



Seth

Unit 7 Reader



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Seth

This is Seth Smith.

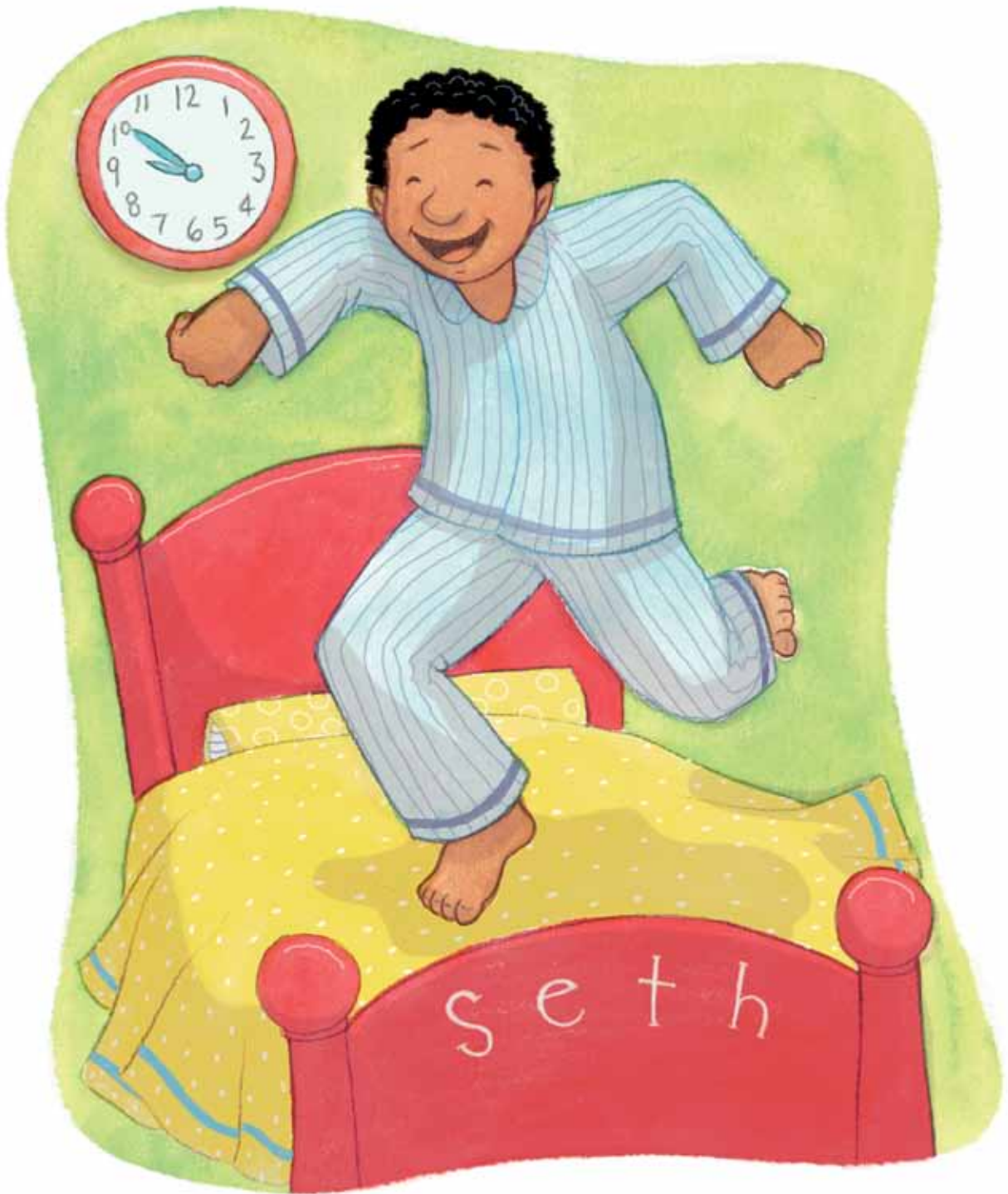
Seth is ten.



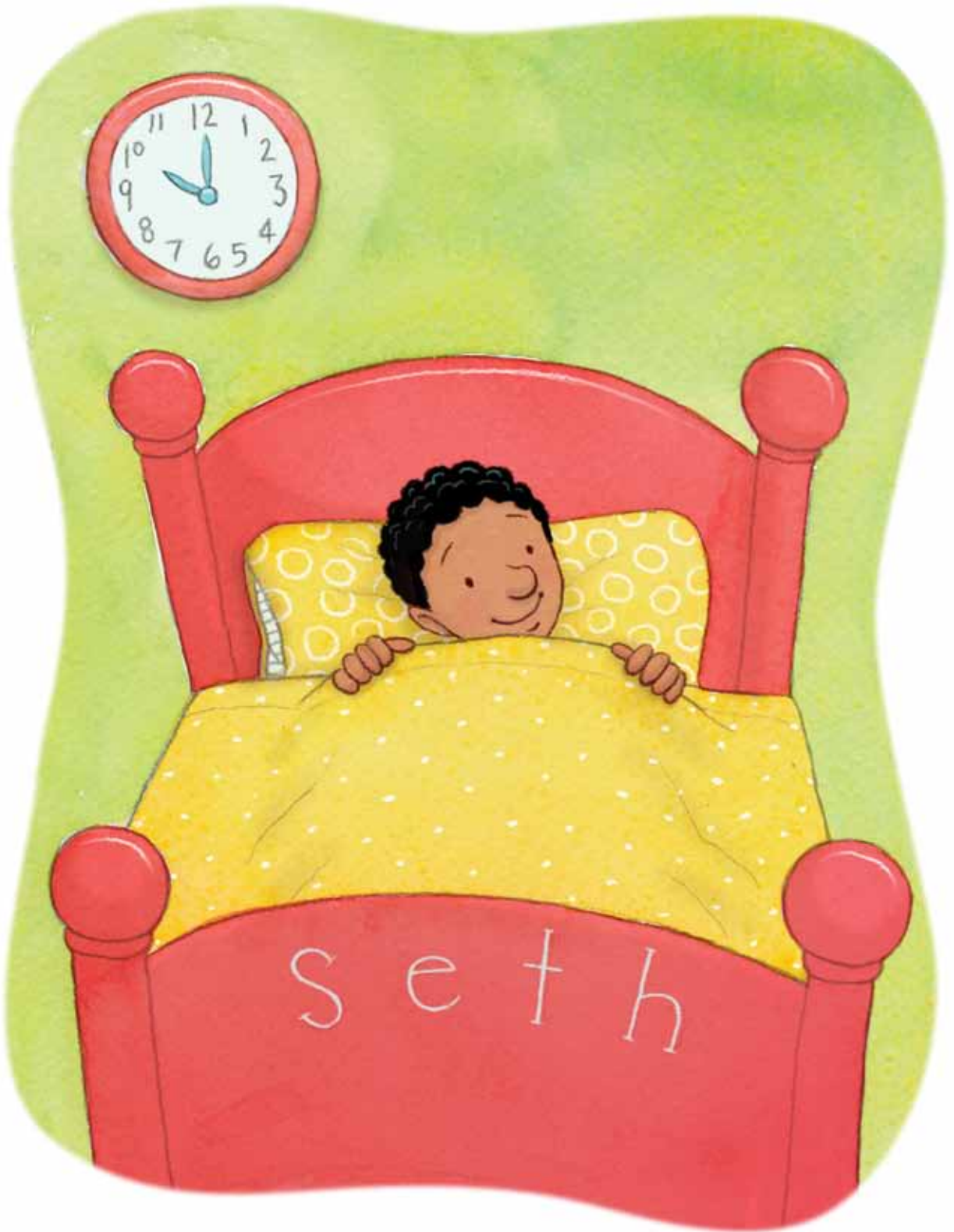
Seth must get in bed at ten.

Seth can jump on his bed,
but not past ten.

Seth can stomp and romp
and stand on his hands, but
not past ten.



Seth's dad gets mad if Seth 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 **think**.



Pat can run fast.



Pat can **sing** **songs**.



Seth's Dad

This is Ted.

Ted is **Seth's** dad.

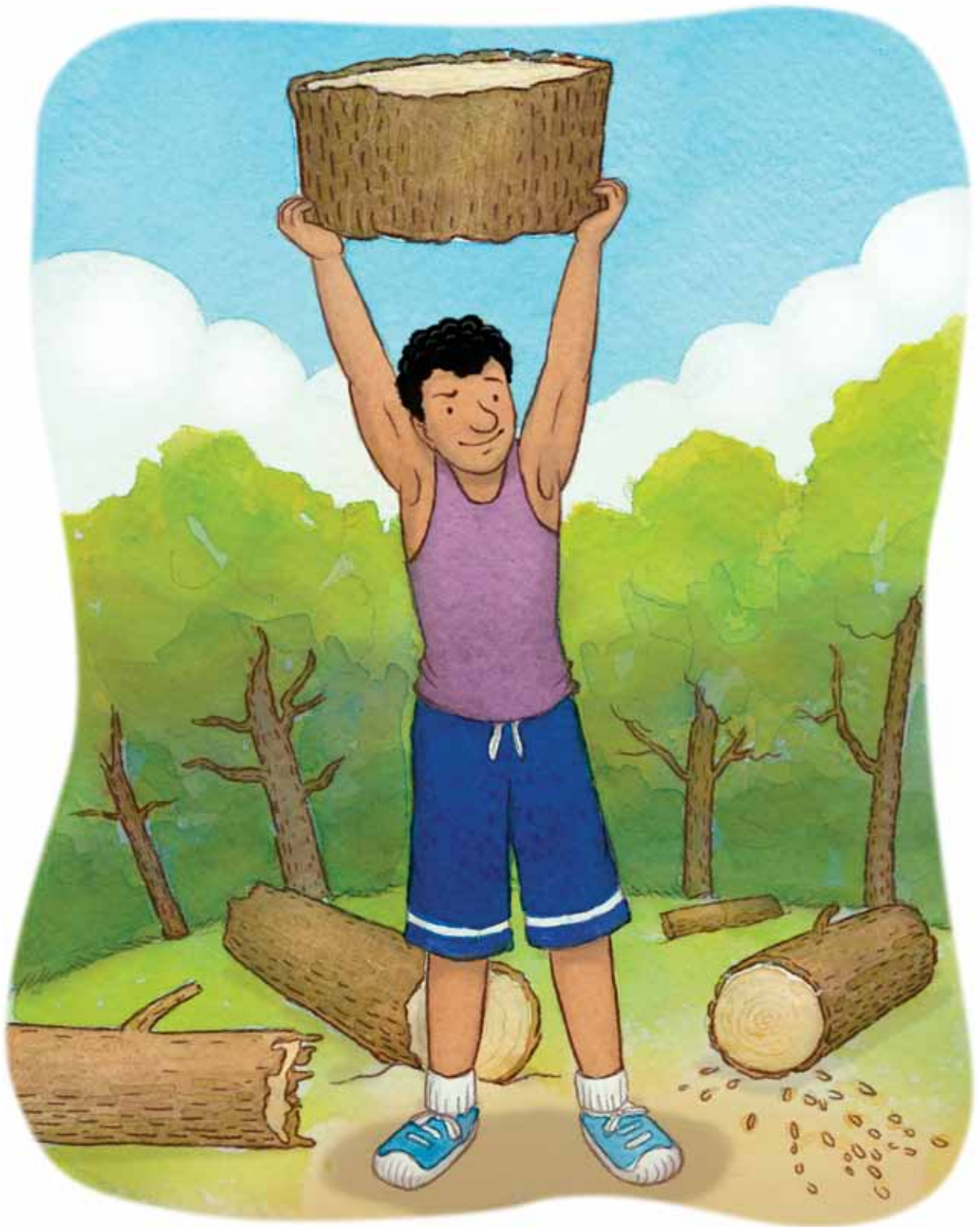
Ted is **strong**.



Ted can **chop** big logs **with**
his ax.



Ted can lift big stumps.

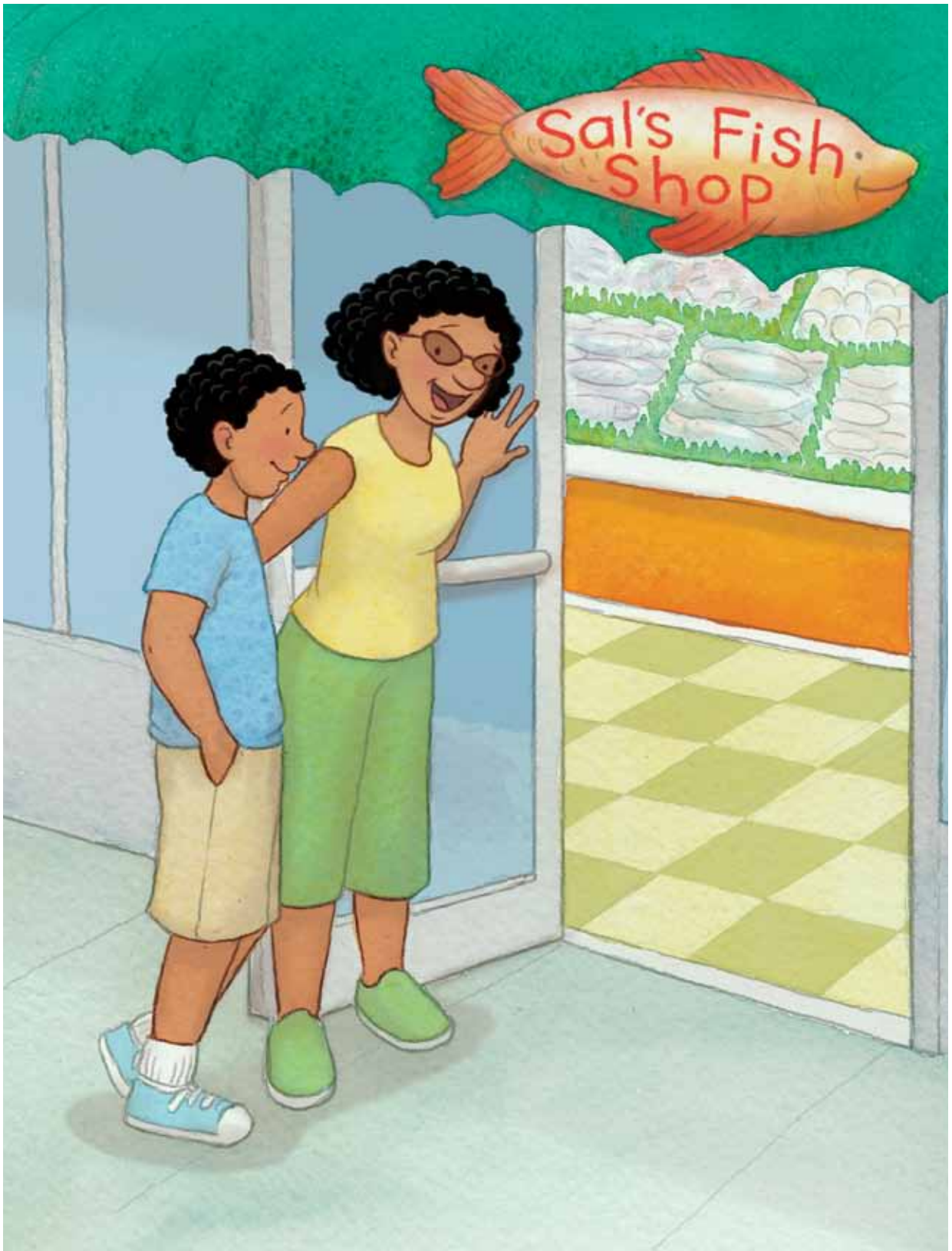


Ted can **crush** tin cans **with**
his hands.



Sal's Fish Shop

Pat and Seth went in Sal's Fish Shop.



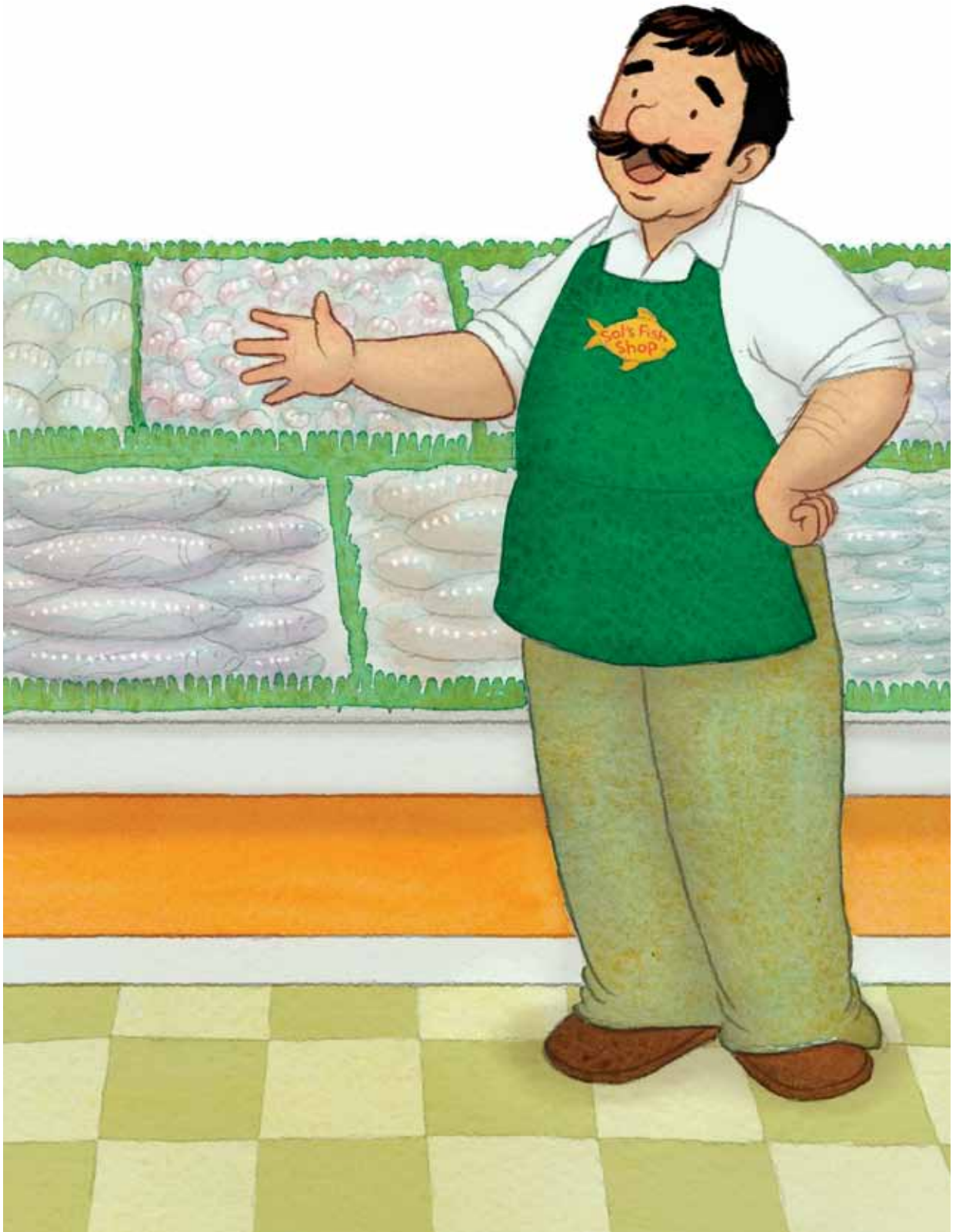
Sal had **fresh fish**.

Sal had **fresh shrimp**.

Sal had crabs.

Sal had clams.

Sal had **squid**.



Pat got **fish** and **shrimp**.



Lunch

Seth had lunch with his mom and dad.

Pat had shrimp and chips.

Ted had shrimp, fish, and chips.

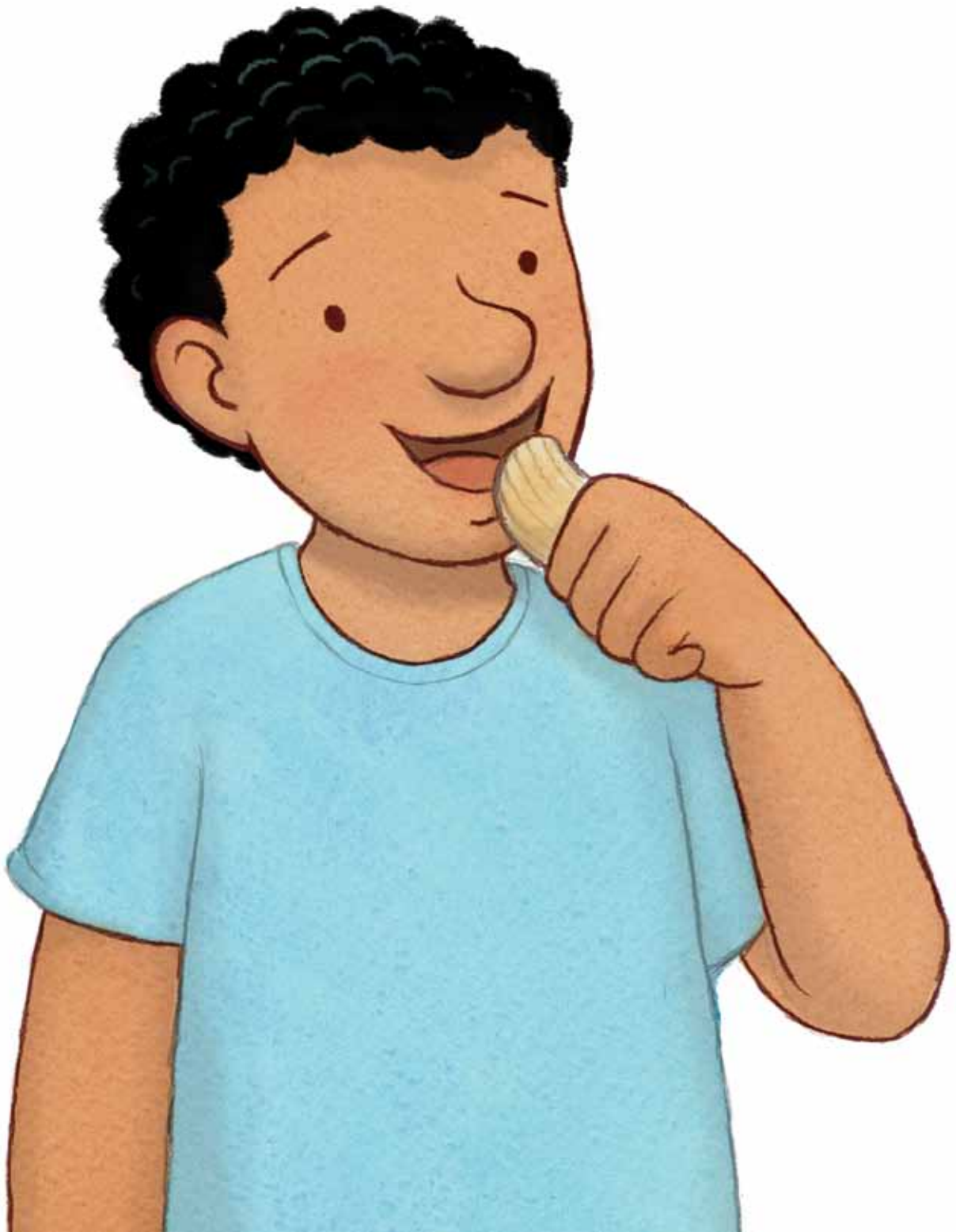
Seth had ham and chips.



Munch**ch**, munch**ch**.

Crunch**ch**, crunch**ch**.

Yum, yum.



Seth's Finch

That's Seth's pet finch, **Chip**.

Chip can flap his wings.

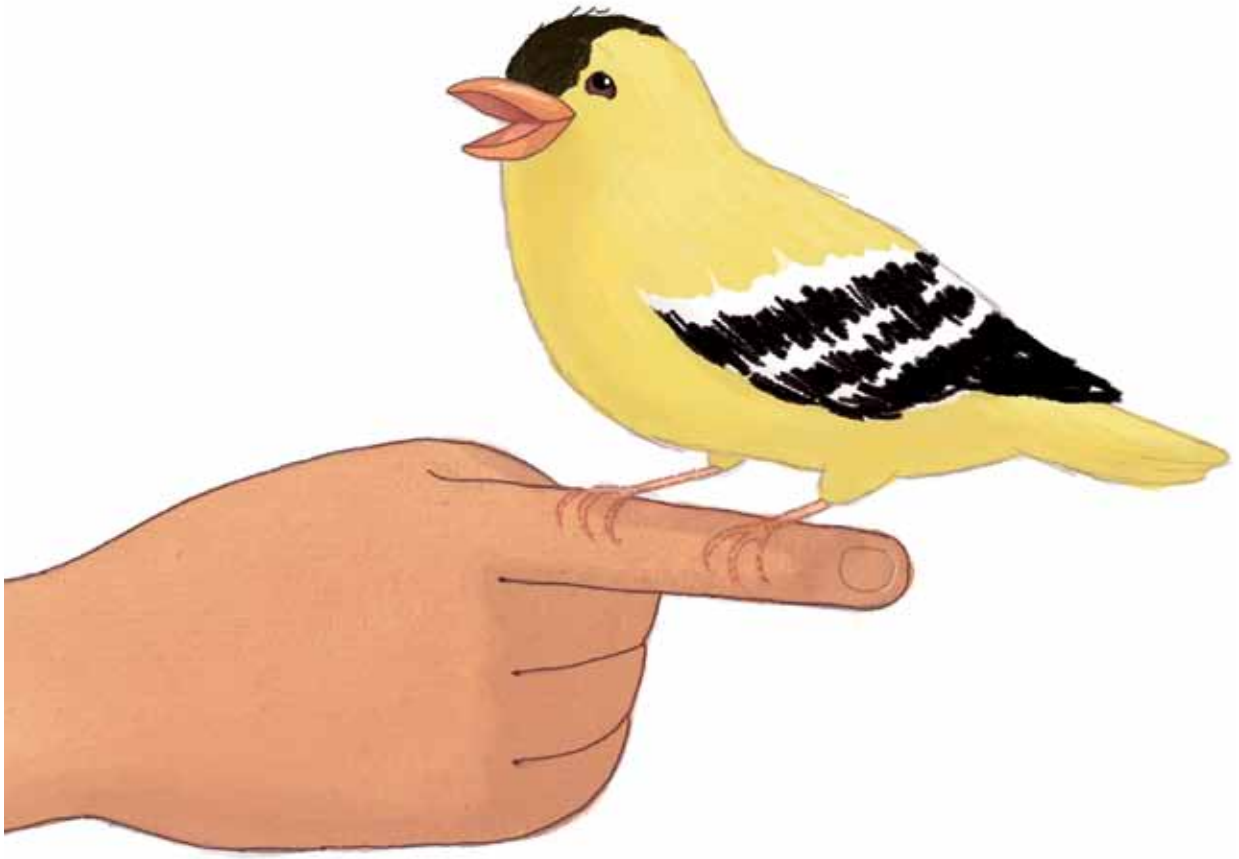
Chip can **munch** on ants and bugs.

Chip can **sing**.



Chip can land on **Seth's**
hand.

That finch is fun!



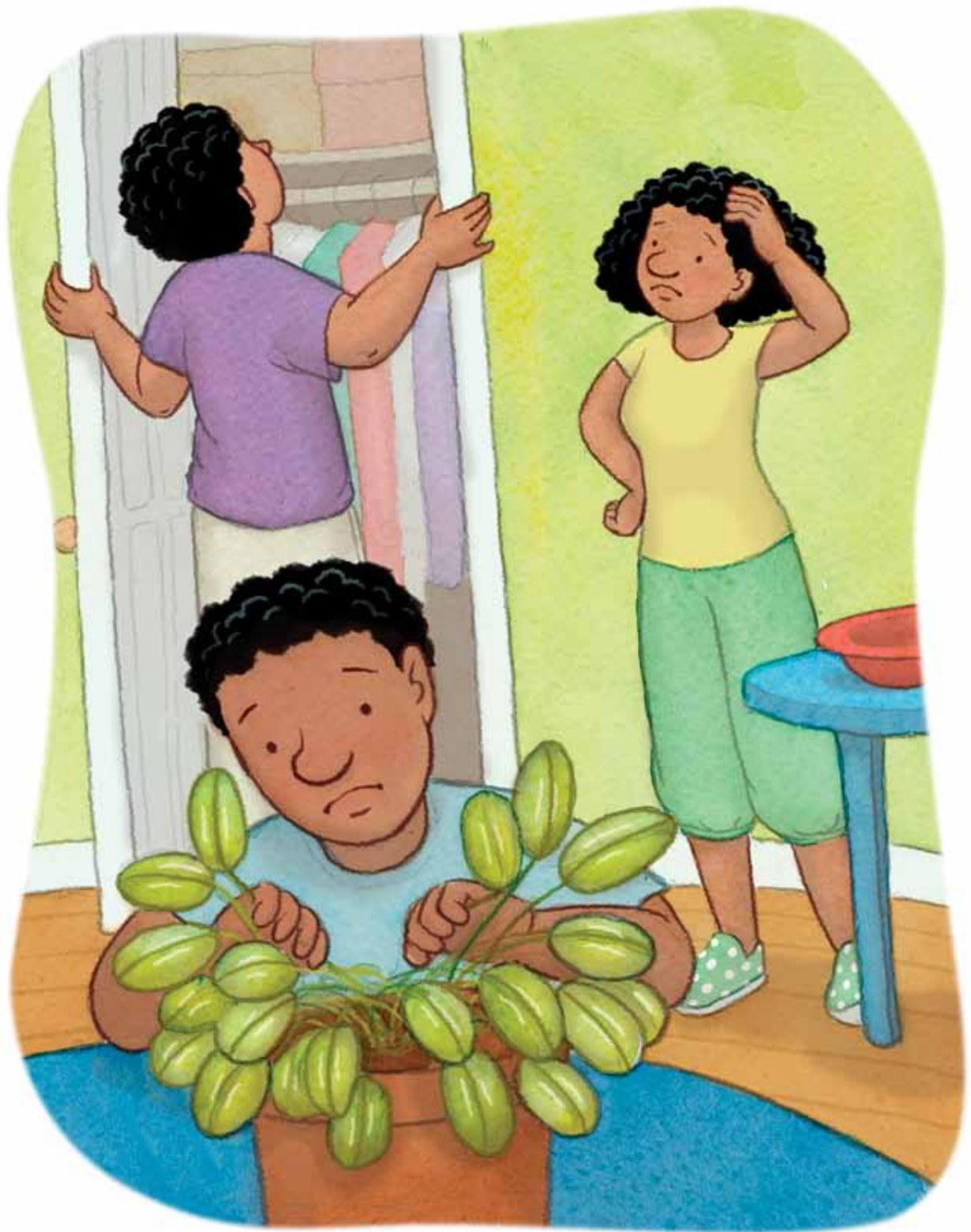
Lost Finch

Seth's pet finch, **Chip**, is lost.

Seth can't spot him.

Pat can't spot him.

Ted can't spot him.



Chip is not on **Seth's** bed.

Chip is not on **Seth's** desk.

Then, at last, Pat spots **Chip**.

Chip hid in Pat's hat and
slept.



Seth's Sled

Seth's sled went fast.

Seth held on.

Seth hit bumps but did not stop.

Seth hit slush but did not stop.



Then Seth's sled hit mud.

Splash!

Seth got mud on his sled.

Seth got mud on his pants.

Seth got mud on his hat.



Meg's Tots

This is Meg.

Meg is Pat's best pal.



Pat has 1 lad—**Seth**.

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

Meg has **quints**!



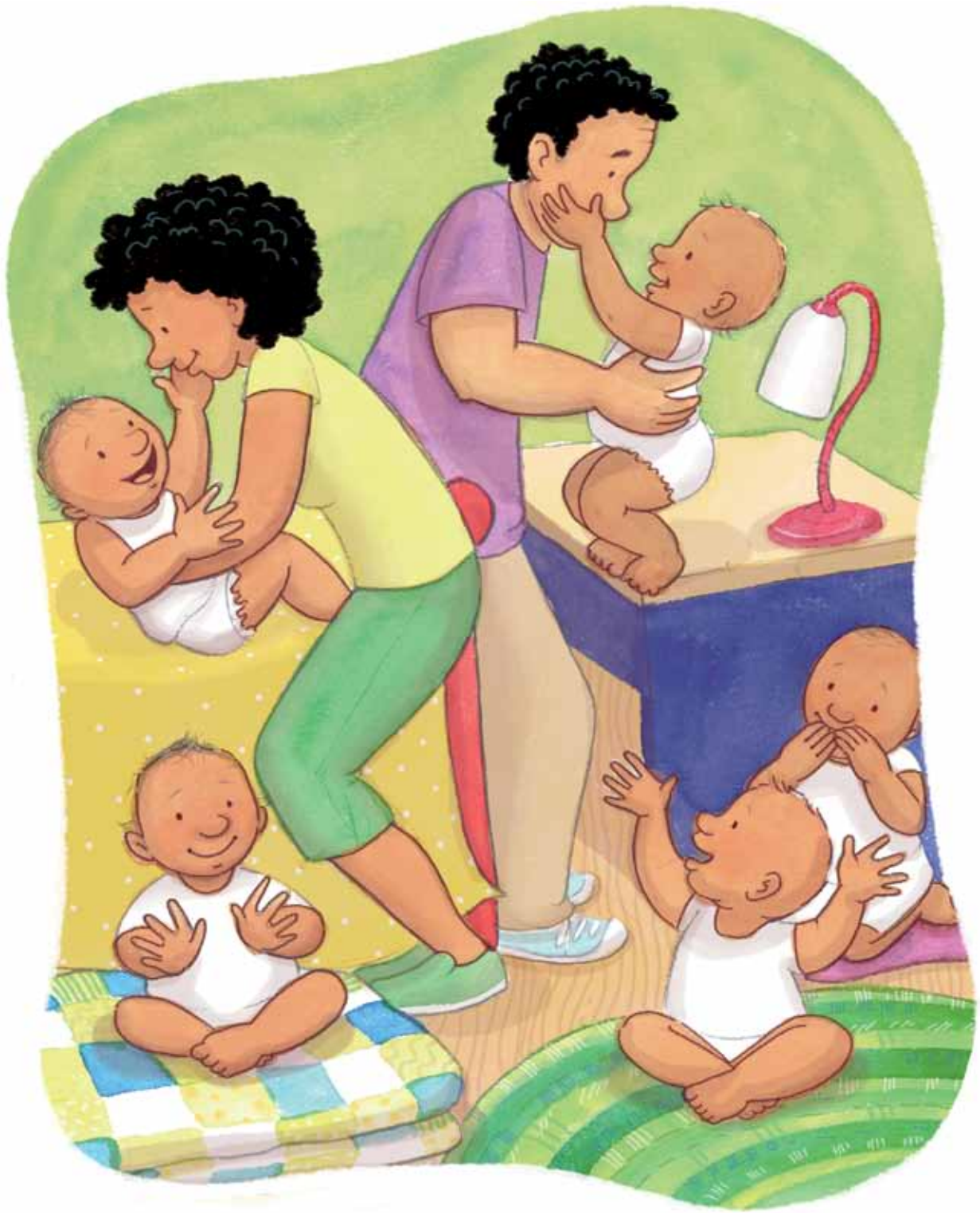
Pat and Ted help Meg.

Pat sets Tim and Tom on
Seth's rug.

Ted sets Sam on **Seth's quilt**.

Pat sets Max on **Seth's** bed.

Ted helps Wes stand up on
Seth's desk.



Hash and Milk

Pat and Ted had lunch **with**
Meg's tots.

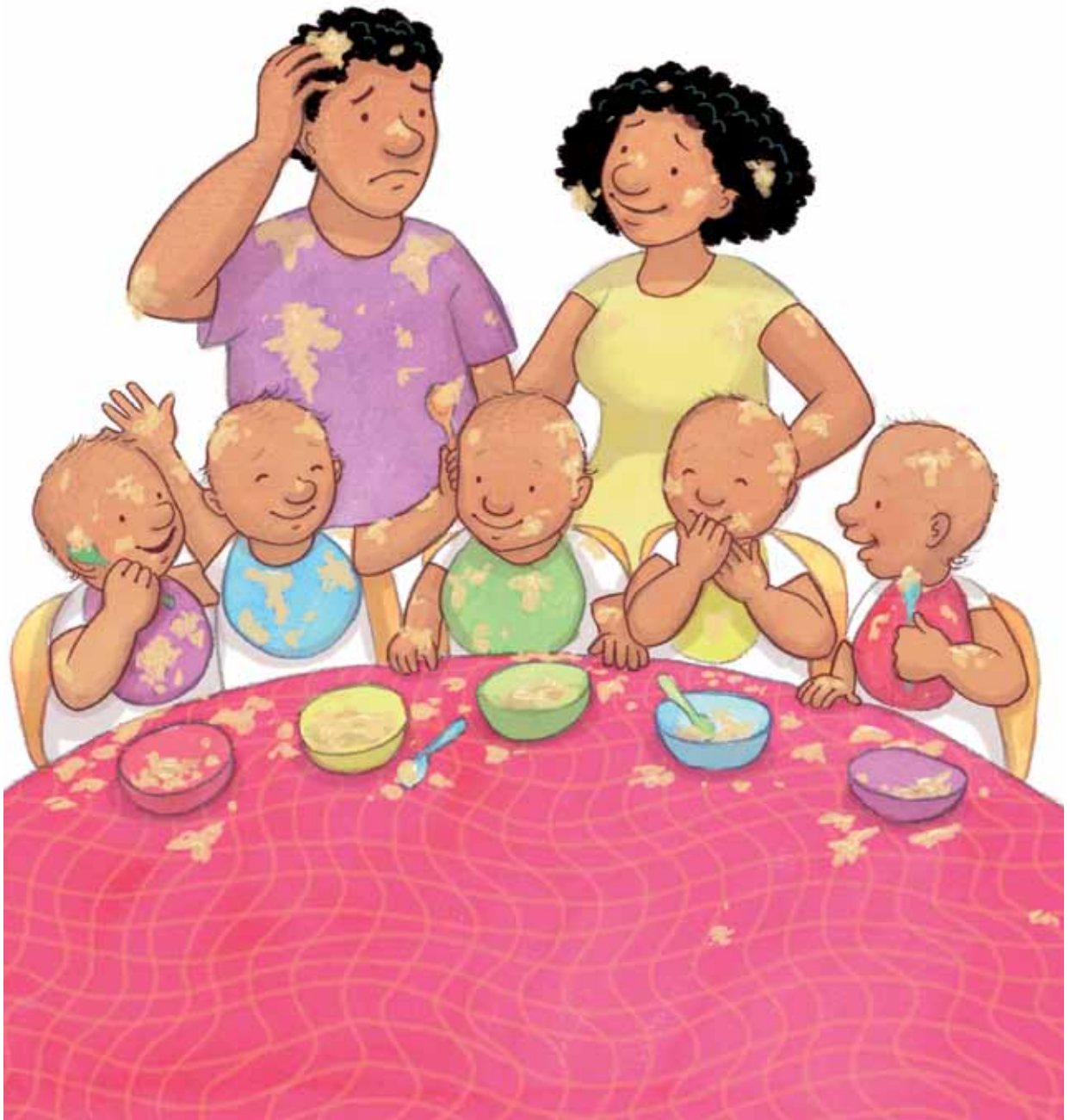
Max got **hash** on his **chin**.

Wes got **hash** on his bib.

Tim's milk is on Tom.

Then Tom got milk on Tim.

Sam got milk on Pat and Ted.



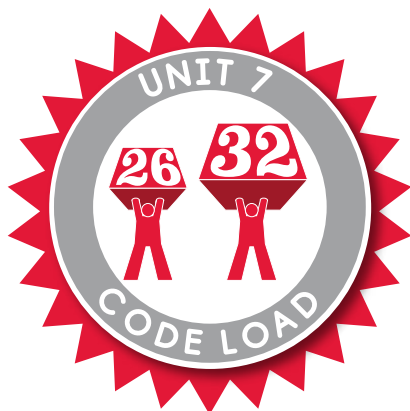
About this Book

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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SCHOOLS

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All illustrations by Apryl Stott

Code Knowledge assumed at the beginning of the reader:



Vowel Sounds and Spellings:

/i/ as in sk*i*m

/e/ as in b*e*d

/a/ as in t*a*p

/u/ as in u*p*

/o/ as in f*lop*

Consonant Sounds and Spellings:

/m/ as in r*i*m

/t/ as in g*o*t

/d/ as in d*i*p

/k/ as in c*o*t and k*i*d

/g/ as in l*o*g

/n/ as in p*e*n

/h/ as in h*a*m

/s/ as in s*i*t

/f/ as in f*a*t

/v/ as in v*e*t

/z/ as in z*i*p and h*u*ms

/p/ as in t*i*p

/b/ as in b*u*s

/l/ as in l*a*mp

/r/ as in r*i*p

/w/ as in w*e*t

/j/ as in j*o*g

/y/ as in y*e*s

/x/ as in b*o*x

Other:

's (for possession)

't (contraction)

Punctuation (period, comma, exclamation point)

New spellings highlighted in this reader:

/ch/ as in ch*i*ps, /sh/ as in sh*o*p, /th/ as in th*i*n, /th/ as in th*i*s, /qu/ as in qu*i*lt,

/ng/ as in sing



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