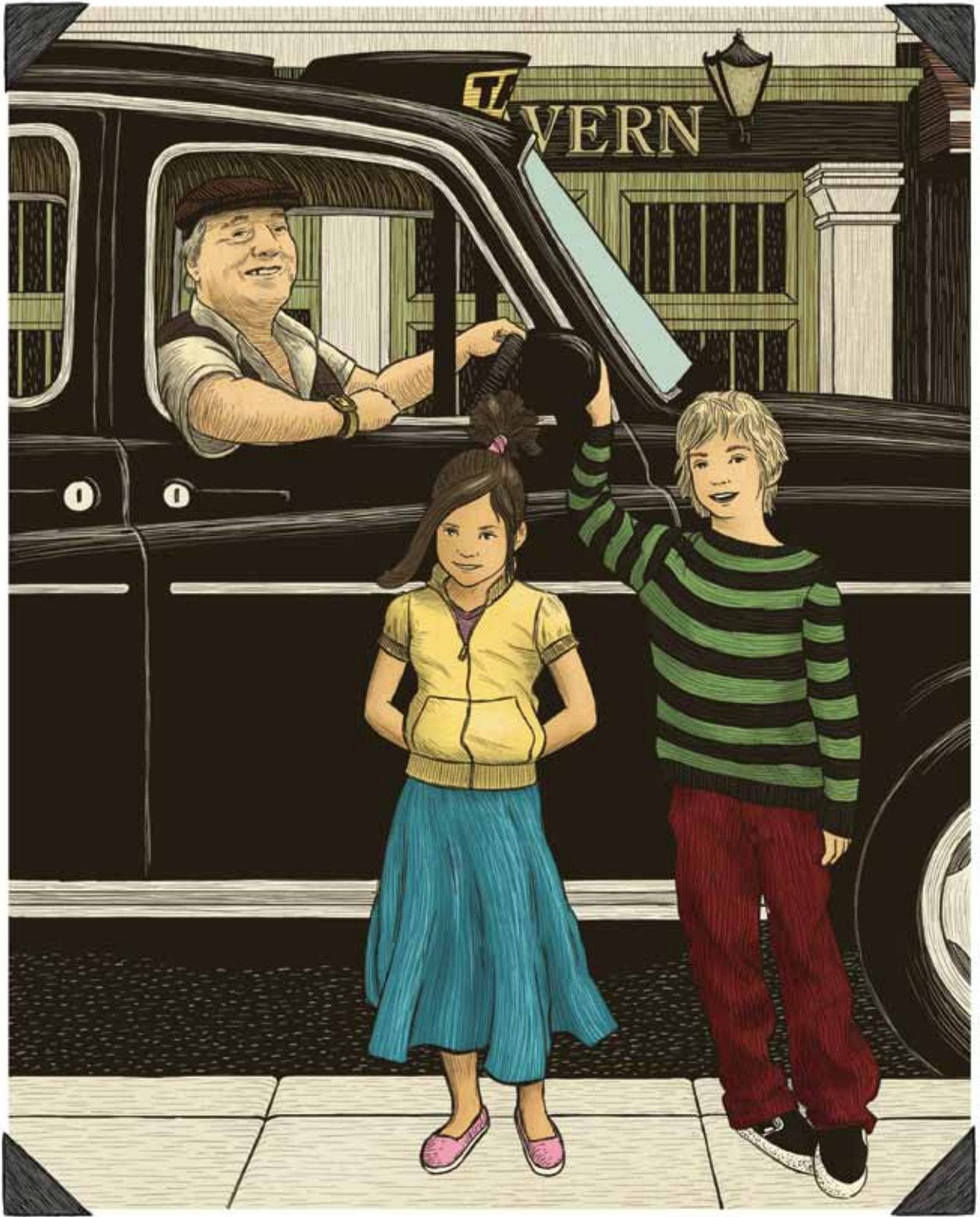
Nat met us at the end  of the   
ramp.

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 it was time for bed. 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.



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?”

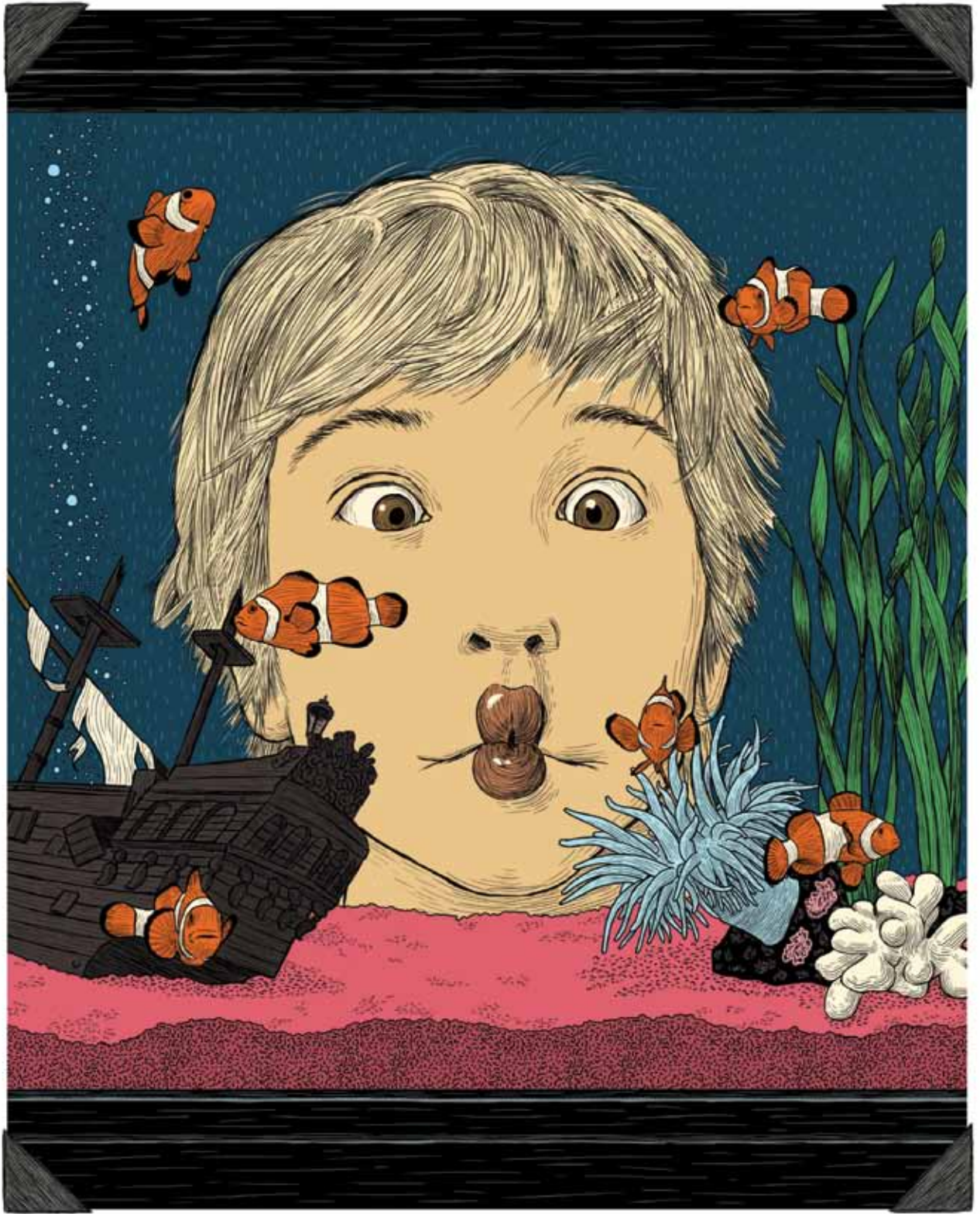
Dot said yes.



# The Fish

This is a snap shot of Nat's fish.

The fish swim and splash and  
munch on fish snacks.



Thee cat can smell thee fish. It can press on thee glass. It can grab at thee fish. But it can not get them.



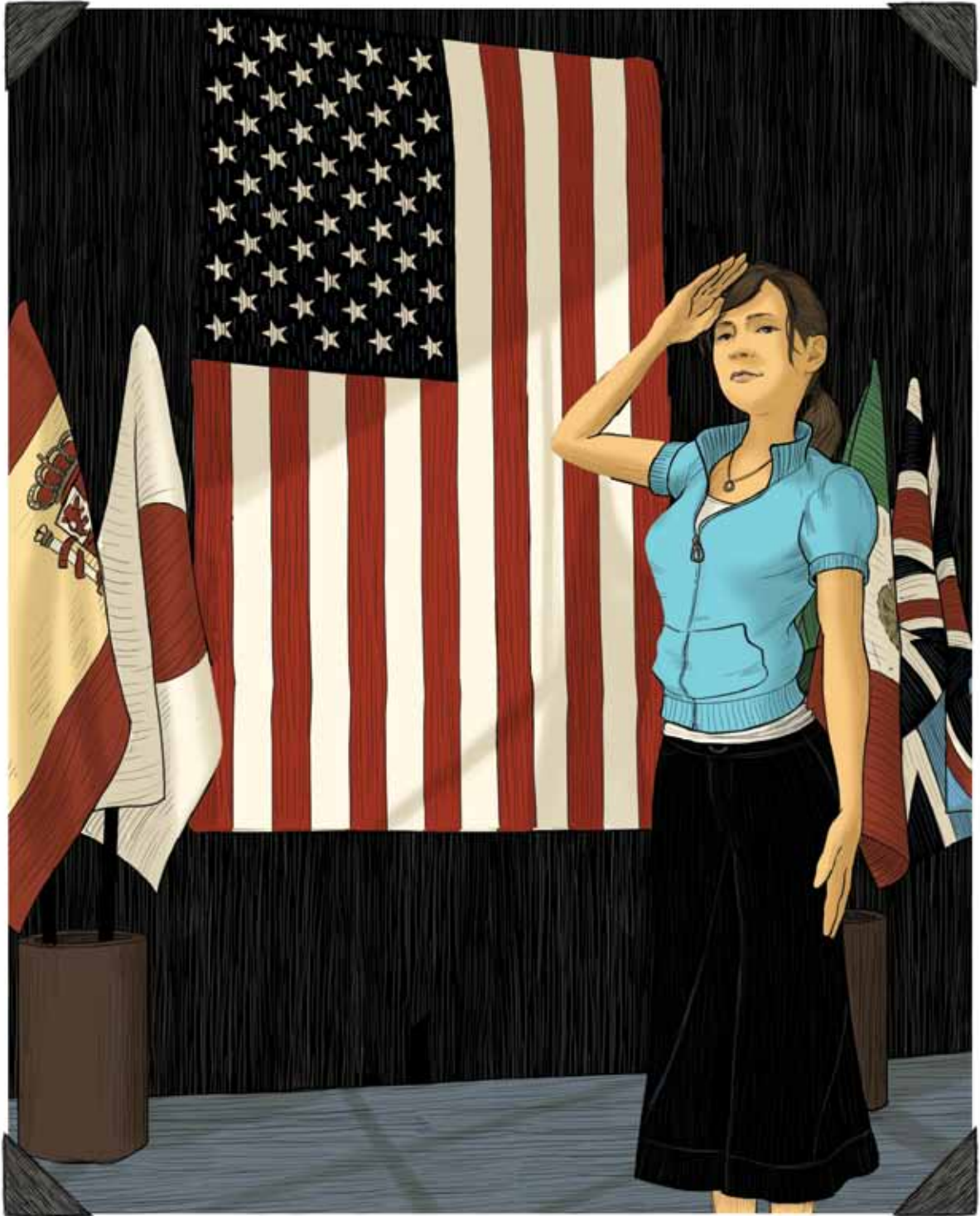


# The Flag Shop

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.



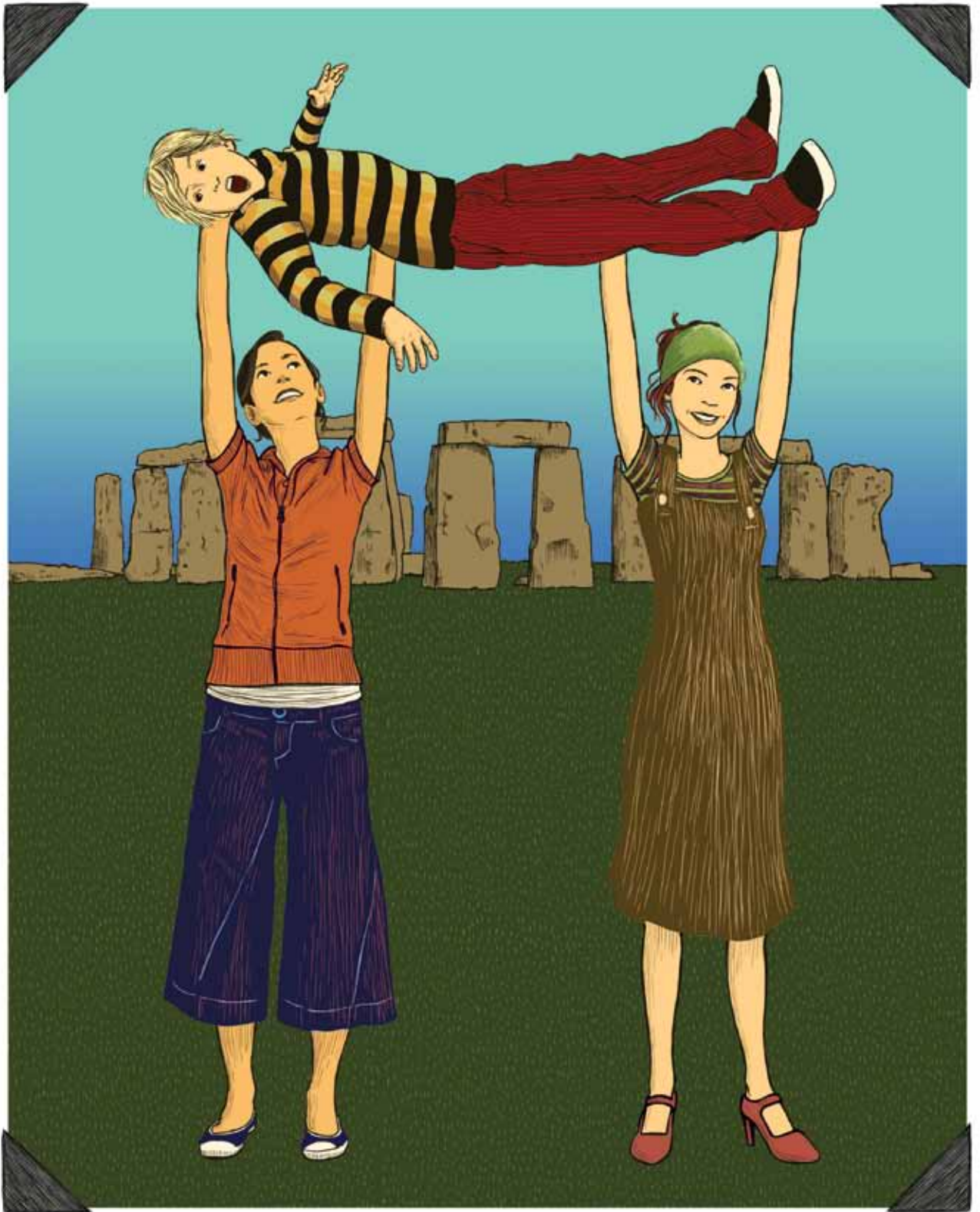
This next snap shot is one that I got. It is Nat with a bunch of big rocks.

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?



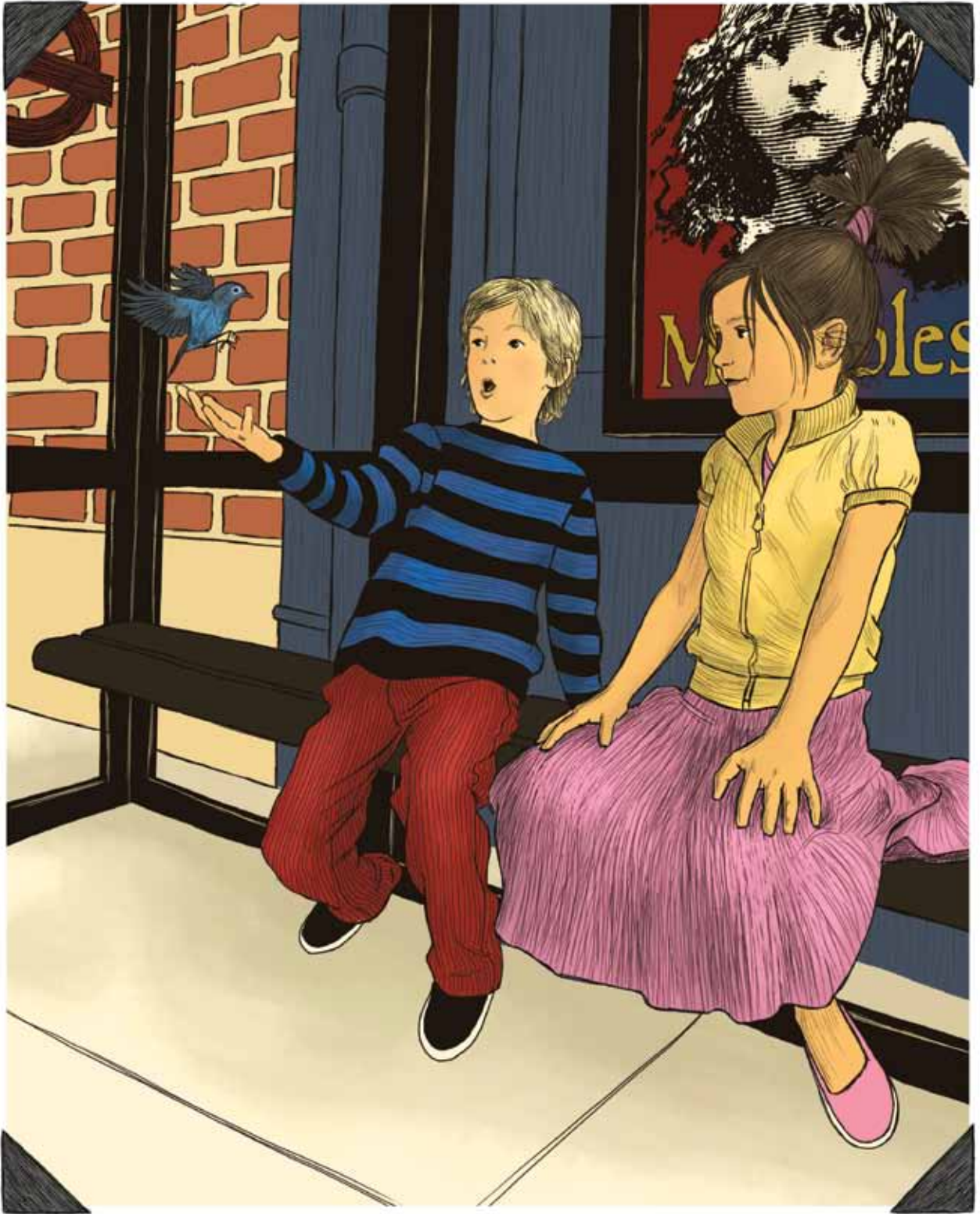


# The Bus Stop

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!

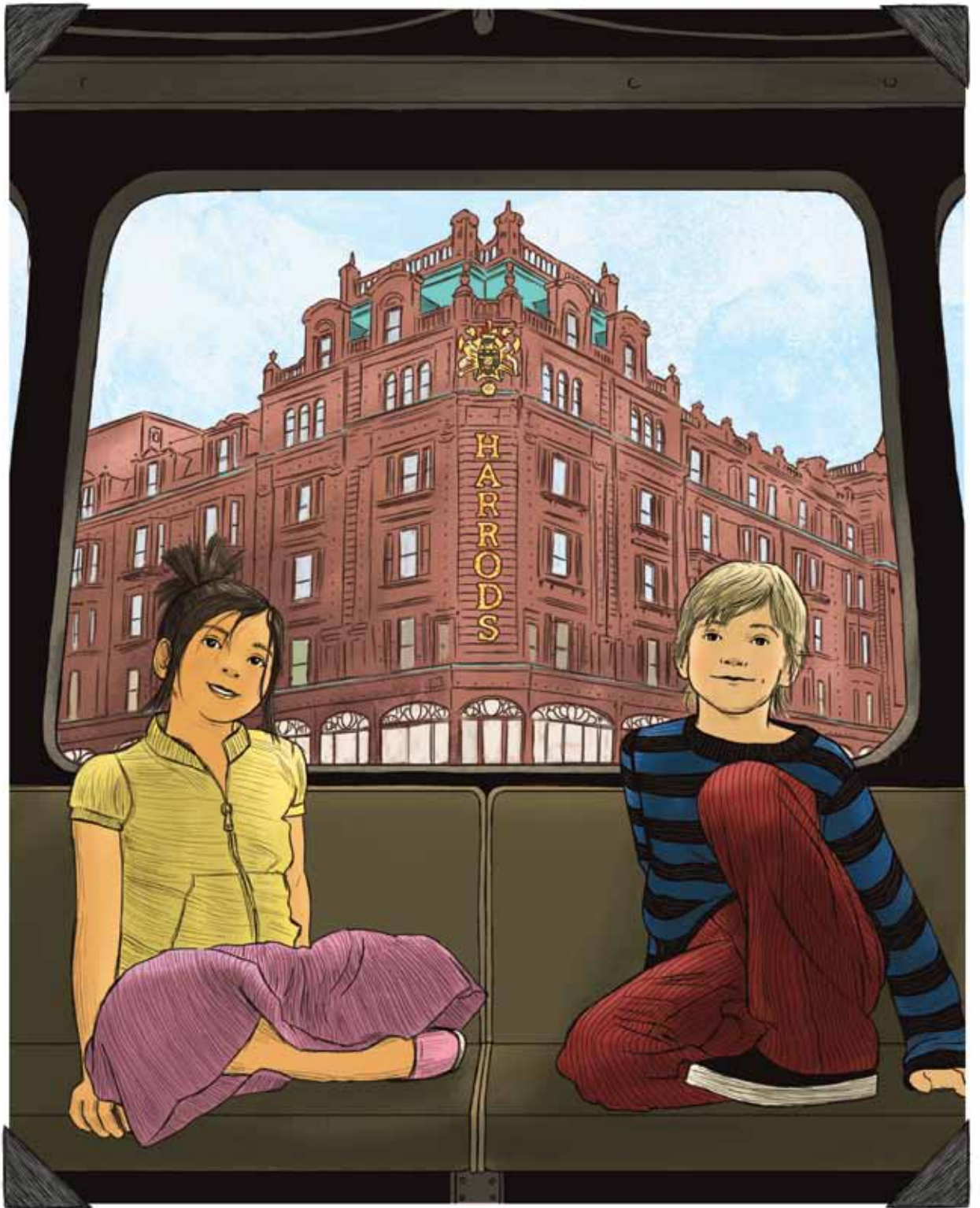


# On the Bus

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.

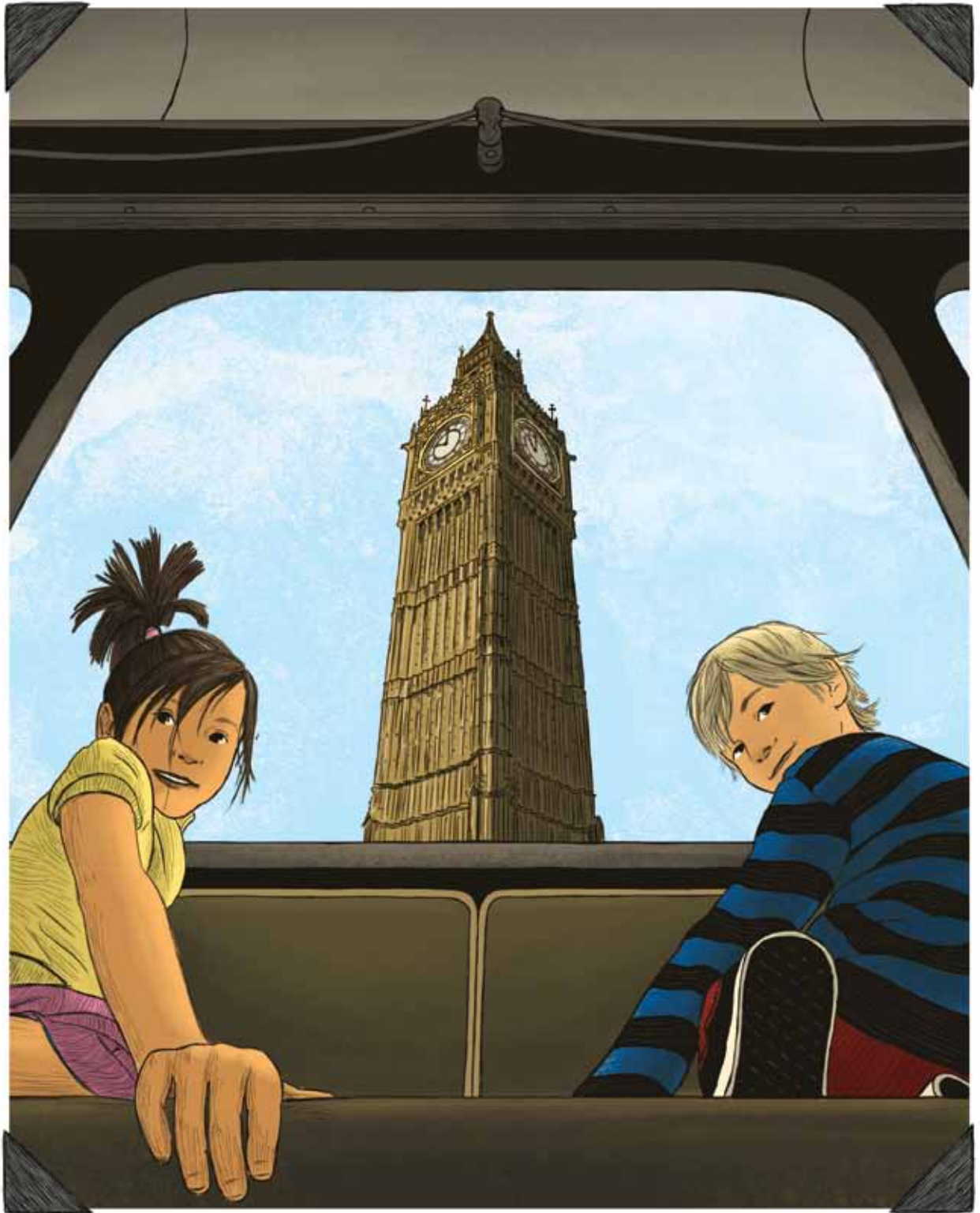
“That is Big Ben!” said Nat.

“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.”



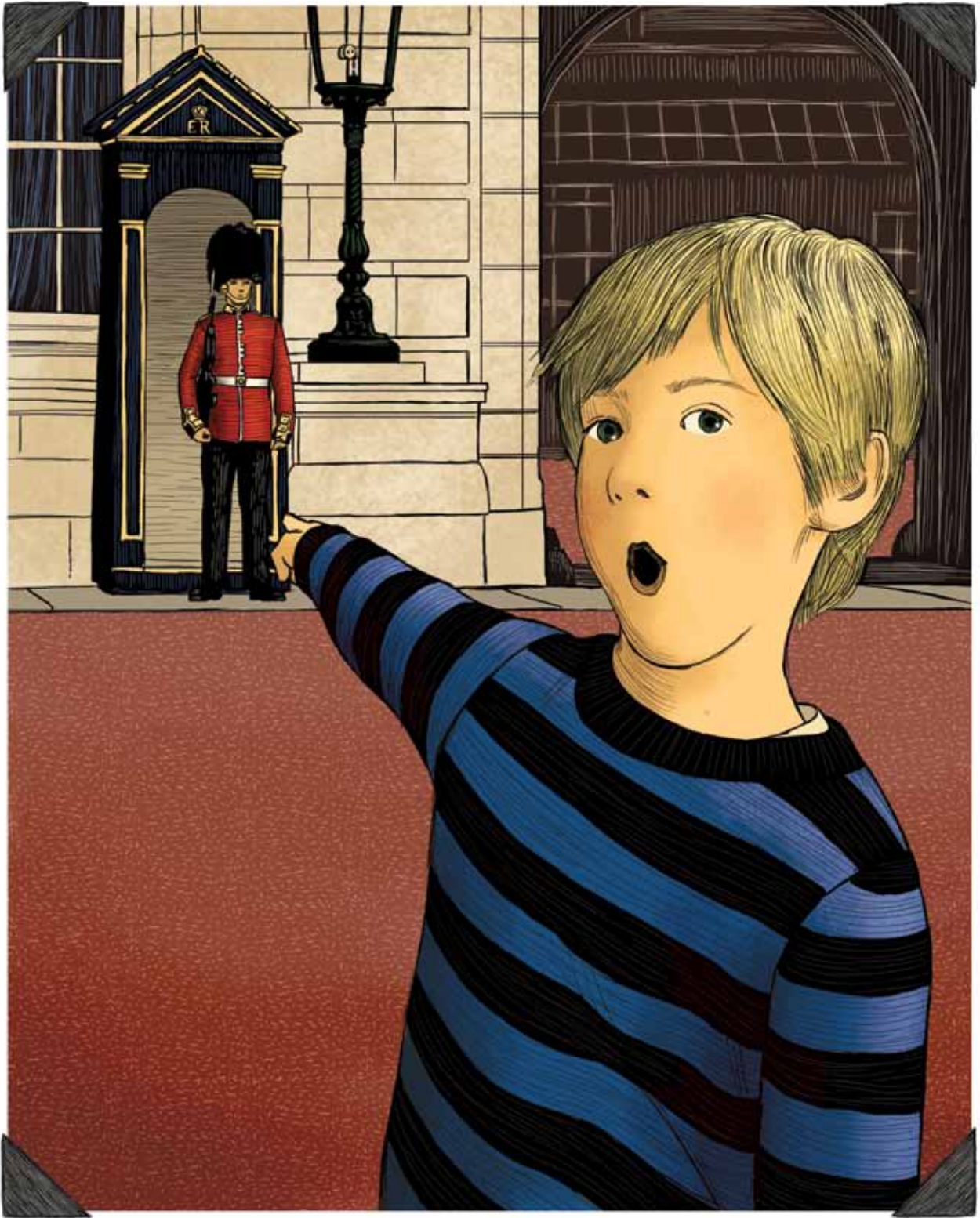
# The Man in the Black Hat

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.

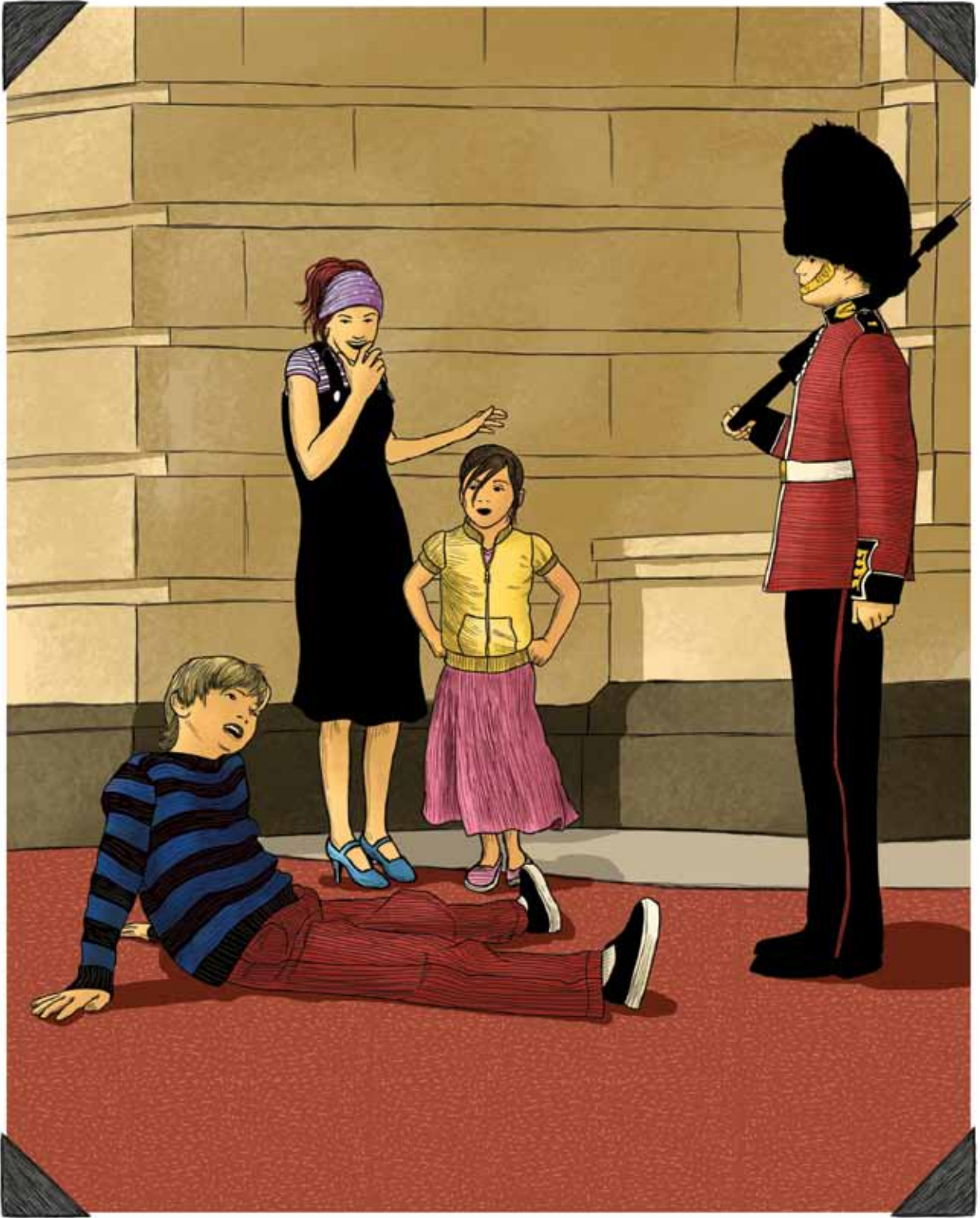
“His job is to stand there as still as a rock and not grin,” Nat said.



“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

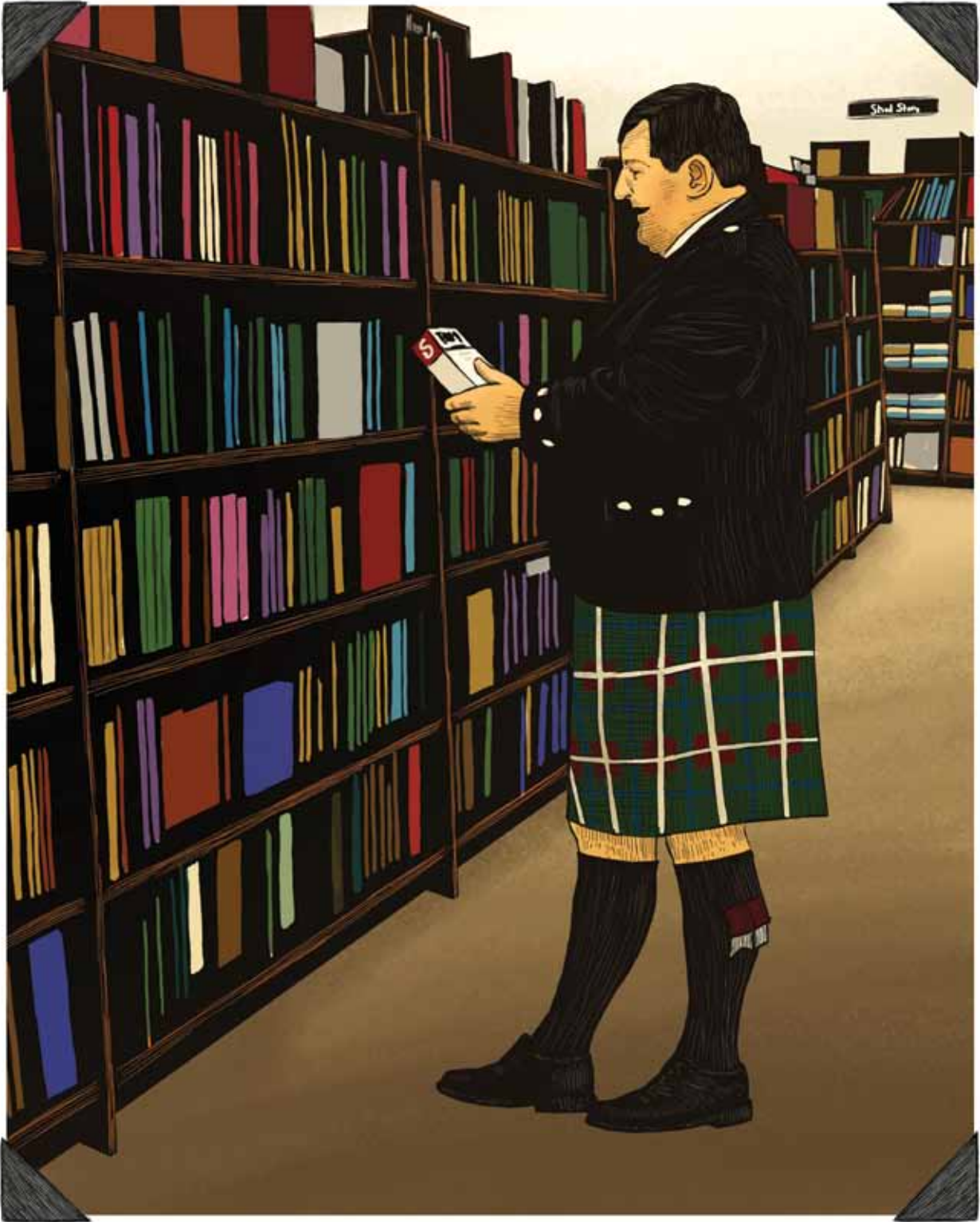
Once Nat and I met a man in a kilt.

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.”



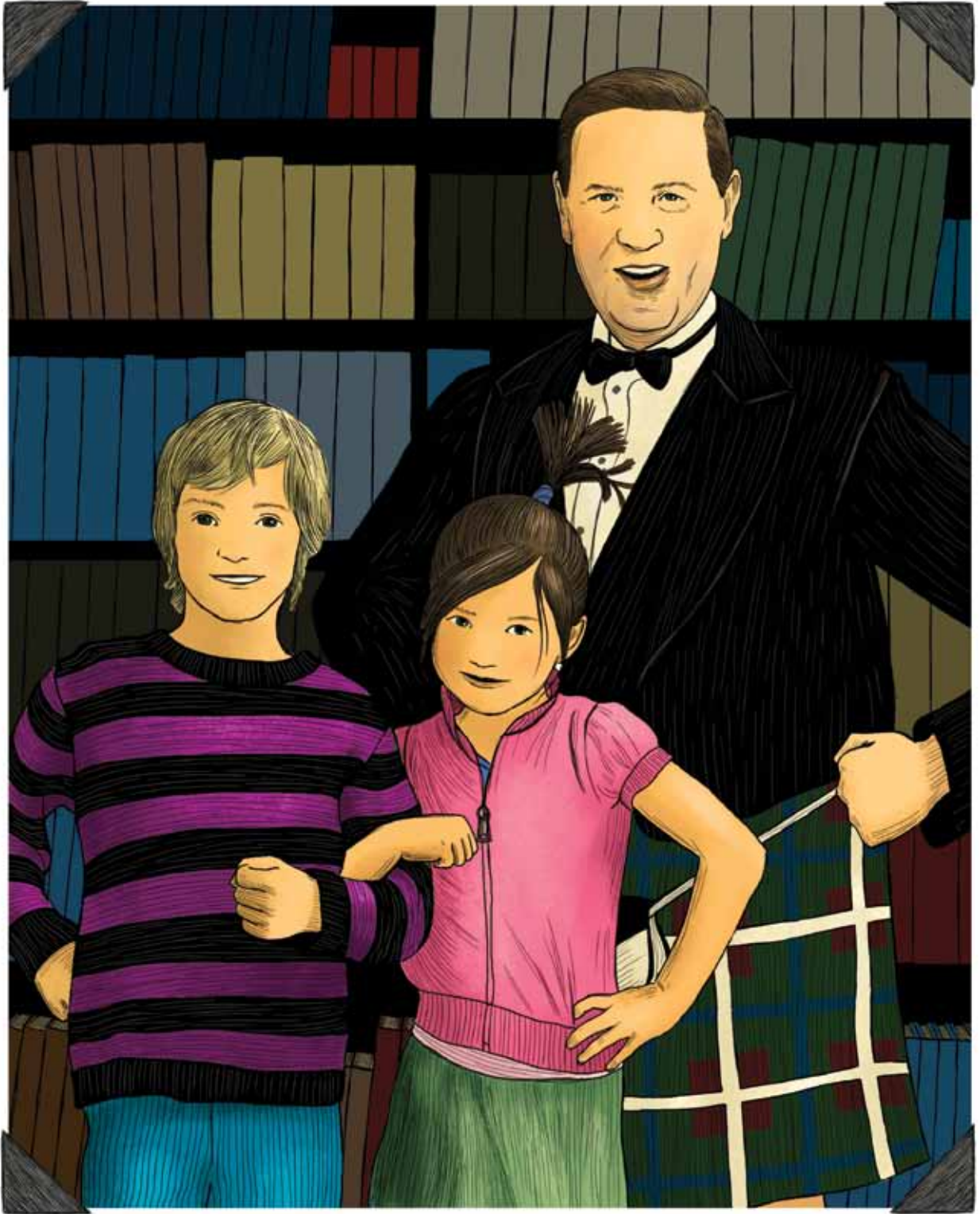
What is a kilt?" I said.

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

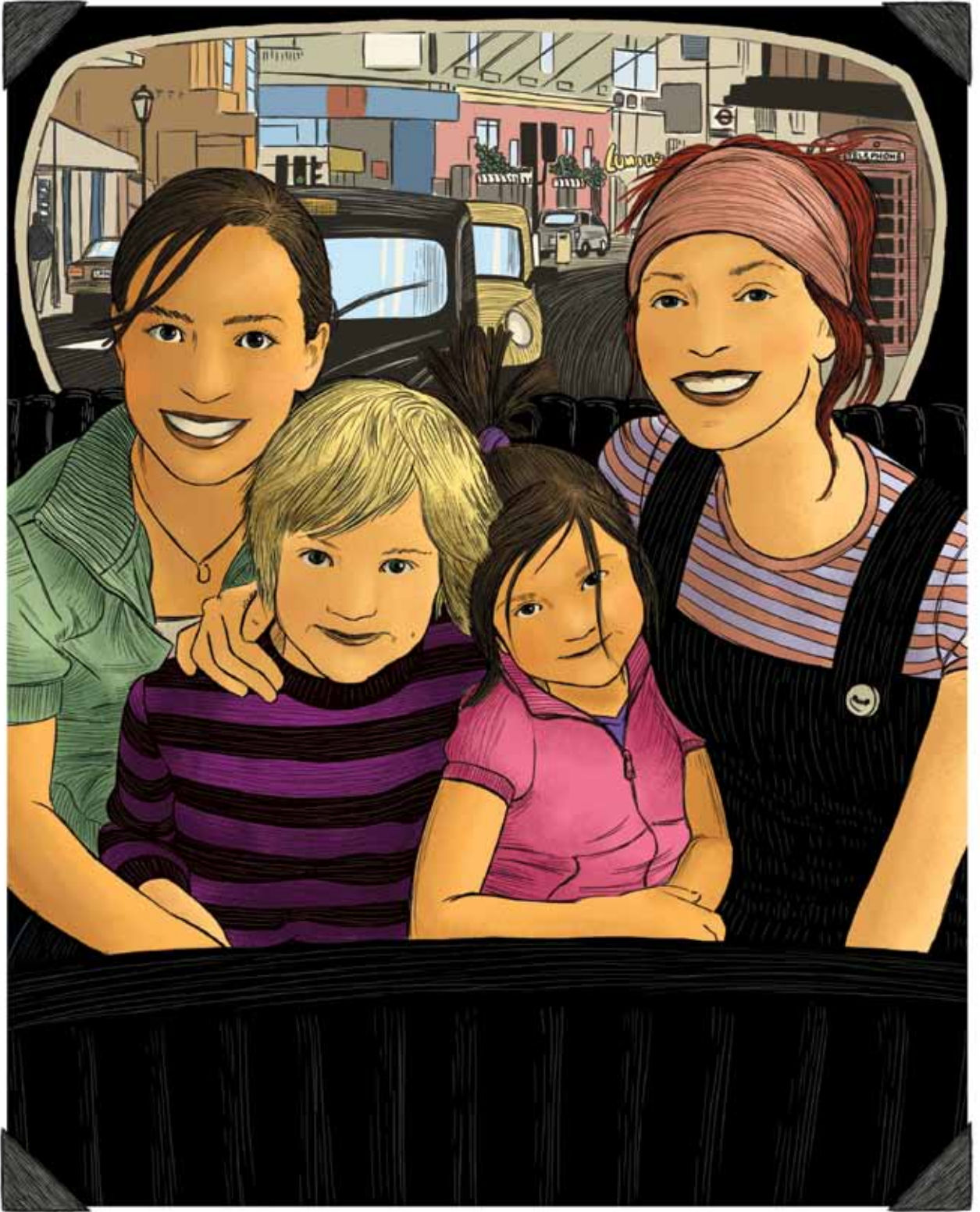
Dot got us a cab.

The cab man said, “Where to?”

Dot said, “The King’s Pub.”

“What is a pub?” I said.

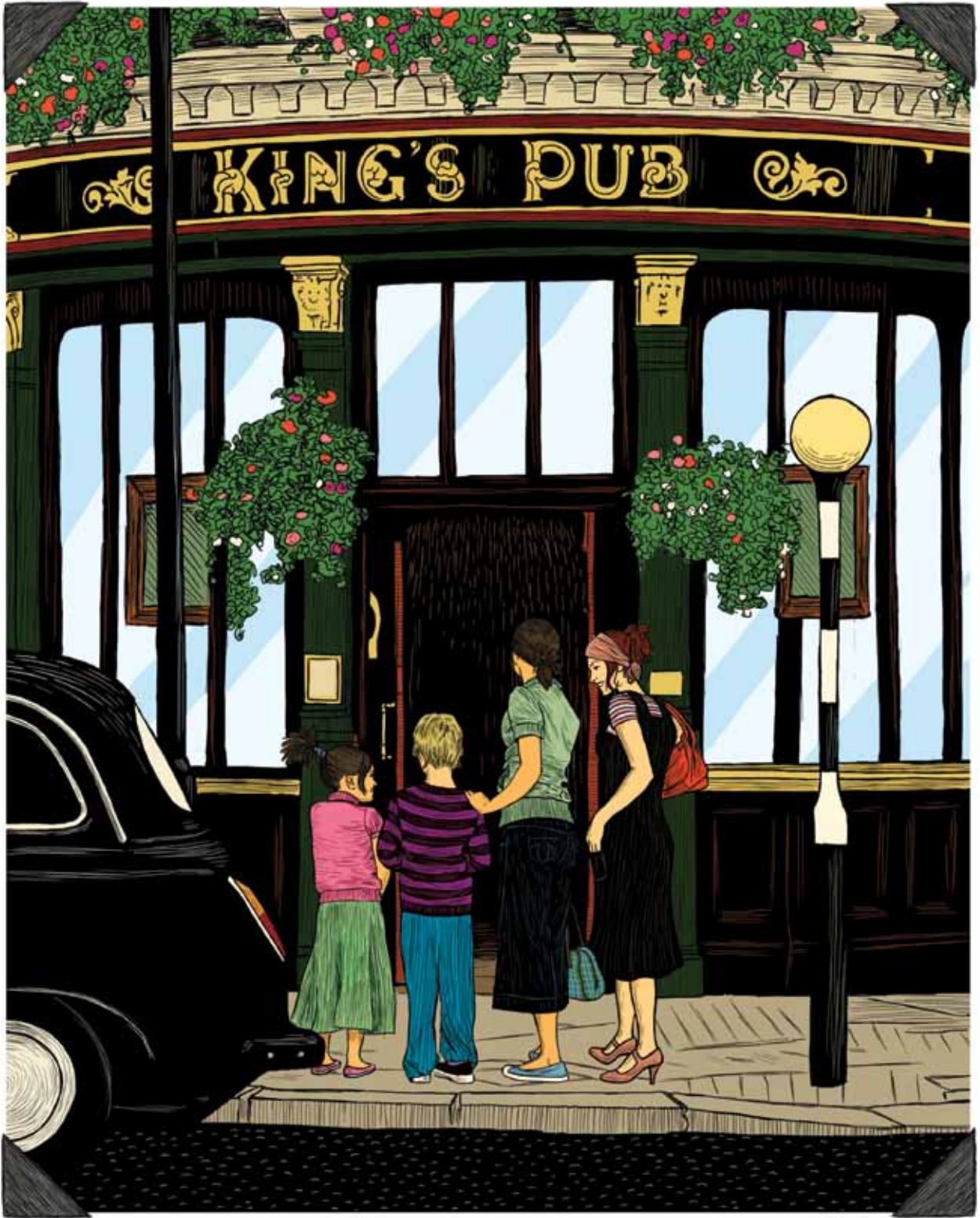
“A pub is a spot to get lunch,”  
said Nat.



“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.



# 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!



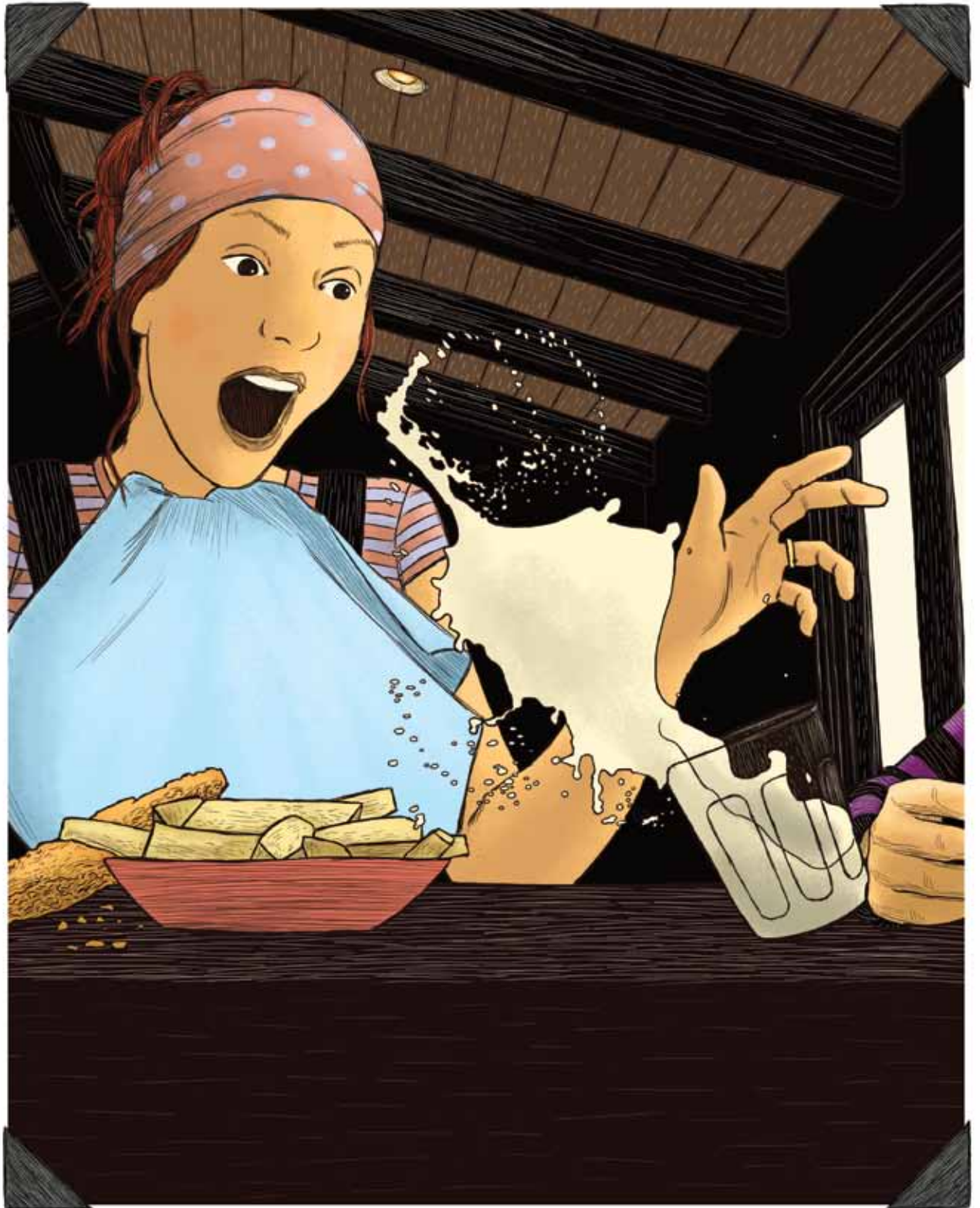


Nat had a glass of milk with his fish and chips. Then his hand hit the glass.

Splash!

The milk went on Dot's fish and chips.

This snap shot tells it all.



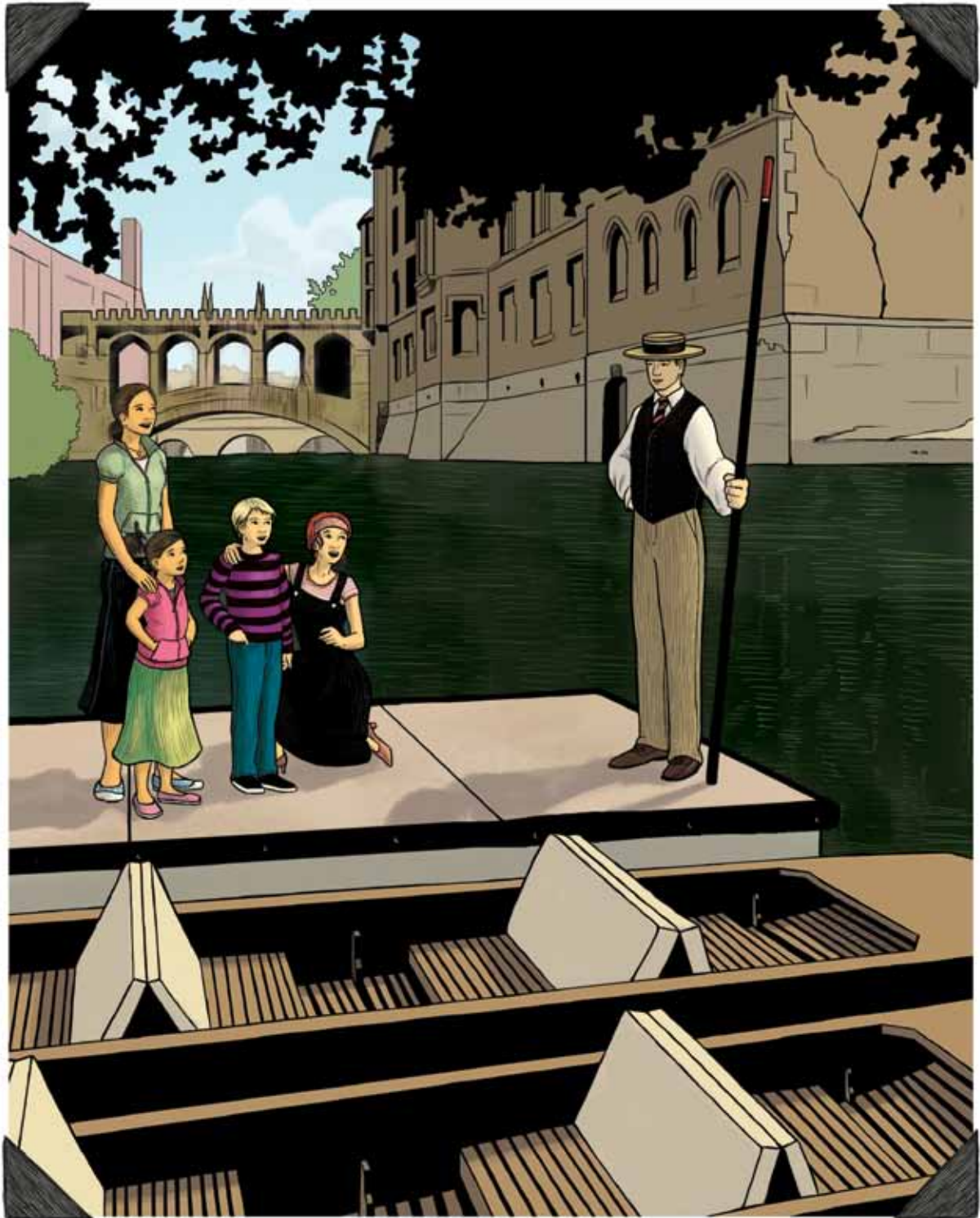
# The Punt

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.

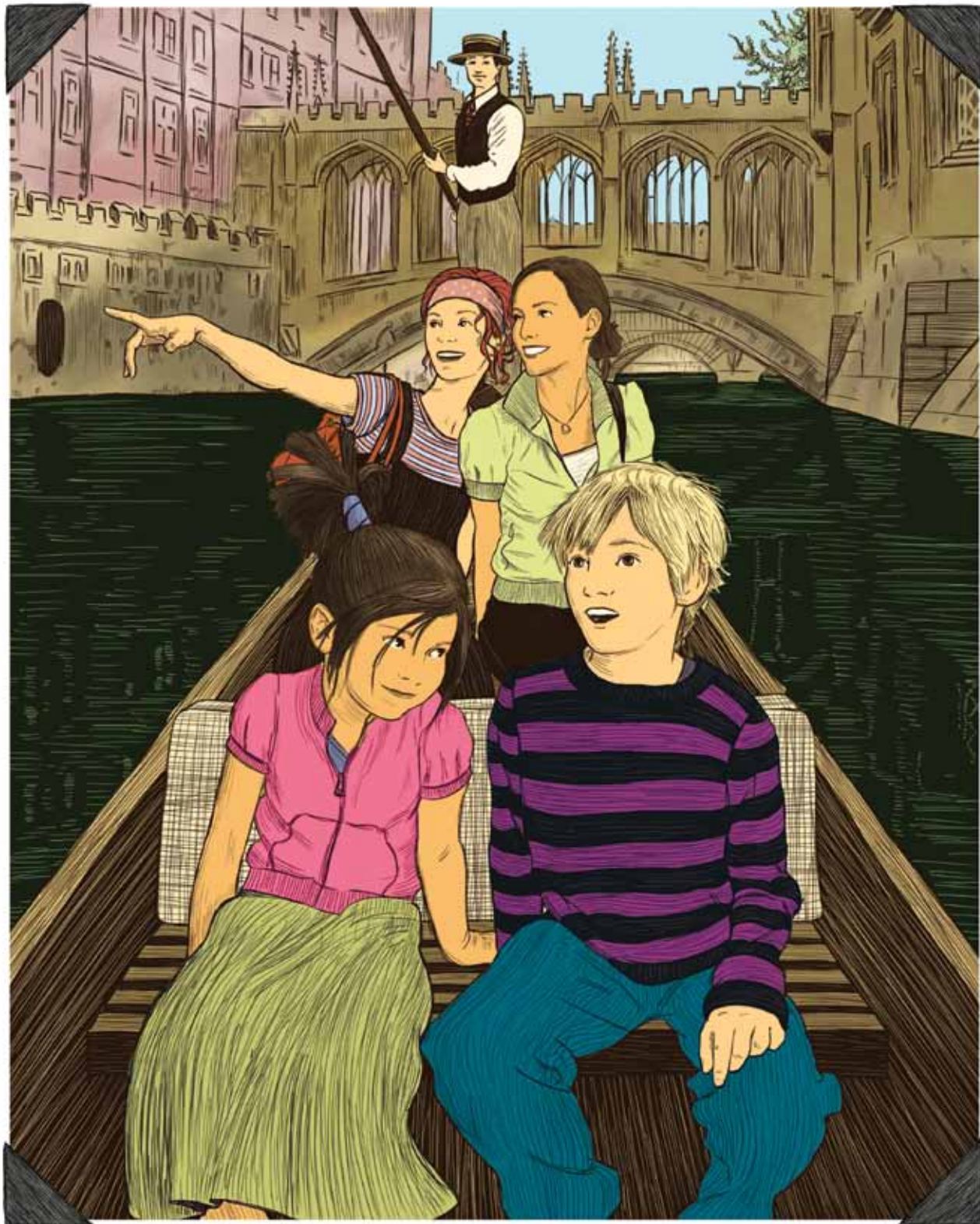


All of us got in the punt. The man with the stick got in last.

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.



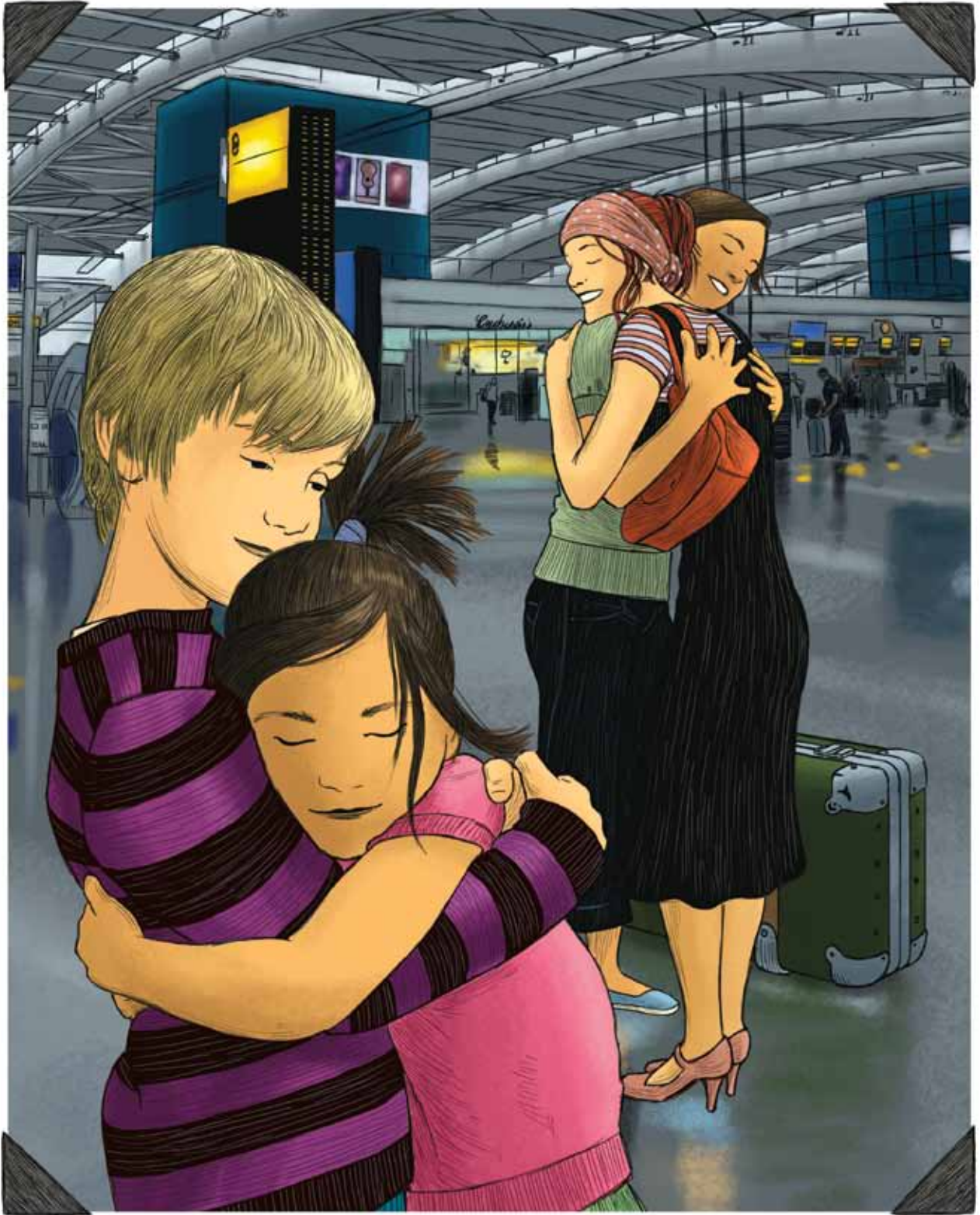
# The Trip Back

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 UK. 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!”



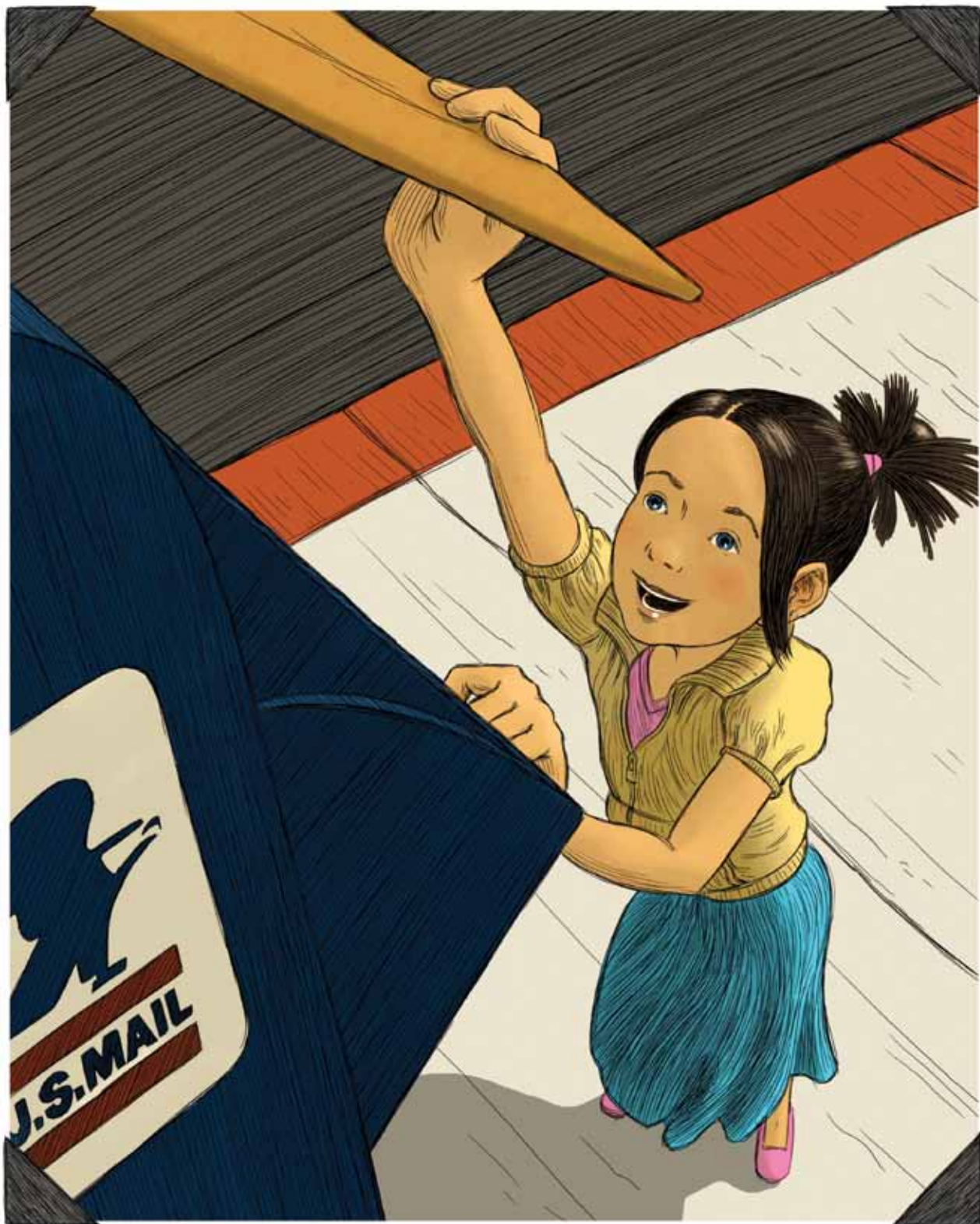
I got a map of the U.K. and  
hung it up.

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



Mom got prints of the snapshots from the trip.

I sent the best ones to Nat!



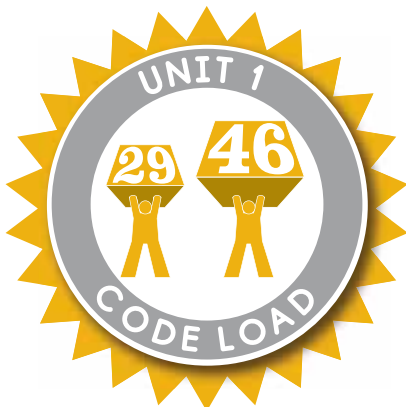
## About this Book

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 that 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 that 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](http://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 Dustin MacKay

## 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*

### Tricky Words:

*a, I, no, so, of, is, all, some, from, word, are, were, have, one, once, to, do, two, who*

### Consonant Sounds and Spellings:

/m/ as in *swim*

/n/ as in *run*

/t/ as in *bat*

/d/ as in *bid*

/k/ as in *cot, kid*

/g/ as in *log*

/f/ as in *fat*

/s/ as in *sit*

/z/ as in *zip*

/v/ as in *vet*

/p/ as in *tip*

/b/ as in *rub*

/l/ as in *lamp*

/r/ as in *rip*

/h/ as in *ham*

/w/ as in *wet*

/j/ as in *jog*

/y/ as in *yes*

/x/ as in *box*

/ch/ as in *chin*

/sh/ as in *shop*

### Other:

punctuation (period, comma, quotation marks, question mark, exclamation point)  
's (for possession)  
abbreviations (U.K., U.S.)

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

- Beginning with Story 10: /th/ as in *then*, /th/ as in *thin*, Tricky Word *the*
- Beginning with Story 11: /ng/ as in *king*, /qu/ as in *quit*, Tricky Words *said* and *says*
- Beginning with Story 14: double-letter spellings for consonant sounds, i.e., 'bb', 'dd', 'ff', 'gg', 'll', 'mm', 'ss', 'ck'
- Beginning with Story 16: double-letter spellings for consonant sounds, i.e., 'cc', 'nn', 'pp', 'rr', 'tt', 'zz', /z/ as in *dogs*, Tricky Word *was*
- Beginning with Story 17: Tricky Words *when*, *where*, *why*, *what*, and *which*
- Beginning with Story 18: Tricky Words *here* and *there*



Core Knowledge®

# Snap Shots

Unit 1 Reader

Skills Strand  
**GRADE 1**

The Core Knowledge Foundation  
[www.coreknowledge.org](http://www.coreknowledge.org)