

Grade 1
Unit 8 Sampler

Zaner-Bloser
The Superkids
Reading Program



WELCOME TO SUPERKIDS!



Let's Explore the World of the Superkids and Your Reader Sample!

In grade 1, students follow the adventures of the Superkids in the **Readers**. While reading their playful decodable fiction stories, students develop decoding, comprehension, vocabulary, and fluency skills with literary text. The Reader stories are phonetically controlled to match the sequence of phonics and word analysis skills taught in *The Superkids Reading Program*, meaning that young learners experience the joy of really reading—not guessing—about their favorite characters.



Reference your **Teacher's Guide** sample to view the corresponding instruction for the Reader!



Teach Essential Reading Skills with Delightful Stories

Each week, students read a short, one- to two-page Superkids story and one longer, main Superkids story from their Readers.

The shorter stories (beginning on sample pages 157 and 168) are read multiple times and include many words with the week's target sound-spelling pattern, helping to develop **fluency**. Teachers model a fluency skill using part of the text, then students are asked to apply the skill as they practice reading the story aloud with a partner.

- Unit 8 **fluency skills** include reading at an appropriate rate and observing dialogue punctuation.

The main Reader stories (beginning on sample pages 159 and 170) are read and discussed over two days through guided practice, shared reading, and close reading, with instruction focusing on **decoding, comprehension, and vocabulary**. The following skills are the focus of Unit 8:

- Instruction in phonics and structural analysis (*ee/ē/* and *ea/ē/*, CVCC + *-ed, -ing, ie/ī/* and *ue/ōō/*, homophones) and phonemic awareness (phoneme articulation of */ē/* and */ī/*, deleting final phonemes) gives students the ability to successfully **decode** the Reader stories.
- **Comprehension** skills and strategies include evaluating setting, comparing and contrasting, making inferences, and visualizing.
- **Vocabulary** instruction focuses on homophones and the Words to Know pair, *attach, practice*, and *combination*.



Look for the Lasting Lesson!

Lasting Lessons are important life lessons related to the Superkids' experiences in the Reader stories, providing opportunities to teach social-emotional skills. While reading the Unit 8 stories, see if you can figure out what Lasting Lesson will be covered in the Teacher's Guide!

Spark Students' Interest in Broader Themes

Stories within the Readers relate to the program's **Big Topics**, helping students build knowledge about science and social studies themes. This sample contains the Reader pages for **Unit 8** of grade 1, which occurs during the "**Tools and Technology**" Big Topic. Can **Lily** and **Oliver** use tools to help a broken toy dog find a good home? Will **Adam**, **Cass**, **Mya**, and **Sal** find ways to fix their projects that have gone wrong? Read on to find out!

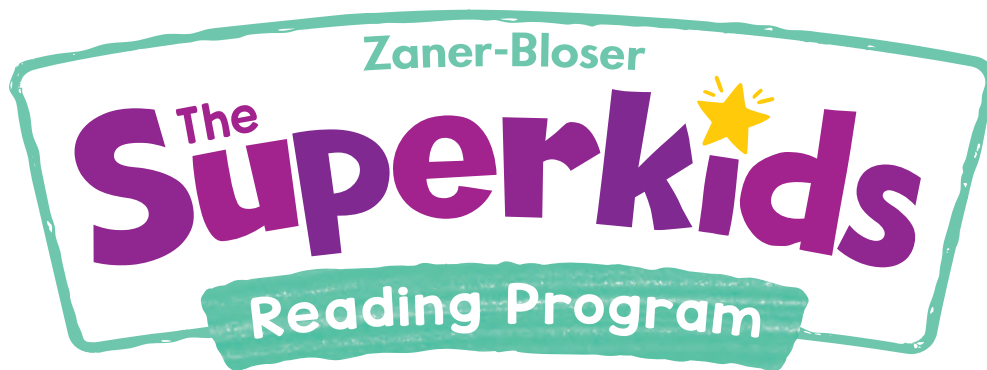
Grade 1 Big Topics

Warm-Up	Units 1-4	Units 5-8	Units 9-12	Units 13-16	Unit 17
Friends old and New	Animals and Us	Tools and Technology	Arts and Entertainment	Mind and Body	Looking Back and Looking Ahead



Meet the Superkids





Reader 1

Unit 8

Created by
Pleasant T. Rowland

Stories by
Valerie Tripp, Susan Henderson, and Teresa Jones

Illustrated by
Peter Francis and Made By Things

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Unit 8

The Best Shop 157

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street

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each

reach

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toy

The Toy Dog 159

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Story Words

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Story Words

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Memory Words could would some new were

The Best Shop

Lily and Oliver meet on the street. They like to look at each of the shops. But there is one they like the best. Ms. Green's toy shop!

"It is just up the street," says Oliver.
"I can lead the way."



Lily and Oliver go up the block.
They get near the shop.
And Lily yells, "I see it!"



Lily and Oliver reach the shop.
They peek in to see the toys.
There is no spot like the toy shop!

The Toy Dog

Lily and Oliver stepped into the toy shop.
It was filled with toys and sweet treats.
But Lily and Oliver did not stop to look.
They rushed to the back of the shop.



The shop had a big closet in the back.
It had toys that Ms. Green could not sell.
Ms. Green said that kids could play with them.
Lily and Oliver liked these toys the best.



Lily and Oliver looked inside the closet.
There was a green jeep with a missing wheel.
There was a robin with no beak.

“Look at this,” said Oliver. He held up a stuffed dog.

“The dog feels so soft,” said Lily.



The dog had a wide smile. Its ears were long and cute.
But the dog did not have eyes.

“This dog needs help,” said Oliver.

“Do you think we could fix it up?”

“I think so,” said Lily. “It just needs some new eyes.”





“Beads would make good eyes,” Oliver said.
“Let’s see what is in this box.”

A box in the closet had pins, buttons, and wheels.
But there were no beads.

“Wait,” said Lily. “Ms. Green sells beads.
Let’s go look in the shop.”

“Let’s get the black beads,” said Lily.

“The green beads are cheap,” said Oliver.

“Each black bead costs a dime. We need two beads. But I just have one dime.”

“I have a dime!” said Lily. “I can add my dime to yours. Then we can get the black beads.”



Lily and Oliver paid for the beads.
They stitched the beads on the dog.



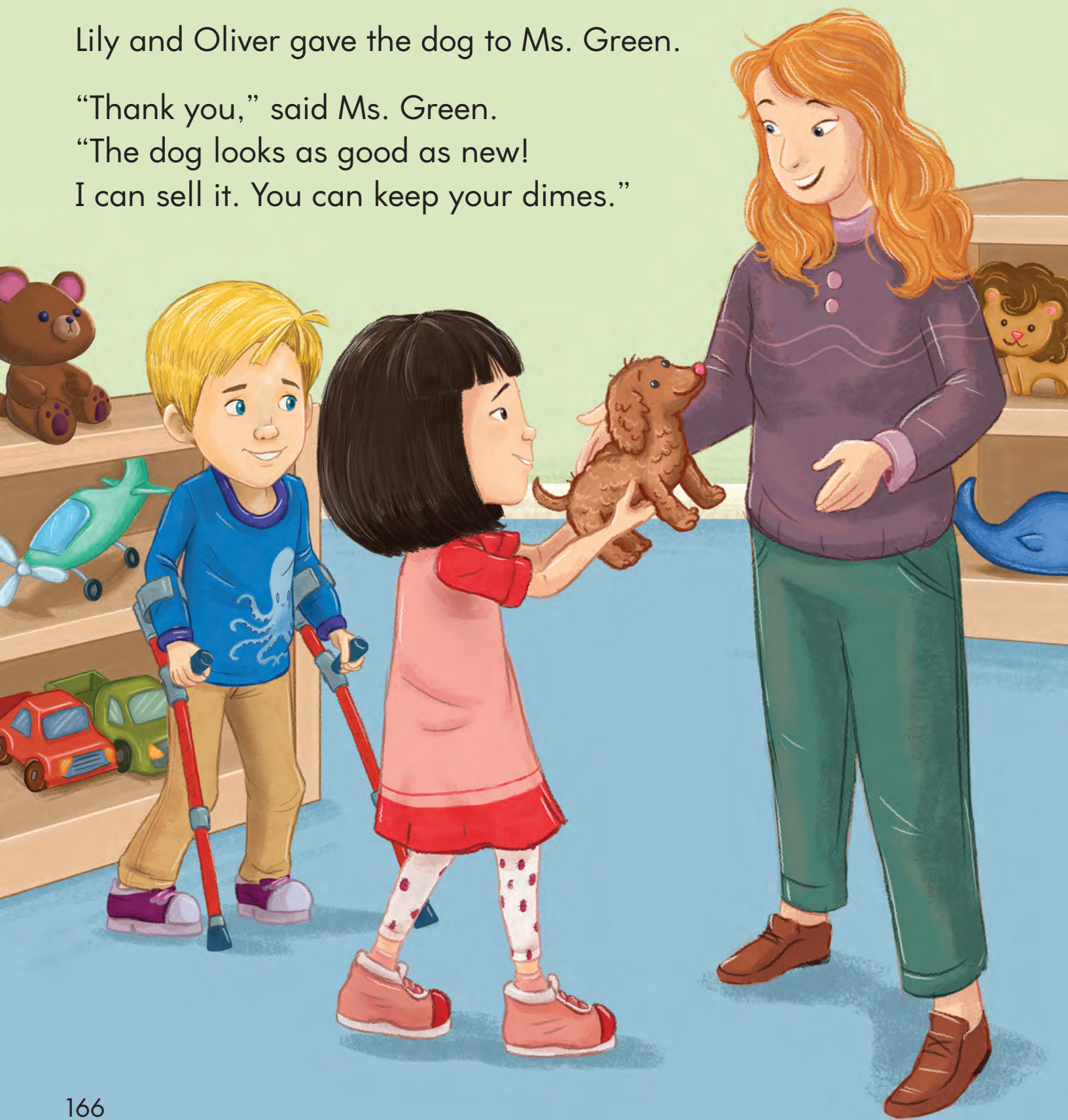
“There! The dog can see,” said Lily.
“I think it likes its new eyes.”



Lily and Oliver gave the dog to Ms. Green.

“Thank you,” said Ms. Green.

“The dog looks as good as new!
I can sell it. You can keep your dimes.”





“I hope the dog gets a good home,” said Lily.

“I think it will,” said Oliver.

“The new eyes make the dog look real.”

Just then, the dog seemed to wink at the kids and smile.

We Tried!

Sal got on the bus. He had a kite and some string.
Cass, Adam, and Mya were slumped and sad.
“Why do you look upset?” Sal asked.

“We tried to make new hats,” said Mya.
She and Adam held up a blue mess.

“It did not go well,” said Adam.



“My dad and I tried to make a pie,” said Cass.
“But it was not very good.”

“I know how you feel,” said Sal. “I tried to fix my kite.
But I have no clue how to fix the strings.”
He showed his ripped kite and mess of string.

Cass said, “It looks like we need some help.”

“Let me call my grandma,” said Sal.
“I bet she could help us!”



Help From Friends

The kids went to visit Sal's grandma.

"Hi, kids," she said. "It is so good to see you. Sal said you need some help."

"Yes, we do," said Sal. "We tried to do new things. But we did not have much luck."



“You must meet my friends,” Grandma said.
“They help me when I get stuck.”

The kids met Grandma’s friends.
Then the kids showed what they tried to do.
Adam and Mya showed the hats.
Cass showed the pie. And Sal showed his kite.



Grandma went to Mya and Adam.
“I want you to meet Sue,” she said.
“She is good at crafts.”

“A hat is fun to make,” said Sue.
“I can show you how.”



Mya and Adam sat next to Sue.
Sue showed how to make each stitch.
The kids got the hang of it. The blue
stitches were looking like hats!

“You are very good at this,” said Sue.



Grandma tapped Sal. “I would like you to meet Nasrin,” she said. “She has a sailboat. She ties lots of ropes.”

Nasrin looked at Sal’s kite. “A kite is like a sail. It catches the wind,” she said. “The kite strings are like the ropes on a sail.”



Nasrin showed Sal how to tie the kite strings.
Then they fixed the rips with glue.
Sal's kite looked as good as new!

“You are a pro at fixing things,” said Nasrin.



Grandma led Cass to the kitchen.
“You must meet Mitch,” she said.
“He makes the best pies.”

“Well, that may not be true,” said Mitch.
“But I can show you some tips.”



“A good pie needs a thin crust,” Mitch said.
He showed Cass how to make a crust.

Next, they made the filling. They put it in the crust.
Then they baked the pie. The pie looked very good!

“You have a talent for baking!” said Mitch.



Mitch cut big slices of pie. Cass passed them out.

“This pie is so good,” said Grandma.

The kids sat and ate the pie. Then they thanked Grandma and her friends.

“This was a good day,” said Sal. “We tried new things. And we made new friends!”



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