







# GO! DISCOVER

## GO! DISCOVER [3]

- Level Seven
- Level Eight
- Level Nine

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# GO! DISCOVER [3]

## ..... Level Seven .....

LEVEL SEVEN SKILLS	<ul style="list-style-type: none"> <li>• Initial single consonants</li> <li>• Terminal single consonants</li> <li>• Short vowels (<i>a, e, i, o, u</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Consonant-vowel-consonant (CVC) words</li> <li>• Inflection -s:               <ul style="list-style-type: none"> <li>◦ plural -s</li> <li>◦ third-person singular -s</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Soft and hard <i>c</i> and <i>g</i> sounds</li> <li>• Consonant-vowel-double consonant (CVCC) words</li> </ul>	
	<ul style="list-style-type: none"> <li>• Open-syllable long vowels in consonant-vowel (CV) words</li> <li>• Long vowels in consonant-vowel-consonant-silent <i>e</i> (CVCe) words</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning consonant blends</li> <li>• <i>y</i> used as a vowel and pronounced long <i>e</i> or <i>i</i></li> </ul>
	<ul style="list-style-type: none"> <li>• Long vowels in consonant blend-vowel-consonant-silent <i>e</i> (CCVCe) words</li> </ul>	
	<ul style="list-style-type: none"> <li>• Final consonant blends</li> <li>• Common long vowel pairs</li> </ul>	<ul style="list-style-type: none"> <li>• <i>y</i> to <i>i</i> and add -es to make plural</li> </ul>
	<ul style="list-style-type: none"> <li>• Beginning, medial, and final consonant digraphs</li> <li>• Silent letters</li> </ul>	<ul style="list-style-type: none"> <li>• Plural ending -es for base words ending in <i>s, ss, ch, x, or z</i></li> </ul>
	<ul style="list-style-type: none"> <li>• Vowel digraphs</li> </ul>	<ul style="list-style-type: none"> <li>• <i>r</i>-controlled vowels</li> </ul>

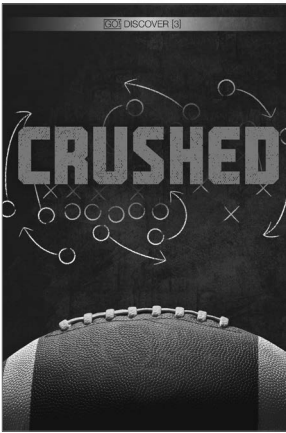
# GO! DISCOVER [3]

## ..... Level Eight .....

<b>LEVEL EIGHT SKILLS</b>	<ul style="list-style-type: none"> <li>• Initial single consonants</li> <li>• Terminal single consonants</li> <li>• Short vowels (<i>a, e, i, o, u</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Consonant-vowel-consonant (CVC) words</li> <li>• Inflection -s:               <ul style="list-style-type: none"> <li>◦ plural -s</li> <li>◦ third-person singular -s</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Soft and hard <i>c</i> and <i>g</i> sounds</li> <li>• Consonant-vowel-double consonant (CVCC) words</li> </ul>	
	<ul style="list-style-type: none"> <li>• Open-syllable long vowels in consonant-vowel (CV) words</li> <li>• Long vowels in consonant-vowel-consonant-silent <i>e</i> (CVCe) words</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning consonant blends</li> <li>• <i>y</i> used as a vowel and pronounced long <i>e</i> or <i>i</i></li> </ul>
	<ul style="list-style-type: none"> <li>• Long vowels in consonant blend-vowel-consonant-silent <i>e</i> (CCVCe) words</li> </ul>	
	<ul style="list-style-type: none"> <li>• Final consonant blends</li> <li>• Common long vowel pairs</li> </ul>	<ul style="list-style-type: none"> <li>• <i>y</i> to <i>i</i> and add -es to make plural</li> </ul>
	<ul style="list-style-type: none"> <li>• Beginning, medial, and final consonant digraphs</li> <li>• Silent letters</li> </ul>	<ul style="list-style-type: none"> <li>• Plural ending -es for base words ending in <i>s, ss, ch, x, or z</i></li> </ul>
	<ul style="list-style-type: none"> <li>• Vowel digraphs</li> </ul>	<ul style="list-style-type: none"> <li>• <i>r</i>-controlled vowels</li> </ul>
	<ul style="list-style-type: none"> <li>• Vowel diphthongs</li> <li>• Compound words</li> </ul>	<ul style="list-style-type: none"> <li>• Inflection -ed</li> <li>• Inflection -ing</li> </ul>



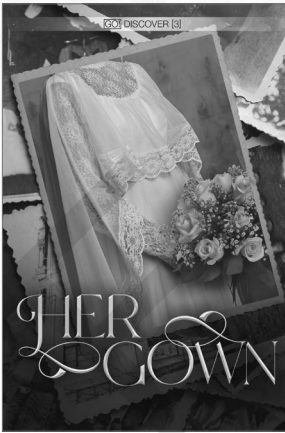
**FICTION**



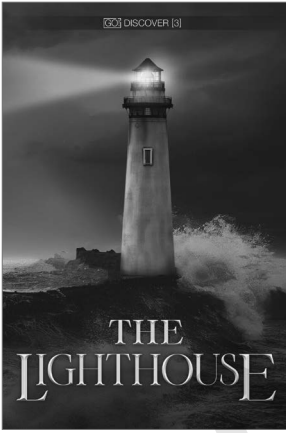
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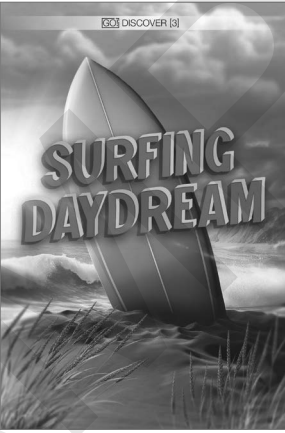
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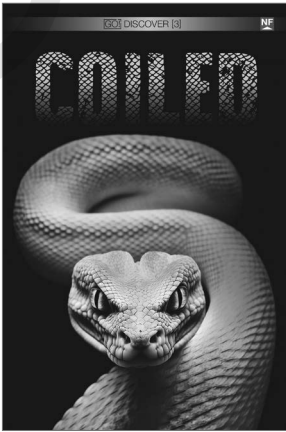


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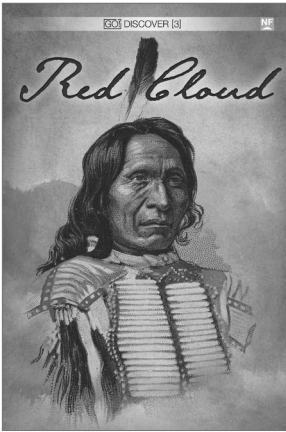


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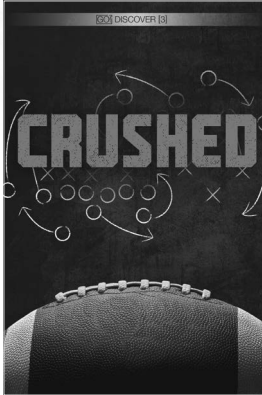
**NONFICTION**



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**SYNOPSIS** After a devastating loss, football teammates accuse each other of being at fault. Can the players put the defeat behind them and come together as a team before the next game?

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

*In sports, what does it mean to get crushed? What do you think this book will be about?*

Have students turn to a partner and discuss what they know about the effects of major defeats in sports. Then ask volunteers to share some of their ideas with the group.

**PHONICS SKILL** Write *crushed* on the board and pronounce the word. Draw a slash between the *h* and *e*. Point to the root word *crush* and ask students to describe this word’s phonics patterns (e.g., initial consonant blend, short vowel, final consonant digraph). Note that as a verb, *crush* is present tense. Point to the letters *ed* at the end of *crushed*. Explain that for many verbs, the letters *ed* are added to the end to make them past tense. If a verb ends with a silent *e*, that *e* is dropped before *ed* is added (e.g., for the verb *pace*, the silent *e* is dropped and then *ed* is added to make *paced*). Write the following words from the book with *-ed* endings on the board: *asked, frowned, paced, piped, pointed, sacked, saved, scowled, screamed, shouted, showed, turned, and worked*. Have students pronounce each word as you underline the *-ed* ending.

**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.

- body** a person’s or animal’s physical form; made up of parts that function together as a whole
- halftime** a period of rest at the midpoint of certain sports games
- muscle** body tissue that can flex to help a body move
- other** used to refer to something that is separate from the item being discussed
- quarterback** a football player who leads a team’s plays and often passes the ball in order to score

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.

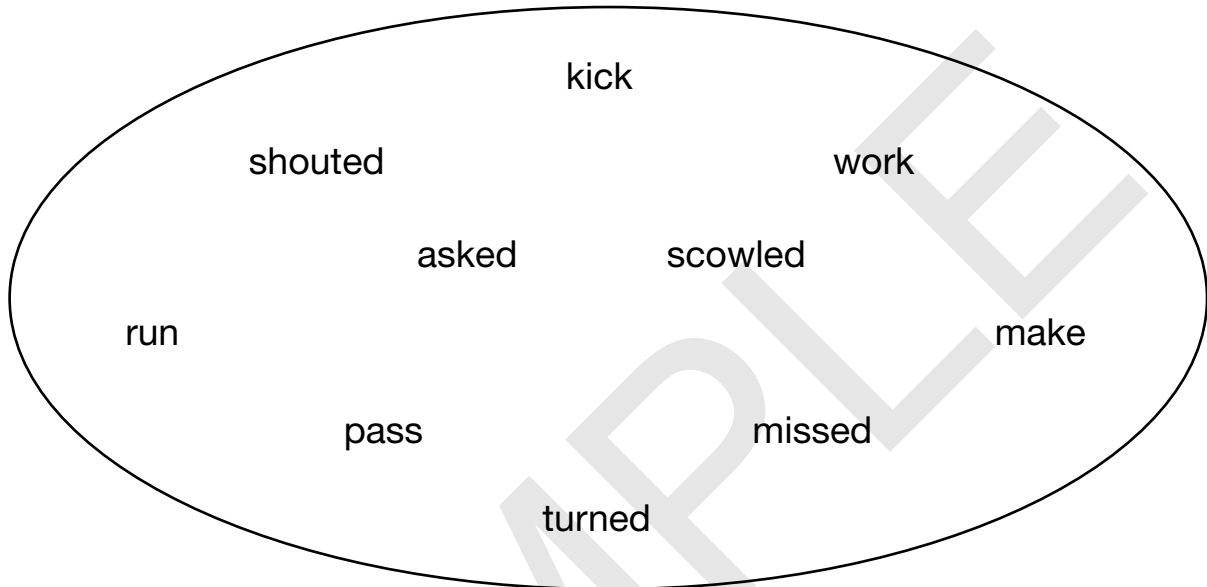
Pages	Guided Reading Questions
3	Why was Floyd pacing? (He was upset about the team getting crushed in its last game.)
4 & 5	What were Tim and Freeman doing? (blaming each other for the loss)
6 & 7	What did Floyd want his teammates to stop doing? (spewing blame)
8 & 9	What point was Floyd making about players on the team? (No one can win a game alone.)
10 & 11	What did Floyd compare the team to? (a body that needs its parts to work together)
12 & 13	What did Floyd say other parts must do if one part is not working? (make up for it)
14 & 15	What new thing did the team try that week? (teamwork)
16 & 17	How did players use teamwork in the game? (They stepped in to help each other.)
18 & 19	What did other teammates do when one fell short? (worked twice as hard)
20 & 21	How did all the teamwork pay off? (The team was up 17–0 at halftime.)
22	What does “crush them” mean in this context? (to beat an opponent by a large score)

Name \_\_\_\_\_ Date \_\_\_\_\_

## Past Tense Verbs

**DIRECTIONS:** Circle the words that are past tense. Cross out the words that are not past tense.

1.



**DIRECTIONS:** Circle the correct word to complete each sentence. Then write the word in the blank.

- |                               |         |          |          |
|-------------------------------|---------|----------|----------|
| 2. Floyd _____ the sidelines. | place   | pace     | paced    |
| 3. Freeman _____ at Tim.      | scream  | shouted  | shouting |
| 4. Maxwell _____ at Choi.     | pointed | point    | pout     |
| 5. "He _____ every kick."     | miss    | mused    | missed   |
| 6. "Stop!" Floyd _____.       | seemed  | screamed | scream   |
| 7. Tim _____.                 | found   | frown    | frowned  |
| 8. They _____ something new.  | trying  | tried    | try      |
| 9. They _____ twice as hard.  | woke    | worked   | work     |

Name \_\_\_\_\_ Date \_\_\_\_\_

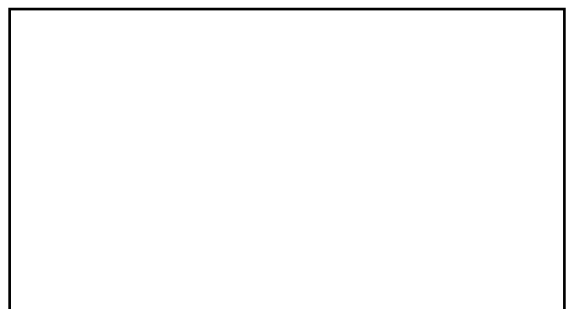
## Making a Verb Past Tense

**DIRECTIONS:** Look at each present tense verb. Decide what to do to make it past tense. Circle “add -ed” or “drop the e, add -ed.” Then write the past tense verb in the blank.

PRESENT TENSE	CHANGE BY		PAST TENSE
1. crush	add -ed	drop the e, add -ed	_____
2. pipe	add -ed	drop the e, add -ed	_____
3. show	add -ed	drop the e, add -ed	_____
4. save	add -ed	drop the e, add -ed	_____
5. ask	add -ed	drop the e, add -ed	_____
6. miss	add -ed	drop the e, add -ed	_____
7. pace	add -ed	drop the e, add -ed	_____
8. shout	add -ed	drop the e, add -ed	_____
9. score	add -ed	drop the e, add -ed	_____

**DIRECTIONS:** Choose one of the words you completed above. Write a sentence using that word. Then draw a picture to go along with the sentence.

10. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

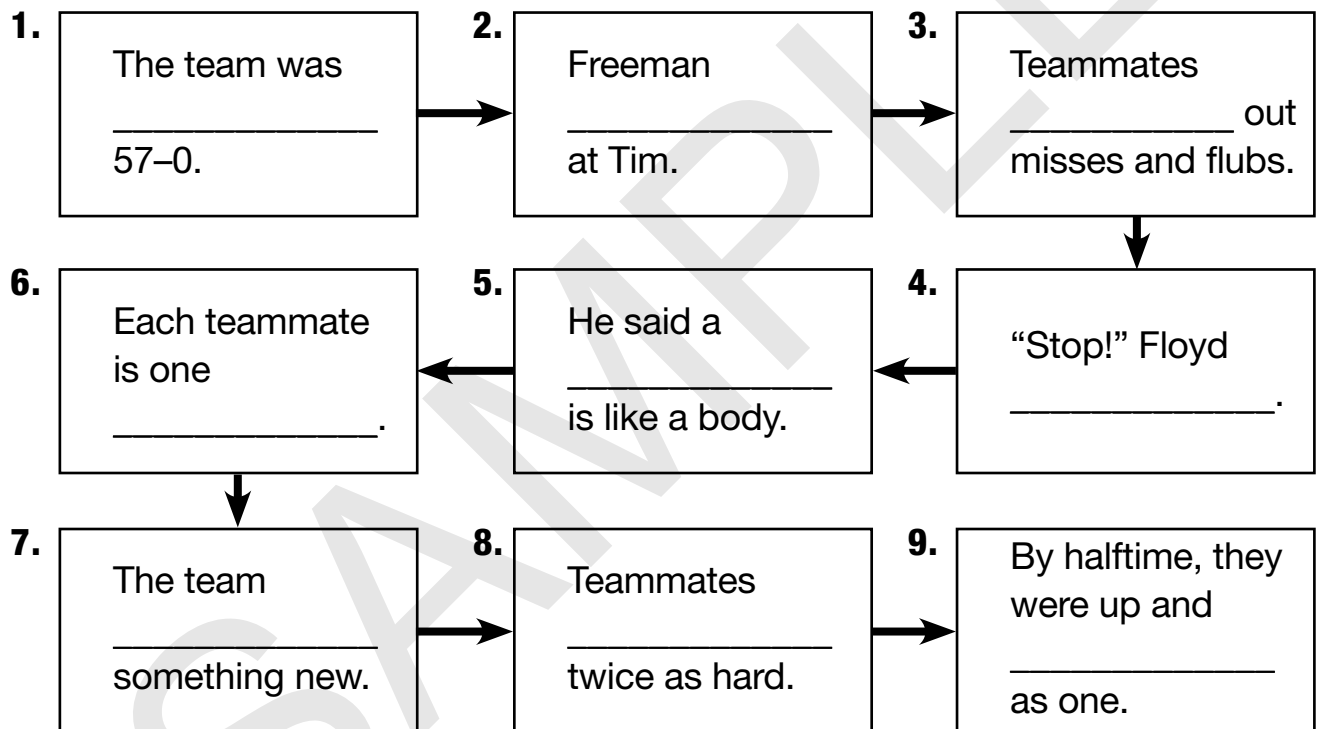


Name \_\_\_\_\_ Date \_\_\_\_\_

## Story Chart

**DIRECTIONS:** Complete the chart to show events from *Crushed* in order. Write the correct word from the box in each blank. Each word is used only once.

crushed	part	pointed	screamed	shouted
spoke	team	tried	worked	



**DIRECTIONS:** Answer the question below. Use complete sentences.

**10.** How does this team change when it comes to teamwork?

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Name \_\_\_\_\_ Date \_\_\_\_\_

## Comprehension Quiz

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

**1. What did Floyd think about as he paced the sidelines?**

- A. quitting the team
- B. his team getting crushed
- C. passing the ball
- D. plans for the weekend

**2. What did Floyd say their team was like?**

- A. a body
- B. a rock
- C. a fork
- D. a stream

**3. What new thing did the team try?**

- A. quarterback plays
- B. arm and leg workouts
- C. teamwork
- D. running the ball

**4. What was the score at halftime?**

- A. down 0–57
- B. tied up 7–7
- C. up 10–7
- D. up 17–0

**DIRECTIONS:** Answer the question below. Use complete sentences.

**5. What did Floyd get his teammates to see?**

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# GO! DISCOVER [3]

## ..... Level Nine .....

### LEVEL NINE 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*

- Long vowels in consonant blend-vowel-consonant-silent *e* (CCVCe) words

- Final consonant blends
- Common long vowel pairs
- *y* to *i* and add -es to make plural

- Beginning, medial, and final consonant digraphs
- Silent letters
- Plural ending -es for base words ending in *s, ss, ch, x, or z*

- Vowel digraphs
- *r*-controlled vowels

- Vowel diphthongs
- Compound words
- Inflection -ed
- Inflection -ing

- Multisyllabic words
  - VCV patterns
  - consonant + *le*
- Contractions
- Words with the schwa sound
- Words that end in schwa-*r*
- Singular possessives



**SYNOPSIS** In 1981, the first NASA space shuttle rocketed into the air. Over the next 30 years, space shuttle crews would do countless tasks and experiments while orbiting Earth. That work set the stage for the future.

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

*What does the photo on the cover make you think of? What gets shuttled to space?*

Have students turn to a partner and discuss what they know about space shuttles. Then ask volunteers to share some of their ideas with the group.

**PHONICS SKILL** Write *shuttle* on the board. Say the word aloud as you underline the *le* at the end. Model dividing the word between the two middle consonants (shut • tle).

Ask students to name spelling patterns they have learned that can help them read some multisyllabic words (e.g., schwa, schwa-*r* ending, the VCV pattern, the consonant *-le* ending, and compound words). Note that sometimes adding the endings *-ed* and *-ing* creates multisyllabic words from one-syllable words (e.g., *go* becomes *going*). Write the following words on the board: *rocket*, *later*, *minus*, *cable*, *liftoff*, *landed*, and *waiting*. Call on volunteers to pronounce a word and say which pattern it represents. Continue until all the words have been covered.

**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.

**Orion** a NASA spacecraft built to take humans on long space missions

**reusable** created to complete its function multiple times

**satellite** a machine that is sent into space to circle the Earth, moon, sun, or another planet

**station** a place set up where researchers can conduct specialized studies

**telescope** a device that makes distant objects, especially in outer space, appear closer

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 is being counted down? (a liftoff)
4 & 5	What was the first year NASA sent a space shuttle into space? (1981)
6 & 7	What was new about the space shuttle? (The shuttle and its rockets were reusable.)
8 & 9	What do all shuttles do? (give rides) How many space shuttles were there? (five)
10 & 11	What do satellites do? (orbit in space to help GPS, phones, and cable TV run)
12 & 13	What type of big loads did space shuttles put into orbit? (telescopes like the Hubble)
14 & 15	Where did space shuttles sometimes go? (to space stations)
16 & 17	What is the ISS? (the world's space station that went into space in 1998)
18 & 19	When did the last shuttle take off? (2011) What is one ship used now? (the Orion)
20 & 21	What can modern spaceships do that shuttles couldn't? (go into deep space)
22	What do you think the space shuttle program accomplished? (Responses will vary.)

Name \_\_\_\_\_ Date \_\_\_\_\_

## Consonant + /e

**DIRECTIONS:** Read the story below. Look for words that end in consonant + /e. List words you find. List each word only once.

### Shuttle Me to Space

I dream of the shuttle.  
I have since I was little.  
My uncle took me to a launch.  
Watching it made me babble with joy.

My sis tells me I mumble in my sleep.  
“Check the cable.  
Buckle in tight.  
I do not want to hear one rattle.”

A voice startles me awake.  
“It’s raffle day!”

I fumble out of bed.  
Mom made waffles just for me.  
As I eat them, I guzzle down milk.  
She makes me take an apple.

Our teacher fiddles with the TV.  
I sit at our table and hope.  
A single number will be called.  
I tremble to think it might be mine.

A kid will go on the next shuttle.  
I doodle as I wait.  
They call out 2011, and I giggle.  
The raffle winner is me!

### Consonant + /e

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

## Sort Two-Syllable Words

**DIRECTIONS:** Write each word in the correct place on the chart.

away	cable	counting	ended	farther	going
Hubble	into	landed	later	liftoff	minus
over	second	shuttle	something	started	waiting

<b>1. VCV pattern</b>	<b>2. Consonant + <i>le</i></b>	<b>3. Schwa-<i>r</i> ending</b>
_____	_____	_____
_____	_____	_____
_____	_____	_____

<b>4. Compound word</b>	<b>5. Past tense <i>-ed</i></b>	<b>6. <i>-ing</i> ending</b>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name \_\_\_\_\_ Date \_\_\_\_\_

## Shuttle Facts

**DIRECTIONS:** Use words from the box to answer the questions.

boat	Dragon	farther	Hubble	liftoff	Mars	NASA
orbit	Orion	plane	ride	rocket	sail	satellite
Skylab	space	station	system	tech	telescope	travel

1. What made shuttles reusable? \_\_\_\_\_
2. What did space shuttles do? \_\_\_\_\_
3. What were some big loads shuttles took? \_\_\_\_\_
4. Where could shuttles land in space? \_\_\_\_\_
5. What does NASA plan to do next? \_\_\_\_\_

**DIRECTIONS:** Draw a picture of a space shuttle. Include details from the book. Write a sentence about your picture.



\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

## Comprehension Quiz

**DIRECTIONS:** Read the question. Then fill in the circle next to the correct answer.**1. What year did NASA's first space shuttle take off?**

- A. 1969                                       C. 1981
- B. 1975                                       D. 2000

**2. What made the space shuttle reusable?**

- A. It could land like a plane.                       C. Its rockets were saved.
- B. It could go to space and back.               D. all of these

**3. What did one of the space shuttles put into orbit?**

- A. the Hubble telescope                       C. SpaceX's Dragon
- B. Skylab     D. the moon

**4. Why did shuttles land on the ISS?**

- A. for the crew to eat                               C. so the crew could do tests
- B. to get gas     D. for a stop on the way to Mars

**DIRECTIONS:** Answer the question below. Use complete sentences.**5. What were three things space shuttles did?**


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# GO! DISCOVER

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- Moose Tracks
- New School Blues
- Shore Leave
- Trip to Mars
- The Vault
- Nurses **NF**
- Odd Sports **NF**

## Level Eight

- Crushed
- Gold Coins
- Her Gown
- The Lighthouse
- Surfing Daydream
- Toy Drive
- Coiled **NF**
- Red Cloud **NF**

## Level Nine

- Better Now Than Never
- City Lights
- Don't Say I Can't Play
- Jungle Jaunt
- Meatloaf for Dinner
- The Poodle's Collar
- Puzzle Makers **NF**
- Shuttle to Space **NF**