

# GO! DEVELOP

GO! DEVELOP

## GO! DEVELOP [2]

- Level Four
- Level Five
- Level Six

GO! PHONICS EMERGENT READER LIBRARIES®

T E A C H E R ' S G U I D E

# GO! DEVELOP [2]

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- Level Four
- Level Five
- Level Six

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# GO! DEVELOP [2]

## ..... Level Four .....

### LEVEL FOUR 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



**SYNOPSIS** Jade has always been curious about the sword that hangs in her father's study. Her father says it is a family heirloom that will pass to her someday. Then he launches into the tale of the sword's origin. As Jade learns the sword's secrets, she realizes it is more empowering than she ever imagined.

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

*Based on the cover image, what type of blade is this book about?  
When do you think this story occurs?*

Have students turn to a partner and discuss what they know about ancient swords and how they were used. Then ask volunteers to share some of their ideas with the group.

**PHONICS SKILL** Write *blade* 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 letters' sounds separately: /b/ and /l/. Then say the blended sound: /bl/. Underline the vowel in the middle of the word and circle the silent *e* at the end. Explain that this is a CCVCe word. 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. Now guide students to pronounce *blade*, slightly extending each sound: /b/, /ā/, /d/. Then have students say the word normally.

**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.

**ago** in the past

**ancestor** a relative from past times

**danger** a person, animal, or thing that is likely to cause harm

**fight** to use weapons and force when battling against an enemy

**hilt** the handle of a sword

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 sits on the wall? (a sword) Where are the gems? (on the sword's hilt)
4 & 5	What does Jade learn about the sword? (It is old and gets passed down from generation to generation. Someday she will inherit it.)
6 & 7	What does Jade learn about her ancestor? (She was a brave warrior.) Were you surprised to learn that the warrior was a woman? Why or why not? (Responses will vary.)
8 & 9	What came one fall? (a huge snake) What made it dangerous? (Its bite could kill.)
10 & 11	How was Jade's ancestor brave? (She hated snakes but went to face one anyway.)
12 & 13	Why did the ancestor miss the snake? (It was fast.) What happened next? (The blade of her sword hit the cave wall and broke.)
14 & 15	What gave off light in the cave? (the ancient blade) What did Jade's ancestor do with the blade? (drove it into the snake to kill it)
16 & 17	How do you think the blade ended up in the cave? (Responses will vary.)
18 & 19	What does Jade wonder? (if she could be as brave as her ancestor)

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

## Word Scramble

**DIRECTIONS:** Unscramble the letters to make CCVCe words that match the clues.

- |   |              |       |
|---|--------------|-------|
| 1. what the ancestor went to kill               | <b>ENKSA</b> | _____ |
| 2. what will pass to Jade in time               | <b>DLEAB</b> | _____ |
| 3. to not stop in the face of pain              | <b>VABRE</b> | _____ |
| 4. a small grin                                 | <b>IMELS</b> | _____ |
| 5. a spot you may go to                         | <b>ACPEL</b> | _____ |
| 6. what the blade did when it hit the cave wall | <b>KOERB</b> | _____ |

**DIRECTIONS:** Add one of the consonant blends in the box to make words that complete the sentences. A blend may be used more than once.

bl	br	dr	sm	sn	sp
----	----	----	----	----	----

7. On the wall sits a \_\_\_\_ade.
8. Jade begs her dad to tell the tale and he does so with a \_\_\_\_ile.
9. Their ancestor rode out to face dangers. She was \_\_\_\_ave.
10. A huge \_\_\_\_ake came. Its bite could kill.
11. The blade \_\_\_\_oke when it hit the cave wall.
12. Their ancestor found a new blade and \_\_\_\_ove it into the snake.
13. A skull was in the same \_\_\_\_ot as the blade found in the cave.

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

### Add Silent e

**DIRECTIONS:** Add the letter e to the end of the underlined CCVC word to make a CCVCe word that completes the sentence.

1. I was glad to go for a walk in the \_\_\_\_\_.
2. The grad got the best \_\_\_\_\_ in our class.
3. It looks grim in the well. There is a lot of \_\_\_\_\_.
4. Is there a plan for the trip on the \_\_\_\_\_?
5. The kids slid down the tall \_\_\_\_\_.
6. What stat do you like best about your \_\_\_\_\_?

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

- |                  |       |       |       |
|------------------|-------|-------|-------|
| 7. <b>blade</b>  | globe | space | glade |
| 8. <b>brave</b>  | grave | bride | spade |
| 9. <b>broke</b>  | close | smoke | froze |
| 10. <b>drove</b> | stove | drone | trace |
| 11. <b>place</b> | twice | plume | grace |
| 12. <b>snake</b> | flake | smile | skate |

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

## Person, Place, or Thing

**DIRECTIONS:** Write the letter of the person, place, or thing that begins each sentence about the story.

A. Jade

B. Her dad

C. The blade

D. The cave

1. \_\_\_\_\_ asks about the blade on the wall.
2. \_\_\_\_\_ is old and has gems on it.
3. \_\_\_\_\_ tells the tale of how he came to have the blade.
4. \_\_\_\_\_ is where the snake hid.
5. \_\_\_\_\_ gave off light in the black cave.
6. \_\_\_\_\_ was the spot where the skull was found too.
7. \_\_\_\_\_ asks if she could be just as brave.
8. \_\_\_\_\_ grins. He knows Jade would be just as brave.

**DIRECTIONS:** Write a new sentence about each person, place, or thing.

9. Jade \_\_\_\_\_.
10. Her dad \_\_\_\_\_.
11. The blade \_\_\_\_\_.
12. The cave \_\_\_\_\_.



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

## Comprehension Quiz

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

**1. What do Jade and her dad gaze at?**

- A.** the huge snake
- B.** the blade on the wall
- C.** the cave
- D.** a pic of their ancestor

**2. Who will get the blade in time?**

- A.** their ancestor
- B.** her dad
- C.** Jade
- D.** a man who wants it

**3. Why did their ancestor dive for the blade in the cave?**

- A.** Her blade broke.
- B.** The gems were pretty.
- C.** The blade was in a lake.
- D.** The snake was not there.

**4. Why was the blade in the cave?**

- A.** The cave was its home.
- B.** It was as old as the cave.
- C.** The snake put it there.
- D.** No one knows.

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

**5. Why do you think Jade gapes when her dad tells her about their ancestor?**

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# GO! DEVELOP [2]

## ..... Level Five .....

### LEVEL FIVE SKILLS

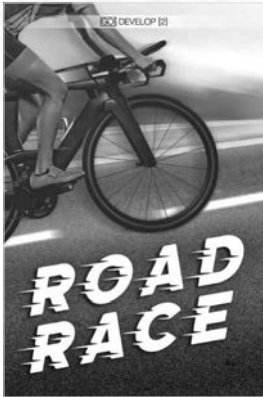
- Initial single consonants
- Terminal single consonants
- Short vowels (*a, e, i, o, u*)
- Consonant-vowel-consonant (CVC) words
- Inflection -s:
  - plural -s
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- *y* used as a vowel and pronounced long *e* or *i*

- 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



**SYNOPSIS** Sky is thrilled to learn her favorite female pro cyclist will be competing in the local 30-mile road race. She comes up with a plan to watch the race from a vantage point along the route. Now Sky just has to figure out how to get her hero to notice her.

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

*What do you think this book will be about based on the cover? What clues make you think that?*

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

**PHONICS SKILL** Write *road* on the board and pronounce it. Ask students what vowel pair they see in this word and how it is pronounced (*oa* pronounced /ō/). As a class, brainstorm other words that include this vowel pair (e.g., *boat, coat, goal, goat, moan*). Then ask them to name another vowel pair that makes the same sound (*oe* pronounced /ō/). Brainstorm examples (e.g., *foe, goes, toe*).

Write *race* on the board and underline the letter *a*. Ask students if this is a long or short vowel and how they can tell. Circle the letter *e* at the end and note that whenever a word ends in a silent *e*, the vowel in the middle is long. Guide students to pronounce *race*, slightly extending each sound: /r/, /ā/, /s/.

**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.

**athlete** a person who trains to improve their skills in a sport or physical exercise

**front** the position that leads in a race

**racing** competing with others to get to the finish line first

**route** a planned way to travel from one place to another

**sign** a piece of paper, cardboard, or other material that has words and/or pictures on it

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 the ad that Sky holds up promoting? (a bike race that is 30 miles long)
4 & 5	Who will be in the bike race? (at least 50 professional athletes, including Pam Scott)
6 & 7	What is Sky's dream? (to be a bike racer one day)
8 & 9	Why does Sky look at a map of the race route? (to find a good spot to see Pam Scott up close during the race)
10 & 11	What does Sky do on the day of the race? (bikes to her chosen spot with a sign)
12 & 13	What does it mean that three athletes are out front at the start of the race? (Those three athletes are in the lead.) Who is one of the three? (Pam Scott)
14 & 15	Why do you think Sky chose a spot at the top of a hill? (so she could see the racers from a distance) How does Sky know the biker she sees is Pam Scott? (The biker wears Pam's colors.)
16 & 17	What is on Sky's sign? (the words "Go Pam Go!" and a #1 on a trophy)
18 & 19	What does Pam Scott do? (She looks over at Sky and grins.) How does Sky react? (She jumps up and down and says that this is the best day of her life.)

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

### Make Words

**DIRECTIONS:** Combine letters from each column to make four new words.

**1.**

b	+	e	+	mp	=	_____
j		u		st		_____

**2.**

gr	+	i	+	n	=	_____
sp		o		t		_____

**3.**

b	+	oa	+	d	=	_____
g				l		_____
r				t		_____

**4.**

m	+	ea	+	n	=	_____
s		ee		t		_____

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

## Short or Long Vowel?

**DIRECTIONS:** Read each word in the box and think about whether it has a short or long vowel sound. Write the words in the correct list based on the vowel sound.

bike	dream	fast	goal	green	grin	hill
jump	list	meet	plan	race	road	stand

Short Vowels	Long Vowels
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**DIRECTIONS:** Fill in the missing vowel pairs to complete each sentence about *Road Race*.

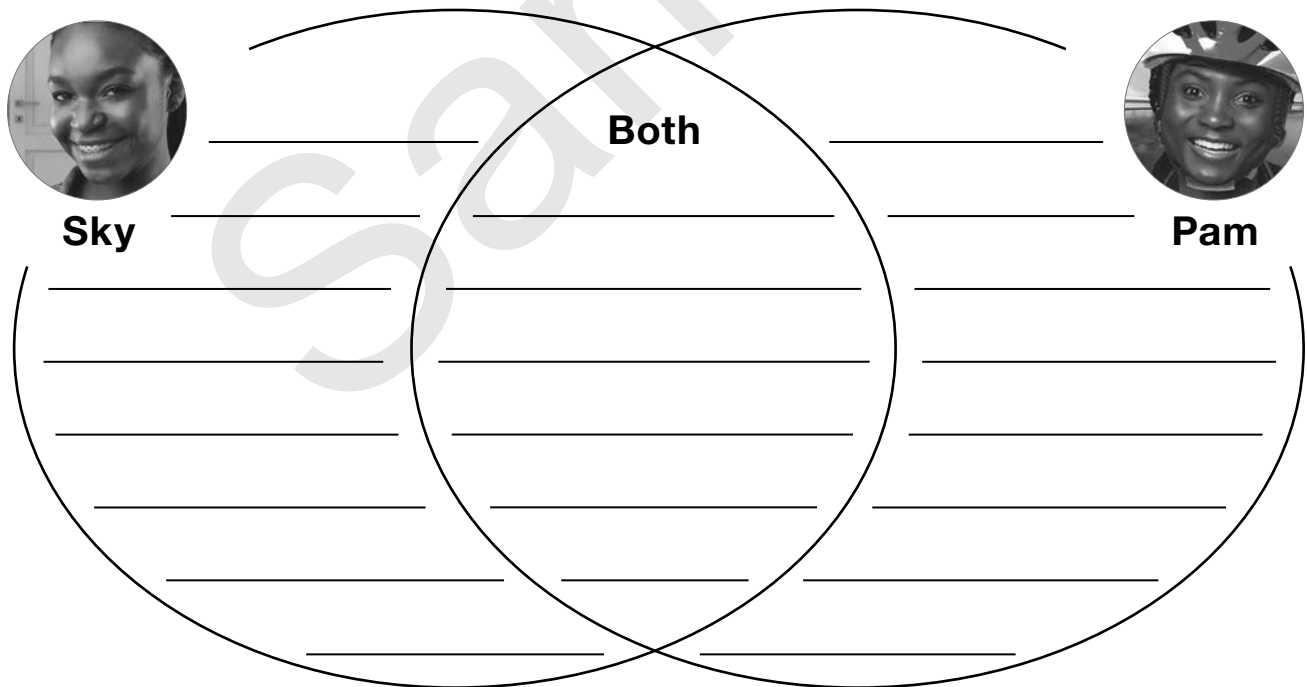
1. Sky dr\_\_\_\_\_ms of racing one day.
2. It would m\_\_\_\_\_n a lot to Sky if she could m\_\_\_\_\_t Pam Scott.
3. Her g\_\_\_\_\_l for this race is to see Pam Scott up close.
4. Pam Scott bikes up the r\_\_\_\_\_d in gr\_\_\_\_\_n and red.

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

## Compare and Contrast

**DIRECTIONS:** Write each story detail from the box into the correct part of the Venn diagram.

likes bikes	tells her mom about the race	starts the race out front
is in green and red	pro athlete	makes a sign
bikes up the hill	looks over a map of the race	at the race
stands on the side of the road	looks over and grins	jumps up and down
	has an ad about the race	



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

## Comprehension Quiz

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

### 1. What kind of road race is it?

- A. bike race
- B. boat race
- C. trike race
- D. sled race

### 2. How long is the race?

- A. 1 mile
- B. 10 miles
- C. 30 miles
- D. 50 miles

### 3. What spot does Sky pick on the race route?

- A. the start of the race
- B. the end of the race
- C. the side of a creek
- D. the top of a hill

### 4. What does Pam Scott do after Sky holds out her sign and yells?

- A. stops her bike
- B. looks over and grins
- C. yells at Sky
- D. helps Sky get in the race

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

### 5. What does Sky say about the day of the race? Why?

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# GO! DEVELOP [2]

## Level Six

### LEVEL SIX 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*





**SYNOPSIS** Our world increasingly relies on technology (tech) to get tasks done. This nonfiction book delves into the tiny semiconductor chips that make tech work in our everyday lives. These chips are so tiny that one can fit on your thumb. Yet they can store vast quantities of data.

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

*What do you see on the cover? Where is a chip like this used?*

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

**PHONICS SKILL** Write *tech* on the board and pronounce it. Circle the two consonants at the end of the word. Ask students how they are pronounced: /k/. Since the hard c sound is the same sound, this means that the *h* is silent. Guide students to pronounce *tech*, slightly extending each sound: /t/, /e/, /k/.

Write *chip* on the board and pronounce it. Circle the two consonants at the beginning of the word. Note that these are the same two letters as those at the end of *tech*. However, the *ch* in *chip* is pronounced quite differently. Neither letter makes its own single consonant sound. Here the letters are a digraph with the sound /tʃ/. The digraph *ch* can also make the sound /ʃ/ as it does in *chef* and *chute*.

**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.

**answer** what you say when someone asks you a question

**billion** one thousand millions; written numerically 1,000,000,000

**current** a flow or stream of electricity

**silicon** a chemical element found in the Earth that is used in many technological devices

**zero** the number 0; represents the absence of whatever is being counted

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 makes technology run? (chips so small that they can fit on a person's thumb)
4 & 5	What are two examples of technology that runs on chips? (phones and refrigerators)
6 & 7	What is one function of chips in ATMs? (to keep track of people's cash)
8 & 9	What are chips made of? (silicon) What is done to the silicon? (It is heated and formed into a tube. Once it dries, thin sheets are cut off.)
10 & 11	Why are sheets put in a bath? (to get a coating) What is etched on them? (shapes)
12 & 13	How do the switches on chips work? (They make a current go on and off using 1s and 0s.)
14 & 15	What do the ones and zeros make? (a code) Why is this important? (A chip runs long strings of code, which is how it makes tech devices work.)
16 & 17	Why are chips put in frames? (to protect them by blocking dust and keeping heat out)
18 & 19	What did you learn about the power of tech chips after reading this book? (Responses will vary.)

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

Sounds of *ch*

**DIRECTIONS:** Read each word. Think about the sound the underlined letters make. Fill in the circle below the matching sound.

	/k/ like <i>kite</i>	/tʃ/ like <i>chat</i>	/ʃ/ like <i>shut</i>
1. <u>ch</u> ip	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. <u>ch</u> ef	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. <u>su</u> ch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. gl <u>it</u> ch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. <u>ch</u> ute	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. <u>ch</u> ase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. <u>te</u> ch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. <u>te</u> ach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. <u>ch</u> asm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. <u>ch</u> ill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. <u>fe</u> tch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. <u>ch</u> est	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

## Consonant Digraph Practice

**DIRECTIONS:** Fill in the blanks with a consonant digraph from the box to complete each sentence about *Tech Chips*. A digraph may be used more than once.

ch ck dg ng ph sh th

1. Te\_\_\_\_\_ can do big thi\_\_\_\_\_s \_\_\_\_\_anks to little \_\_\_\_\_ips.
2. A \_\_\_\_\_ip is so small it can fit on your \_\_\_\_\_umb.
3. A \_\_\_\_\_ip sends the texts on your \_\_\_\_\_one.
4. A fri\_\_\_\_\_e stays cold thanks to a \_\_\_\_\_ip.
5. At an ATM, a \_\_\_\_\_ip keeps tra\_\_\_\_\_ of your ca\_\_\_\_\_.
6. How does a little \_\_\_\_\_ing do so mu\_\_\_\_\_?
7. Heat melts silicon and \_\_\_\_\_in \_\_\_\_\_eets are cut off.
8. A \_\_\_\_\_eet is put in a ba\_\_\_\_\_.
9. Bright light \_\_\_\_\_ines on it and et\_\_\_\_\_es out \_\_\_\_\_apes.
10. These \_\_\_\_\_apes are swit\_\_\_\_\_es.
11. A \_\_\_\_\_ip runs lo\_\_\_\_\_ stri\_\_\_\_\_s of code.
12. Ea\_\_\_\_\_ \_\_\_\_\_ip goes in a frame where the lid blo\_\_\_\_\_s dust.

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

## All About Tech Chips

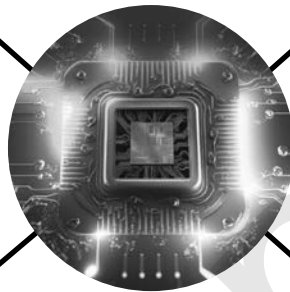
**DIRECTIONS:** Use words from the book to fill in details about tech chips.

1. How big is a chip?

\_\_\_\_\_

2. What helps chips keep heat out?

\_\_\_\_\_



3. What are chips made of?

\_\_\_\_\_

4. Where can you find chips at work?

\_\_\_\_\_

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

A large, empty rectangular box with a black border, intended for drawing a picture of a tech chip. The box is centered on the page and occupies a significant portion of the lower half.

\_\_\_\_\_

\_\_\_\_\_

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

## Comprehension Quiz

**DIRECTIONS:** Read the question. Then fill in the circle next to the correct answer.**1. What runs tech?**

- A.** currents                       **C.** heat  
 **B.** chips                               **D.** plants

**2. What are chips made of?**

- A.** silicon                               **C.** tin  
 **B.** gold                                   **D.** trees

**3. How many switches can fit on one chip?**

- A.** 10                                       **C.** 1,000,000  
 **B.** 100                                     **D.** more than 1,000,000,000

**4. What do the long strings of code on chips do?**

- A.** make games work                       **C.** keep fridges cold  
 **B.** keep planes in flight                       **D.** all of these

**DIRECTIONS:** Answer the question below. Use complete sentences.**5. What are three facts about chips you did not know before?**

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# GO! DEVELOP

GO! ДЕВЕЛОП


## Level Four

- Blade
- Close Call
- The Crate
- Crave
- Her Flute
- Spike!
- Cranes 
- Smoke 

## Level Five

- The Old Coat
- The Plant
- Road Race
- Spies
- Want Fries With That?
- A Week on a Train
- Life in the Sand Dunes 
- Nests 

## Level Six

- The Chest on the Shelf
- Just Hang On
- The Right Thing
- Shrug It Off
- Signs
- Space Rocks
- Climb That! 
- Tech Chips 