

# DEVELOP

## DEVELOP [2]

- Level Four
- Level Five
- Level Six

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# DEVELOP [2]

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

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



Genre: Nonfiction • Book: *Drones*

**SYNOPSIS** This book explores the many uses of drones and some of the implications for their use.

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

What are drones? How do people use them?

Have students turn to a partner and discuss what they know about drones and what they have heard about drones on the news. Then ask for volunteers to tell the class their ideas.

**PHONICS SKILL** Write *Drones* on the board. Next ask students to recall the titles of other Level 4 books they have read: *Broke*, *Clones*, *Prize*, *Trike*, etc. Have students tell you how to spell each title as you write it on the board. Ask students what the titles have in common (CCVCe spelling pattern; long vowel and silent e). Ask students to brainstorm other CCVCe words. Write student responses on the board. Then have volunteers come up to the board and underline the long vowel and circle the silent e in each word.

**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.

**bomb** a weapon that explodes

**enemy** the opposite of friend; someone who wishes you harm

**lost** unable to find your way home

**nation** a country

**screen** the flat surface you look at on a computer, TV, or smartphone

Have students work with partners to create sentences using the vocabulary words. Ask students to share the sentences with the class.

### GUIDED READING QUESTIONS

**PAGE 3** What makes something a drone? (It flies. It has no driver.)

**PAGES 4 AND 5** How can people fly a plane from far away? (with computers or by remote control)

**PAGES 6 AND 7** Why do you think drones might be used to spy or drop bombs instead of regular planes? (These are dangerous activities; a pilot and crew could get shot down.)

**PAGES 8 AND 9** How could a drone help cops? (The drone could catch crimes on video.)

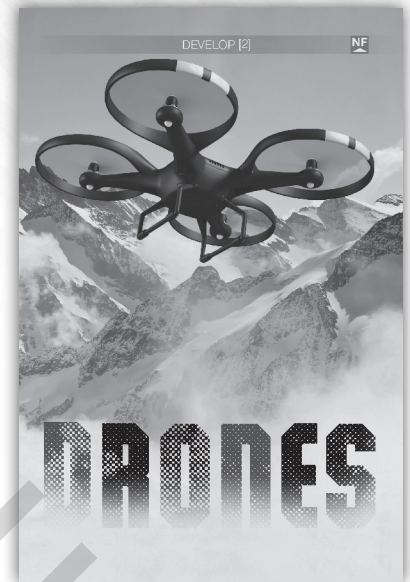
**PAGES 10 AND 11** What might a tiny drone be used for? What might a large drone be used for? (tiny: to spy; large: to drop a bomb or carry heavy cargo)

**PAGES 12 AND 13** What would you do with a drone if you had one? (Answers will vary.)

**PAGES 14 AND 15** How could a drone help find a lost person? (It could take pictures of a large area quickly and send them to search headquarters.)

**PAGES 16 AND 17** Why do nations make rules about drones? (They don't want foreign drones crashing or spying in their country.)

**PAGES 18 AND 19** What do you think about drones? (Answers will vary.)



*Drones*



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

## Sort the Words

**DIRECTIONS:** Use the words in the box to complete the chart. Write each word in the row with the matching beginning sound. If the word has a long vowel, write it on the left side. If the word has a short vowel, write it on the right side.

cross	stake	drop	glide	slice
drone	stun	clap	place	scale
glad	scan	space	bled	close
plan	blade	crone	spot	slip

	Long	Short
bl-		
cl-		
cr-		
dr-		
gl-		
pl-		
sc-		
sl-		
sp-		
st-		

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

## Sense or Nonsense?

**DIRECTIONS:** Each sentence contains one word that does not make sense. Circle the word. Then replace one letter in the word to make it correct. Write the new word.

1. A drove glides by with no one on it. \_\_\_\_\_
2. Blades spin and spice the sky. \_\_\_\_\_
3. Men fly the plate from far away. \_\_\_\_\_
4. A drone can drip a bomb. \_\_\_\_\_
5. A drone can be smell or big. \_\_\_\_\_
6. Cops use drones to stop primes. \_\_\_\_\_
7. Drones are a bit of a fed. \_\_\_\_\_
8. They can lake pics. \_\_\_\_\_
9. Drones can go to spits no one else can get to. \_\_\_\_\_
10. Drones can find those lost on hides. \_\_\_\_\_
11. Some drones fly too clone to jets. \_\_\_\_\_
12. Nations mike rules about drones. \_\_\_\_\_
13. We use drones to spy, pill, work, and play. \_\_\_\_\_
14. Are drones good or mad? \_\_\_\_\_



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

## Drones: Good or Bad?

**DIRECTIONS:** Fill in the missing letters to tell what drones can do.

### What Drones Can Do

- |                                   |                                |
|-----------------------------------|--------------------------------|
| 1. st__k__ out a place            | 5. race too cl__ __ __ to jets |
| 2. dr__ __ bombs                  | 6. sp__ on nations             |
| 3. __ __ke pics                   | 7. fire g__ns                  |
| 4. go to sp__ts no one can get to | 8. find those lost on h__k__s  |

**DIRECTIONS:** Place each phrase from above into the chart below. If you think it is a way drones help, write it on the left side. If you think it is a way drones hurt, write it on the right side.

How Drones Help	How Drones Hurt
_____	_____
_____	_____
_____	_____

**DIRECTIONS:** Answer the question.

Do you think drones are good or bad? Tell why you think so.

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

## Comprehension Quiz

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

**1.** How little can a drone be?

☐ **A.** as small as a jet

☐ **C.** as small as a van

☐ **B.** as small as a plum

☐ **D.** as small as a bike

**2.** Who tells a drone where to go?

☐ **A.** a spy who rides on the drone

☐ **C.** men at a screen far away

☐ **B.** a man who sits in the drone

☐ **D.** men in a plane by the drone

**3.** What can drones do?

☐ **A.** find those who are lost

☐ **C.** take pics for kids

☐ **B.** drop bombs on places

☐ **D.** all of the above

**4.** What do cops use drones for?

☐ **A.** to go on rides

☐ **C.** to fire guns at bad men

☐ **B.** to look for crimes in a place

☐ **D.** all of the above

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

**5.** What would you do if you had a drone of your own?

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# DEVELOP [2]

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

### LEVEL FIVE 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*
- 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

Genre: Fiction • Book: *Mist Bride*

**SYNOPSIS** Gail and Trent stop in a churchyard for a quick kiss on their way home. The ghost of a bride who killed herself appears.

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

What kind of story do you think this will be? What are the clues on the cover?

Have students turn to a partner and discuss what they think the story will be about. Then ask for volunteers to tell the class their ideas.

**PHONICS SKILL** Write *Mist Bride* on the board. Ask students which word ends in two consonants (*Mist*). Model blending the word—/m/ /i/ /st/—underlining the *st*. Then write the following words on the board and have students blend each one: *bump*, *dusk*, *gasp*, *hand*, *limp*, and *silk*. Next write *Trent* on the board. Point out that this is one of the main characters in the book. Ask students if they see any pairs of consonants in this word (*Tr* and *nt*). Model blending the word: /tr/ /e/ /nt/. Have students repeat. Write other words that begin and end with consonant blends on the board: *clasp*, *plant*, and *swept*. Have students blend each word as you underline the initial blend, medial vowel, and final blend.

Finally, have students practice blending words with long vowel pairs and final consonant blends: *coast*, *feast*, *least*, and *toast*.

**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.

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

**hung** choked by a rope around the neck

**ring** jewelry that goes around a finger

**wedding** an event in which people get married

**woman** an adult female person

Have students work with partners to create sentences using the vocabulary words. Ask students to share the sentences with the class.

### GUIDED READING QUESTIONS

**PAGE 3** Where are Trent and Gail? (in a churchyard)

**PAGES 4 AND 5** How does the weather give a hint about what might happen next? (Something creepy or dangerous might happen, since it is dark and hard to see.)

**PAGES 6 AND 7** How do people feel when bumps rise on their skin? (scared)

**PAGES 8 AND 9** How do you know this is no ordinary woman? (wedding dress; stains; mud)

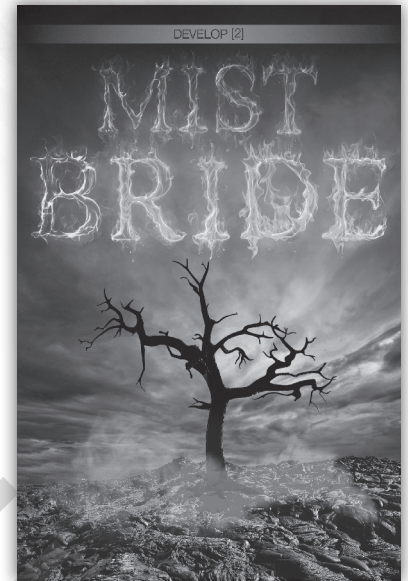
**PAGES 10 AND 11** What happened to the bride? (She was in love with Joe, but he left her at the altar.)

**PAGES 12 AND 13** Why does the bride call Trent “Joe”? (She thinks he is her long-lost love.)

**PAGES 14 AND 15** How does Trent react? (He is confused and upset.)

**PAGES 16 AND 17** What can you tell about Trent? (He is under her spell.)

**PAGES 18 AND 19** What do you think happens to Trent? (Answers will vary.)



*Mist Bride*



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

## Consonant Pairs

**DIRECTIONS:** Read each clue. Write two consonants to complete the word that matches the clue.

- |                           |          |
|---------------------------|----------|
| 1. a little bit of hair   | wi____   |
| 2. a very fine twine      | si____   |
| 3. spills and spots       | ____ains |
| 4. the end of day         | du____   |
| 5. just lays flat         | li____   |
| 6. a long tail of a dress | ____ain  |
| 7. a woman who weds       | ____ide  |
| 8. a fog in the sky       | mi____   |
| 9. dots that rise         | bu____s  |
| 10. with no gloss         | du____   |
| 11. a little bit wet      | da____   |
| 12. to hold in your hand  | ____asp  |

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

## Vowel Pairs

**DIRECTIONS:** Circle the vowel pair that completes each word from the story. Write the missing letters in the blanks.

1.	d__ __	ay	ai	ea
2.	J__ __	oa	oe	ea
3.	s__ __	ai	oa	ee
4.	w__ __t	ai	oa	oe
5.	f__ __t	ee	oe	ay
6.	G__ __l	ea	ai	oe
7.	l__ __d	ay	oe	ea
8.	l__ __n	ay	ea	oe
9.	m__ __n	oa	ee	ay
10.	n__ __d	oe	ai	ee
11.	p__ __n	ai	oa	ea
12.	s__ __n	ay	oe	ee
13.	v__ __n	oa	ee	ai
14.	w__ __l	oe	ai	ay
15.	tr__ __	ai	ee	oa
16.	pl__ __n	ee	oa	ai
17.	sp__ __k	ay	ai	ea
18.	st__ __n	ee	ai	ea
19.	tr__ __n	ai	oe	ea
20.	l__ __st	ay	oa	ea



Name \_\_\_\_\_

Date \_\_\_\_\_

## Story Details

**DIRECTIONS:** Complete each detail from the story. Then write A, B, C, or D to tell whether each detail describes Gail, Trent, the bride, or the place.

A. Gail	B. Trent	C. the bride	D. the place
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1. \_\_\_\_\_lants a big kiss \_\_\_\_\_
2. laughs and says, “\_\_\_\_\_op it.” \_\_\_\_\_
3. is dim and da\_\_\_\_p \_\_\_\_\_
4. sp\_\_\_\_es a trace of white by a tr\_\_\_\_ \_\_\_\_\_
5. sees a wi\_\_\_\_ of hair \_\_\_\_\_
6. has on a wedding \_\_\_\_\_ess \_\_\_\_\_
7. has mud spots and st\_\_\_\_ns \_\_\_\_\_
8. is full of mi\_\_\_\_t \_\_\_\_\_
9. gets bu\_\_\_\_s on skin \_\_\_\_\_
10. is never s\_\_\_\_n again \_\_\_\_\_

**DIRECTIONS:** Draw the final scene from *Mist Bride*. Write sentences to tell what happens.

	_____
	_____
	_____
	_____

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

## Comprehension Quiz

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

**1.** What does Gail see that creeps her out?

- ☐ **A.** a black cloak                      ☐ **C.** a rope in a tree
- ☐ **B.** a cat that runs by                ☐ **D.** a wisp of limp hair

**2.** Who is the woman Gail and Trent meet?

- ☐ **A.** a woman Gail met before            ☐ **C.** a bride who was left by her man
- ☐ **B.** a crone who wants to kill Gail      ☐ **D.** a woman Trent knows

**3.** What does the woman do to Trent?

- ☐ **A.** clasps a ring into his hand            ☐ **C.** puts a rose on his vest
- ☐ **B.** gives him a cold hug                  ☐ **D.** bends down to kiss his feet

**4.** How does the tale end?

- ☐ **A.** Trent and Gail run away.            ☐ **C.** Joe comes out of the mist.
- ☐ **B.** The woman was just a dream.      ☐ **D.** Trent is never seen again.

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

**5.** Did this tale give you the creeps? Why or why not?

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# DEVELOP [2]

## Level Six

### LEVEL SIX 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*
- 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*

T E A C H E R ' S   G U I D E

# DEVELOP

## Level Four

- Blaze
- Broke
- Clones
- Crone
- Prize
- Trike
- Drones 
- Snakes 

## Level Five

- Blue Sea
- Dream Team
- Green Creek
- Mist Bride
- Saint Joan
- The Tramp
- Reefs 
- Sail 

## Level Six

- Back Stage
- Breathe!
- The Climb
- Hisses
- Pink Punch
- The Vain Witch
- Ghost Lights 
- Phone Home 