

GO! DECODE

GO! DECODE [1]

- Level One
- Level Two
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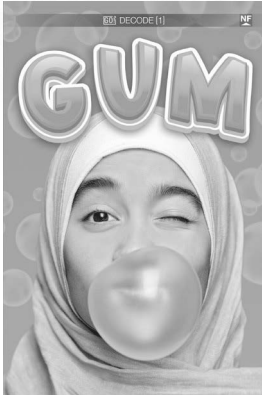
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GO! DECODE [1]

..... Level One

LEVEL ONE SKILLS

- Initial single consonants
- Terminal single consonants
- Short vowels (a, e, i, o, u)
- Consonant-vowel-consonant (CVC) words
- Inflection -s:
 - plural -s
 - third-person singular -s



SYNOPSIS This nonfiction book explores the history of chewing gum, from its origins to how it is made today. Important figures in the development of gum, including William Wrigley Jr., are featured.

PREPARING TO READ Show students the cover of the book. Ask:

*What do you think you might learn about chewing gum from this book?
What clues do you see on the cover?*

Have students turn to a partner and discuss what they know about how chewing gum is made. Then ask volunteers to share some of their ideas with the group.

PHONICS SKILL Write the word *gum* on the board. Say the word aloud, and showcase the word's CVC pattern, pointing to the consonants at the beginning and end and the vowel in the middle. Point to the *u* and make the short *u* sound. Explain that the vowels in CVC words are always short vowels. Preview other CVC words from the book, such as *lab*, *get*, *mix*, and *pop*. Write the words on the board. Model what the short vowel sounds like in each of those words. Then say each word and have students repeat the proper pronunciation for each one.

VOCABULARY LESSON This book includes a few vocabulary words that are not yet decodable based on the skills sequence and are not sight words. Teach these words before students read the text. Write each word on the board. Pronounce the word and have students repeat it after you. Then introduce and discuss the definition.

blow to push air out of the mouth

chew to use one's teeth to bite repeatedly

rubber a strong, stretchy substance made from tree sap or chemicals

tree a plant that often grows tall with a thick wooden stem and many branches

wrapped covered with paper or another material

Have students work with partners or small groups to come up with sentences using each of the vocabulary words. Then ask volunteers to share their sentences.

Pages	Guided Reading Questions
3	Why do you think many people like to chew gum? (Responses will vary.)
4 & 5	What do you see on the tree in the photo? (something sticky) What is it called? (sap)
6 & 7	Based on the map, where do the trees that make chewable sap grow? (in Central America) When did a man first make gum from the sap? (1871)
8 & 9	How did giving gum away help the business grow? (Many people like to try something free; once they tried gum, they wanted to buy it.)
10 & 11	What is today's gum made out of? (a mixture from a lab)
12 & 13	What happens to gum after it is mixed? (It is cut and wrapped.)
14 & 15	Have you ever participated in a bubble-gum blowing contest? If so, what was it like? (Responses will vary.)
16	Do you have a favorite gum? If so, what is it? (Responses will vary.)

Name _____ Date _____

Making CVC Words

DIRECTIONS: Use two consonants and one vowel from the box to make a word. Make as many words as you can. Write the words that you make on the lines below.

Consonants	Vowels
b c g l m p s t x	a i u

DIRECTIONS: Use a CVC word to complete each sentence about *Gum*.

1. It is fun to chew _____.
2. Gum was made from _____.
3. Now it is made in a _____.
4. They _____ gum in a tub.
5. Then it gets _____.

Name _____ Date _____

What Is the Missing Vowel?

DIRECTIONS: Look at each picture from *Gum*. Fill in the missing vowels to complete the words in each sentence.



G__m is n__t new.

It was made from s__p.



See this m__p?

You c__n g__t the s__p here.



The s__p r__n out.

L__bs found a new m__x.



They m__x g__m in a t__b.

Then it g__ts c__t.



G__m is f__n to chew for a b__t.

Then put it in a b__n.

Name _____ Date _____

All About Gum

DIRECTIONS: Use words from the story to fill in details about the history of gum.

1. What did a man do in 1871?

2. Why did a man give gum away?

3. What did they do when the sap ran out?

4. How is gum made now?

DIRECTIONS: Use the words in the box to fill in the blanks and complete the sentences about gum.

bin gum map sap tub

5. Many like to chew _____.
6. Gum was once made from _____.
7. You can see where the sap comes from on a _____.
8. Now they mix gum in a _____.
9. Put gum in a _____ after you chew it.

Name _____ Date _____

Comprehension Quiz

DIRECTIONS: Read the question. Then fill in the circle next to the correct answer.

1. What was gum once made of?

- A. rubber
- B. sap
- C. tin
- D. nuts

2. What is gum made of now?

- A. a mix from a lab
- B. nuts from a tree
- C. gobs of fat
- D. pigs

3. When did a man make gum?

- A. 1900
- B. 2001
- C. 1871
- D. 1600

4. Where should gum go after you chew it?

- A. on the rug
- B. to the lab
- C. in a pan
- D. in a bin

DIRECTIONS: Answer the question below. Use complete sentences.

5. Why do you think gum is fun to chew?

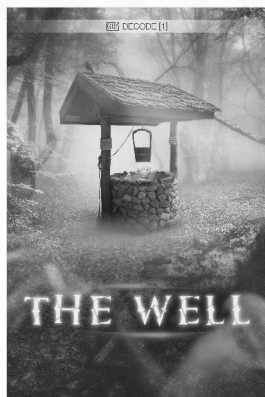
GO! DECODE [1]

..... Level Two

LEVEL TWO SKILLS

- Initial single consonants
- Terminal single consonants
- Short vowels (*a, e, i, o, u*)
- Consonant-vowel-consonant (CVC) words
- Inflection -s:
 - plural -s
 - third-person singular -s

- Soft and hard *c* and *g* sounds
- Consonant-vowel-double consonant (CVCC) words



SYNOPSIS In this supernatural mystery, two friends go for a hike in the woods and find an old, mossy well. When they hear a noise that sounds like a cat coming from inside, they decide to investigate. But is it really a cat?

PREPARING TO READ Show students the cover of the book. Ask:

What is a well? What type of story do you think would involve a well?

Have students turn to a partner and discuss any stories they have heard that involve wells. Then ask volunteers to share some of their ideas with the group.

PHONICS SKILL Write the word *well* on the board. Tell students that when a one-syllable word has a short vowel sound followed by the sound /f/, /l/, /s/, or /z/, it is usually spelled with final double consonants: *ff*, *ll*, *ss*, or *zz*. Run your finger under each letter of *well* as you make each sound, being careful not to overextend the /l/ sound. Repeat this action, having students echo the sounds as you make them. Ask students to identify the number of syllables in the word *well*. Then point to the double *l* at the end, and ask them if they hear two /l/ sounds or one. Write the word *moss* on the board, and point to each letter as you make the sound. Note the double *s* at the end and the single sound it makes.

VOCABULARY LESSON This book includes a few vocabulary words that are not yet decodable based on the skills sequence and are not sight words. Teach these words before students read the text. Write each word on the board. Pronounce the word and have students repeat it after you. Then introduce and discuss the definition.

ghost the spirit that remains after a living being has died

mew a sound made by a cat

path a walkway or track, often through a natural area

something an unknown animal or object

tree a plant that often grows tall with a thick wooden stem and many branches



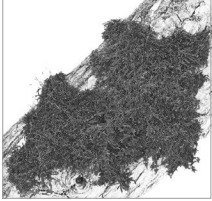
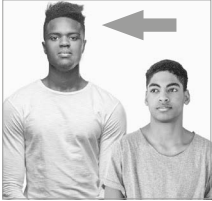


Have students work with partners or small groups to come up with sentences using each of the vocabulary words. Then ask volunteers to share their sentences.

Pages	Guided Reading Questions
3	What are Will and Jin doing? (taking a walk)
4 & 5	What do the boys find? (a rotting hut) Why doesn't Jin want to go in? (He thinks it could have ghosts.)
6 & 7	Why do you think Will says he likes ghosts? (Responses will vary.)
8 & 9	What does Jin find? (a well) What does he hear? (a mewing sound)
10 & 11	How do you know Jin is not just hearing things? (Will runs over because he heard the mew too.)
12 & 13	Where does the mew come from? (the well) What does Jin ask? ("Is it a ghost?")
14 & 15	What happens? (Something white jumps out and runs into the trees.) What do the boys disagree about? (Jin thinks it was a ghost. Will thinks it was just a cat.)
16	Based on the image, what jumped out of the well? (a ghost cat)

Name _____ Date _____

Change the Consonants

DIRECTIONS: Look at each picture on the left, and fill in the correct consonants to make a CVCC word. Then follow the directions in the middle to change one or two consonants and write a new CVCC word on the right. Draw a picture for the new word.

1.		_ e _ _	- w + b	_ e _ _	
2.		_ i _ _	- ll + ss	_ i _ _	
3.		_ o _ _	- m + t	_ o _ _	
4.		_ a _ _	- t + h	_ a _ _	
5.		_ i _ _	- W + b	_ i _ _	
6.		_ e _ _	- y + c	_ e _ _	

Name _____ Date _____

Connect the Letters

DIRECTIONS: Use arrows (→) to connect the letters and make a word from *The Well*. Then write the word on the line. The first one has been done for you.

1.

l		w		_____
↑		↓		well
l	←	e		

2.

t		l		_____
l		e		

3.

a		l		_____
l		w		

4.

s		o		_____
m		s		

5.

l		a		_____
l		c		

Name _____ Date _____

Fill In the Missing Letters

DIRECTIONS: Write the missing consonants to complete each word in the sentences and retell the story.

1. Wi__l and __in take a walk.
2. At the to__ of a __il__ is a hu__.
3. Ji__ does __ot want to go in.
4. He __el__s Wil__ there could be ghosts.
5. "I like ghosts," __il__ te__ls __in.
6. That makes Ji__ __ad, so he walks away.
7. __in finds a __e__l that has mo__s on the __im.
8. There is a mew, and it makes Wi____ ru__ over.
9. __i__l goes to the ri__ of the we__l, but it is too __im to see.
10. Then something white jumps out and __ips by them.
11. Ji__ __el__s, "That was a ghost!"
12. Wil__ thinks it is just a __at.



Name _____ Date _____

Comprehension Quiz

DIRECTIONS: Read the question. Then fill in the circle next to the correct answer.**1. What do Will and Jin find on their walk?**

- A.** a little tree **C.** a wet dog
- B.** a hut **D.** an old doll

2. What makes Jin mad?

- A.** Will tells him, "I like ghosts." **C.** He does not like moss.
- B.** Will runs up the path. **D.** He does not know where to go.

3. Where does the mew come from?

- A.** the hut **C.** down the path
- B.** the trees **D.** the well

4. What does Jin think the zip of white was?

- A.** a cat **C.** a ghost
- B.** a dog **D.** Will

DIRECTIONS: Answer the questions below. Use complete sentences.**5. Who do you think is right at the end of *The Well*? Why?**

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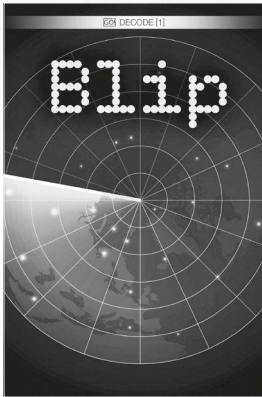
..... Level Three

LEVEL THREE SKILLS

- Initial single consonants
- Terminal single consonants
- Short vowels (*a, e, i, o, u*)
- Consonant-vowel-consonant (CVC) words
- Inflection –s:
 - plural –s
 - third-person singular –s

- Soft and hard *c* and *g* sounds
- Consonant-vowel-double consonant (CVCC) words

- Open-syllable long vowels in consonant-vowel (CV) words
- Long vowels in consonant-vowel-consonant-silent *e* (CVCe) words
- Beginning consonant blends
- *y* used as a vowel and pronounced long *e* or *i*



SYNOPSIS Two siblings and their dad like to monitor the night sky using radar. One night, they see a blip that acts strangely. Then the object appears to drop nearby. The family soon discovers that whoever or whatever is flying in the area does not wish to be spotted.

PREPARING TO READ Show students the cover of the book. Ask:

What objects might appear as blips on radar? What type of book do you think this will be?

Have students turn to a partner and discuss what they know about unidentified flying objects, or UFOs. Then ask volunteers to share some of their ideas with the group.

PHONICS SKILL Write the word *blip* on the board and pronounce it. Explain that this word has two consonants at the beginning that blend together. Both consonants are heard, but rather than being pronounced separately, they are blended. Underline the letters *bl*. Say the letter sounds separately: /b/ and /l/. Then say the blended sound: /bl/. Point out that just like in CVC words, the vowel is short. The final consonant *p* is a single consonant, so it is pronounced normally: /p/. Model how to pronounce *blip*, slightly extending each sound and then saying the word normally. Have students repeat after you.

Write the words *bike* and *home* on the board. Underline the vowel in the middle of each word, and circle the silent *e* at the end of each word. Explain that these are both CVCe words. In these words, the *e* at the end is silent, or not pronounced, and the vowel in the middle makes the long vowel sound. A long vowel sounds like its letter's name. Pronounce each word and have students repeat after you.

VOCABULARY LESSON This book includes a few vocabulary words that are not yet decodable based on the skills sequence and are not sight words. Teach these words before students read the text. Write each word on the board. Pronounce the word and have students repeat it after you. Then introduce and discuss the definition.

circle a round shape in which all points on the outline are an equal distance from the center

night the time between sunset and sunrise, when it is dark

plane a vehicle with wings that can be flown from point to point

radar a device that uses radio waves to track the location of moving objects

stare to look at someone or something for a long time, often without blinking

Have students work with partners or small groups to come up with sentences using each of the vocabulary words. Then ask volunteers to share their sentences.

Pages	Guided Reading Questions
3	What does Gwen and Todd's dad have? (radar) What do they do with it? (scan the sky)
4 & 5	What does Gwen notice? (a blip) How is it strange? (It does not fly like a plane.)
6 & 7	What happens to the blip? (It seems to drop.) Why does their dad say he will call 911? (He thinks a plane might have crashed.)
8 & 9	What do Gwen and Todd do? (get up early to bike to where the blip dropped)
10 & 11	What do Gwen and Todd see? (a big circle cut in the grass)
12 & 13	What happens that night? (Todd sees the blip near them. They go out and see a light in the sky.)
14 & 15	Why does their dad run back inside? (There is a zap from inside their home.)
16	What has happened? (Their radar has been fried.)

Name _____ Date _____

Consonant Blends

DIRECTIONS: Read the word pairs in the box below. Circle the pairs that start with the same consonant blend.

blip	blog	drop	drum	scum	scan
scan	step	spot	stop	clap	club
grim	grab	frog	flat	twin	trim

DIRECTIONS: Add the word ending *-ip* to the letters below. Write each word on the line.

- | | |
|--------------|--------------|
| 1. bl- _____ | 5. gr- _____ |
| 2. cl- _____ | 6. sk- _____ |
| 3. dr- _____ | 7. sl- _____ |
| 4. fl- _____ | 8. tr- _____ |

DIRECTIONS: Add one of the consonant blends in the box to make words that complete the sentences.

bl	dr	sc
----	----	----

- Gwen and Todd like to ___an the sky.
- Gwen sees a ___ip.
- “Did it just ___op?” Todd asks.

Name _____ Date _____

Add Silent e

DIRECTIONS: Add the letter e to the end of the underlined CVC word to make a CVCe word that completes the sentence.

1. Can you get rid of that bug in the van?

I want to go for a _____.

2. My mom has a bad hip.

She can walk better with a _____.

3. I will sit here for a bit.

This _____ is so pretty.

4. I do not know where Dad went.

Did he write us a _____?

DIRECTIONS: Read each bold CVCe word below. Then look at the row of words beside it. Circle the word that rhymes.

5. **bike** bake like blip

6. **came** same case dime

7. **home** hike ham dome

8. **race** lace rake rise

9. **ride** rid tide rose

10. **site** sale code bite

11. **wake** woke take wave

Name _____ Date _____

Fill In the Words

DIRECTIONS: Look at each picture. Choose a word from the box to complete each sentence.

blip

drop

grab

grim

scan

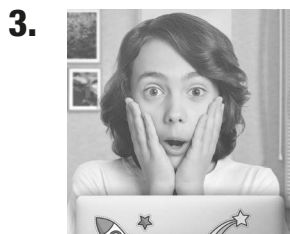
spot



Gwen and Todd use radar
to _____ the sky.



Gwen sees a _____
and asks her dad to come look.



Todd sees it _____.
The _____ is two miles from their home.



Gwen wakes up Todd.
She tells him to _____ his bike.



Their dad looks _____.
The zap hit their radar.

Name _____ Date _____

Comprehension Quiz

DIRECTIONS: Read the question. Then fill in the circle next to the correct answer.

1. What does Gwen see one night?

- A. a plane in the sky
- B. a blip on the radar
- C. Todd on his bike
- D. a light that zaps her dad

2. Why does their dad call 911?

- A. Gwen falls off her bike.
- B. He does not know where he is.
- C. The blip drops.
- D. The sun does not come up.

3. What do Gwen and Todd find at the site?

- A. a plane that went down
- B. many men who are mad
- C. a light in the sky
- D. a circle cut into the tall grass

4. What can we say about the light Gwen, Todd, and their dad see?

- A. It does not like radar.
- B. It is in the sky.
- C. It was the blip they saw.
- D. all of the above

DIRECTIONS: Answer the questions below. Use complete sentences.

5. What do you think the blip is? Why?

GO! DECODE

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Level One

- All Wet
- The Dig
- The Fog
- Fox Run
- My Lab
- No Fun
- Gum 
- Pigs 

Level Two

- The Bell
- Fuss
- Miss You
- Play Ball
- Under the Wall
- The Well
- Cells 
- Gems 

Level Three

- Blip
- Clap for Me
- Fly Your Kites
- The Hive
- The Rip
- Swim, Ride, Run
- Drums 
- Hike 