

# DECODE

## DECODE [1]

- Level One
- Level Two
- Level Three

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# DECODE [1]

## ..... Level 1 .....

### LEVEL ONE SKILLS

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

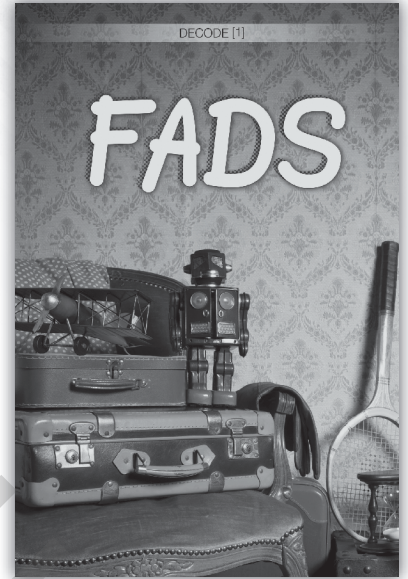


Genre: Fiction • Book: *Fads*

**SYNOPSIS** A teenage girl, Meg, and her mom are going through a box. They find pictures of several fads from the 1980s when Meg's parents were teens. Meg is surprised to see the kinds of clothing and hairstyles worn by her parents.

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

What are fads? What do you think of them?



*Fads*

Have students turn to a partner and discuss examples of fads that were popular when they were younger but are not popular now. Then have them give some examples of current fads.

**PHONICS SKILL** Tell students that CVC words always contain a short vowel sound. Make the short /a/ sound. Point out that the word *fad* follows a consonant-vowel-consonant pattern (CVC). Write *fad* on the board. Point to the *f* and make the /f/ sound. Ask students to repeat the sound; do the same with *d*. Then go through each of the other vowels, showing what happens when an initial and terminal consonant are added. Model how to blend the consonant and vowel sounds.

Now have students look at the word *gobs*. Explain that the *s* at the end of *gobs* makes the noun (*gob*) plural. Write *pad* on the board, and have a volunteer tell how to make *pad* plural.

**VOCABULARY LESSON** This book includes a few vocabulary words that are not decodable 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.

**day** the 24-hour period from one midnight to the next midnight

**hair** the thin, threadlike strands growing from the skin of people and animals

**picture** a drawing, painting, or photograph of something or someone

**thing** any object for which a name is not given

**tune** a song

Have students work with partners. Ask one partner to give a clue to a vocabulary word, and have the other partner guess the word. Have partners do this for each vocabulary word. Then have them switch roles.

### GUIDED READING QUESTIONS

**PAGE 3** What does Meg find? (a big box)

**PAGES 4 AND 5** What does Meg think her mom is wearing in the picture? (a wig)

**PAGES 6 AND 7** What does Meg's mom say about her big hair? (It was a fad at the time.)

**PAGES 8 AND 9** What does Meg notice about the pictures? (They show people with big hair.)

**PAGES 10 AND 11** What does Meg think about the box her mom had that played tunes? (It was too big. She likes the size of her pad better.)

**PAGES 12 AND 13** Why does Meg's mom say the top was a "bad fad"? (It had shoulder pads.)

**PAGES 14 AND 15** Why does Meg's mom call the fads "funny"? (They seem silly and out of date.)

**PAGE 16** What current fad do you see on this page? (taking a selfie)



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

## Rhyming Words

**DIRECTIONS:** Change the first consonant to *b, d, f, g, m, p,* or *w* to make a word that rhymes with the word that is shown.

1. fad \_\_\_\_\_
2. peg \_\_\_\_\_
3. wig \_\_\_\_\_
4. box \_\_\_\_\_
5. mud \_\_\_\_\_
6. fax \_\_\_\_\_
7. bed \_\_\_\_\_
8. mix \_\_\_\_\_
9. pop \_\_\_\_\_
10. dug \_\_\_\_\_

**DIRECTIONS:** Circle the plural noun(s) in each sentence.

11. Our hats are pretty.
12. My cats are black and white.
13. Mom got new pots and pans.
14. Please make the beds now.
15. There are six bids on the old maps.
16. The Mets have two wins and four hits.
17. We put our caps on pegs by our beds.

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

## Vowel Sounds

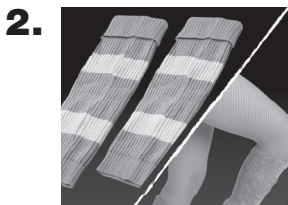
**DIRECTIONS:** Circle the word in each group that does **not** have the same vowel sound as the other words.

fad	red	bed	mid	fog
dip	web	gum	wig	box
Pam	pig	mud	peg	fig
map	gem	mug	dim	pod

**DIRECTIONS:** Write the missing vowel to make a word that matches each picture.



t\_\_p



l\_\_g



p\_\_p



b\_\_x

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

## Write a Story About Fads

**DIRECTIONS:** Write your own story about fads. Use some or all of the words from the story. Make more CVC words to use in your story by adding consonants to the vowels below.

\_\_\_a\_\_\_    \_\_\_a\_\_\_    \_\_\_a\_\_\_            \_\_\_o\_\_\_    \_\_\_o\_\_\_    \_\_\_o\_\_\_  
\_\_\_e\_\_\_    \_\_\_e\_\_\_    \_\_\_e\_\_\_            \_\_\_u\_\_\_    \_\_\_u\_\_\_    \_\_\_u\_\_\_  
\_\_\_i\_\_\_    \_\_\_i\_\_\_    \_\_\_i\_\_\_

**DIRECTIONS:** Make notes about what will happen in the beginning, middle, and end of your story. Then write your story in the large box at the bottom.

**Beginning**

**Middle**

**End**

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

## Comprehension Quiz

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

**1.** What makes Meg laugh when she opens the box?

**A.** a wig

**C.** the box to play tunes

**B.** the top with big pads

**D.** a picture of her mom with big hair

**2.** What does Meg think of the box that plays tunes?

**A.** It is rad.

**C.** It is little.

**B.** It is too big.

**D.** It looks like her pad.

**3.** What does Meg's mom say was a "bad fad"?

**A.** big hair

**C.** the box to play tunes

**B.** the top with big pads

**D.** the gobs of red wax

**4.** What does Meg's mom say as she puts things away?

**A.** "I want those days back."

**C.** "Funny old fads."

**B.** "Your dad was rad."

**D.** "Do not open this box again."

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

**5.** What does Meg's mom mean when she says, "Fads come and go"?

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Genre: Fiction • Book: *Hip Hop*

**SYNOPSIS** Hip hop is a cultural movement that began in the 1970s in the Bronx, New York. With roots in rap, hip hop goes beyond music to include dance, writing, fashion, and other cultural elements. This book celebrates all elements of hip hop culture. Hip hop unites teens of all races through a strong beat, dance moves, and a realistic reflection of their lifestyle.

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

How do you think hip hop makes this person feel? What might this book describe about hip hop?



*Hip Hop*

Have students turn to a partner and discuss how they define hip hop. Then ask for volunteers to tell the group some of their definitions.

**PHONICS SKILL** Point out that the words *hip* and *hop* both follow a consonant-vowel-consonant pattern called CVC. Write the words on the board. Point to the *h* and make the /h/ sound. Ask students to repeat the sound after you. Do the same with the /p/ sound. Tell students that the vowels in CVC words are always short vowels. Make the short /i/ and /o/ sounds. Then model how to blend the consonant and vowel sounds. Tell students they will use the same process as they read other CVC words.

**VOCABULARY LESSON** This book includes a few vocabulary words that are not decodable 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.

**beat** the rhythm or regular pattern of sounds in music or poetry

**real** actual or true

**stomp** to make a loud or heavy step

**street** a road, usually in a city or town

Have students work with partners or small groups to come up with sentences using each of the vocabulary words. Ask students to share the sentences with the class.

### GUIDED READING QUESTIONS

**PAGE 3** What makes the boy and girl the same? (hip hop)

**PAGES 4 AND 5** What does “bop to the beat” mean? (to dance)

**PAGES 6 AND 7** What does hip hop make the girl do? (think)

**PAGES 8 AND 9** What do moms and dads think about hip hop? (They don’t understand it.)

**PAGES 10 AND 11** What is the hip hop look? (a hot top and a hat)

**PAGES 12 AND 13** What does hip hop make fans want to do? (get up, jump, and stomp)

**PAGES 14 AND 15** What feelings does hip hop express? (all kinds; sad, bad and good)

**PAGE 16** What is real hip hop? (the way hip hop fans live)

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

## Make New Words with Consonants

**DIRECTIONS:** Add the letters *t*, *n*, or *p* to complete each word below. Then write the word on the line.

1. go \_\_\_\_\_

2. me \_\_\_\_\_

3. to \_\_\_\_\_

4. \_\_\_\_o\_\_\_\_

5. be \_\_\_\_\_

6. \_\_\_\_up

7. \_\_\_\_in

**DIRECTIONS:** Rearrange the letters to make two words. Write them on the lines.

8. tpo \_\_\_\_\_

9. ipt \_\_\_\_\_

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

11. etn \_\_\_\_\_

12. udb \_\_\_\_\_



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

## What Is the Vowel?

**DIRECTIONS:** Circle the words in each group that have the same vowel sound.

dad	mop	run	net	fig
wet	pot	gem	sun	bin
gap	cog	nut	beg	fan
sat	map	bus	big	hop
sun	pit	rib	red	wit

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

1.



We are h\_\_p h\_\_p.

2.



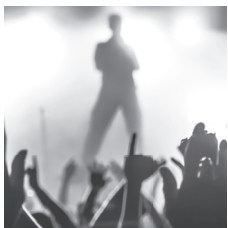
The t\_\_p of my h\_\_t makes me p\_\_p.

3.



L\_\_gs p\_\_p. H\_\_ps d\_\_p.

4.



In the r\_\_p is what I think.

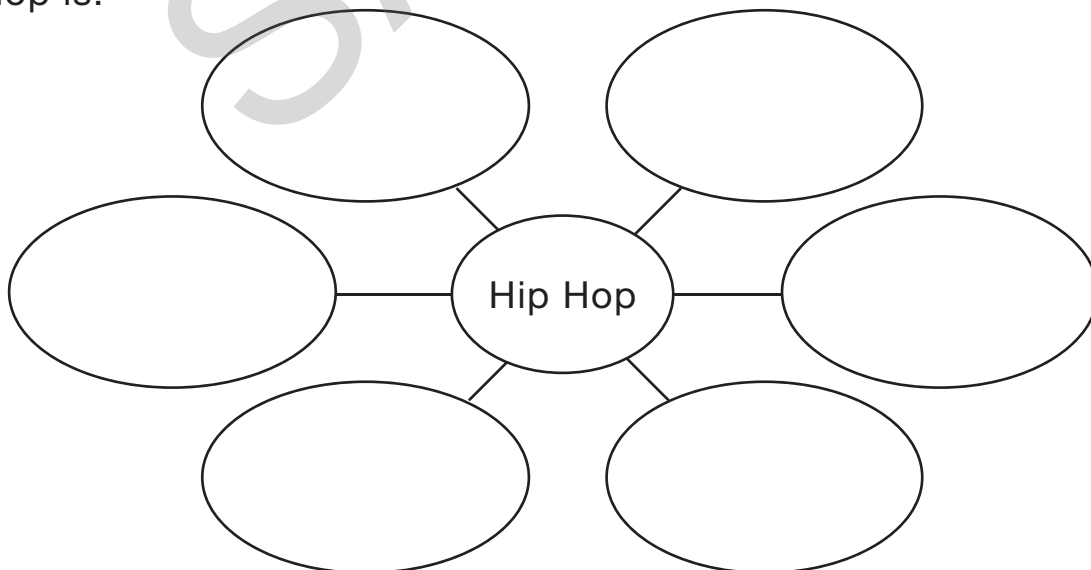
Name \_\_\_\_\_ Date \_\_\_\_\_

## Vowel Rhyme

**DIRECTIONS:** Write a short *i* or *o* vowel to finish each word and complete the lines of the poem.

1. To the rap get h\_\_p.
2. Let the tap, tap r\_\_p.
3. Legs p\_\_p.
4. Hats on t\_\_p.
5. How can you s\_\_t?
6. When they play that h\_\_t?
7. Just have to h\_\_p.
8. Wag and b\_\_p.
9. Bet we g\_\_t.
10. Hip hop so h\_\_t.

**DIRECTIONS:** Fill in the web below with words or pictures that tell what hip hop is.



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

## Comprehension Quiz

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

**1.** Why do fans like hip hop?

- A. It is real.  C. It can be sad.  
 B. It is not rap.  D. Moms do not get it.

**2.** What kind of people are hip hop fans?

- A. black  C. brown  
 B. white  D. all of the above

**3.** What is in the rap?

- A. what moms say  C. what dads think  
 B. what fans think and say  D. hits

**4.** What is real hip hop?

- A. how you live  C. a hot top  
 B. the beat on the street  D. rap

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

**5.** What is hip hop?

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# DECODE [1]

## Level 2

### LEVEL TWO SKILLS

- Initial single consonant words
- Terminal single consonant words
- 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



# DECODE [1]

## Level 3

### LEVEL THREE SKILLS

- Initial single consonant words
- Terminal single consonant words
- 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 single syllable (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*

# DECODE



## Level One

- Bog Man
- Fads
- Hip Hop
- The Lab
- Mad
- The Mix
- Bats 
- Fit 

## Level Two

- Buzz
- Circus
- Cuffs
- Fizz
- The Mall
- The Mess
- Sell 
- Tats 

## Level Three

- Fake
- Five-Mile Hike
- Glam
- The Grim Game
- In the Zone
- Rules
- Hope 
- Spy 

