

# DISCOVER

## DISCOVER [3]

- Level Seven
- Level Eight
- Level Nine

# Table of Contents

Introduction . . . . .	4
Instructional Support Components . . . . .	10
Phonics Skills Charts . . . . .	12
Book Overview Charts . . . . .	14
Differentiation Strategies . . . . .	17
TERL Phonics Program Progress Chart . . . . .	21
Level Seven . . . . .	24
Blue Tarp . . . . .	26
Crow and Hawk . . . . .	31
Dare to Cheer . . . . .	36
Death Storm . . . . .	41
Glade of Fear . . . . .	46
In the Dirt . . . . .	51
NF He Caught the Wind . . . . .	56
NF Shark! . . . . .	61
Level Eight . . . . .	66
The Blacksmith . . . . .	68
Missing . . . . .	73
Scarecrow . . . . .	78
Scout . . . . .	83
Sidekick . . . . .	88
Voices . . . . .	93
NF Flashlight . . . . .	98
NF Hang Ten . . . . .	103
Level Nine . . . . .	108
The Anger Stage . . . . .	110
The Lemur's Cage . . . . .	115
Marching with Chavez . . . . .	120
Over the Wall . . . . .	125
Savage Speed . . . . .	130
Water Serpent . . . . .	135
NF Givers . . . . .	140
NF Robot Battles . . . . .	145
Answer Key . . . . .	150

# DISCOVER [3]

## Level Seven

### LEVEL SEVEN 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*
- Vowel digraphs
- *r*-controlled vowels



# DISCOVER [3]

## Level Eight

### LEVEL EIGHT 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*
- Vowel digraphs
- *r*-controlled vowels
- Vowel diphthongs
- Inflection -ed
- Compound words
- Inflection -ing



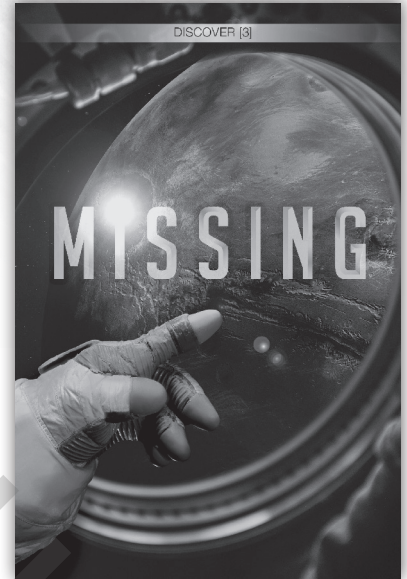
Genre: Fiction • Book: *Missing*

**SYNOPSIS** The second crew of astronauts to land on Mars discovers the first crew is missing. A cryptic video message is the only clue about what might have happened.

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

What do you see on the cover? Which planet might that be?  
Why do you think so?

Have students turn to a partner and discuss what might happen in a space story with the title *Missing*. Then ask for volunteers to tell the class their ideas.



*Missing*

**PHONICS SKILL** Write the word *missing* on the board, and ask students to explain what it means. Divide the word into its root and suffix: *miss* + *ing*. Have students blend the word parts. Then crumple a piece of paper into a ball. On the board, write *I am \_\_\_\_\_ing the ball to \_\_\_\_\_*. Below it, write *toss, throw, take, give, sail, and roll*. Toss the ball to a student as you complete the sentence frame orally and then in writing with the word *toss*. Have that student then *throw* the ball to another student, completing the sentence frame with *throw*, and so on. Repeat the sequence until everyone in the class has had a turn.

Next, introduce the diphthong *ew* by reading aloud together pages 3–5 of *Missing*. When students encounter the *ew* words *view, blew, and crew*, write them on the board and practice pronouncing them.

**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.

**captain** the person in charge of flying an aircraft

**happen** to take place

**message** written or spoken information left for a person to find

**party** a group of people participating in an event

**taken** used up

**welcome** glad about it

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 is an orb? (a round object) What does “blew Troy away” mean? (amazed him)

**PAGES 4 AND 5** Why can the first crew go home now? (Troy’s crew has come to take over.)

**PAGES 6 AND 7** Is it odd that the first crew doesn’t greet the new crew? Why or why not? (Responses will vary.)

**PAGES 8 AND 9** What is the first dome for? (plants) What is the second dome for? (tools)

**PAGES 10 AND 11** Why do you think Troy smiles though he has a bad feeling? (to communicate confidence)

**PAGES 12 AND 13** How do you think the landing crew feels now? Why? (Responses will vary.)

**PAGES 14 AND 15** What clues help you understand what a “comm” is? (*message, blue knob*)

**PAGES 16 AND 17** Is there anything odd about the message? Why? (Responses will vary.)

**PAGES 18 AND 19** Why do you think people can’t live away from the dome? (Responses will vary.)

**PAGES 20 AND 21** What does Joyce think happened? (A germ made them lose their minds.)

**PAGE 22** How is Troy feeling? (worried) How can you tell? (He takes a breath; his voice shakes.)

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

## Add *-ing*

**DIRECTIONS:** Add *ing* to each word. Write the new word. For some words, you have to drop the silent e before adding *ing*.

1. feel + ing = \_\_\_\_\_

2. bake + ing = \_\_\_\_\_

3. walk + ing = \_\_\_\_\_

4. race + ing = \_\_\_\_\_

5. glow + ing = \_\_\_\_\_

6. rent + ing = \_\_\_\_\_

7. smile + ing = \_\_\_\_\_

8. laugh + ing = \_\_\_\_\_

**DIRECTIONS:** Complete each sentence by adding *ing* to the word in parentheses. For some words, you have to drop the silent e before adding *ing*.

9. Mars is \_\_\_\_\_ into view. (come)

10. Troy is \_\_\_\_\_ the spaceship. (land)

11. The crew is \_\_\_\_\_ out. (climb)

12. They are \_\_\_\_\_ to the first dome. (hike)

13. Captain James is \_\_\_\_\_ a wild grin. (wear)

14. Troy is \_\_\_\_\_ to stay cool. (try)

**DIRECTIONS:** Look at the *ing* words you made on this page. Circle the ones where you dropped the silent e. Write them on the line below.

\_\_\_\_\_

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

## Words with ew

**DIRECTIONS:** Circle the word that correctly completes each sentence. Then write the word in the blank.

1. I \_\_\_\_\_ out the flame. blaw      blew
2. The cat hurt me with its \_\_\_\_\_. claw      clew
3. There are a \_\_\_\_\_ trees in the backyard. faw      few
4. Mom wants to get a \_\_\_\_\_ coat. naw      new
5. I will \_\_\_\_\_ in art class. draw      drew
6. The dog put its \_\_\_\_\_ on my arm. paw      pew

**DIRECTIONS:** Write a word ending in ew that matches each clue.

7. 

thick broth  
with meat

\_\_\_\_\_ ew
8. 

drops on grass  
at dawn

\_\_\_\_\_ ew
9. 

got big and  
tall over time

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

was sure something  
was true

\_\_\_\_\_ ew
11. 

what you see from  
a high place

\_\_\_\_\_ ew



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

## Mars Logbook

**DIRECTIONS:** Pretend you were part of the new crew in the story. Write notes about what happened your first day on Mars.

Spaceship Crew	
Name: _____	Name: _____
Name: _____	Name: _____

What Happened	Notes
landed spaceship on Mars	Notes: _____ _____
hiked to first dome	Notes: _____ _____
looked inside next dome	Notes: _____ _____
walked into last dome	Notes: _____ _____
checked messages on comm	Notes: _____ _____

**DIRECTIONS:** Sum up what happened the first day. Use complete sentences.

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

## Comprehension Quiz

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

**1.** At first, why does Joyce think the crew is not there to greet them?

- ☐ **A.** They are missing. ☐ **C.** They are hiding.
- ☐ **B.** They are on a trip. ☐ **D.** They are baking a cake.

**2.** What is in the first dome?

- ☐ **A.** cake ☐ **C.** plants
- ☐ **B.** tools ☐ **D.** all of the above

**3.** What does Captain James say in her message?

- ☐ **A.** Her crew is in bad shape. ☐ **C.** Her crew just up and left.
- ☐ **B.** Her crew rented a new place. ☐ **D.** Her crew flew to a new dome.

**4.** What does Joyce say might be to blame for the missing crew?

- ☐ **A.** a beast ☐ **C.** a germ
- ☐ **B.** a storm ☐ **D.** a wreck

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

**5.** If you were Troy, what would you tell the crew to do next? Why?

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# DISCOVER [3]

## Level Nine

### LEVEL NINE 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
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- *y* used as a vowel and pronounced long *e* or *i*
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- Final consonant blends
- *y* to *i* and add -es to make plural
- Common long vowel pairs
- 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
- Inflection -ed
- Compound words
- Inflection -ing
- Multisyllabic words
  - VCV patterns
  - consonant + /e
- Words with the schwa sound
- Words that end in schwa-*r*
- Contractions
- Singular possessives

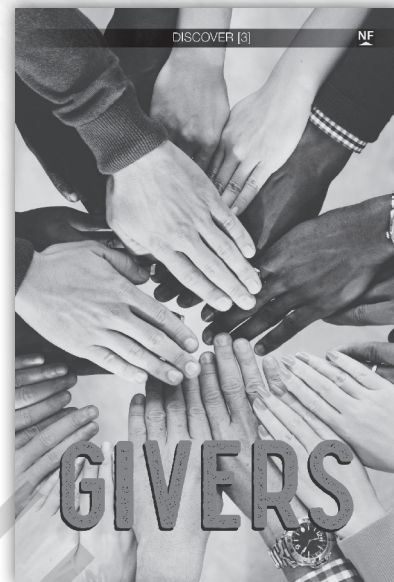


Genre: Nonfiction • Book: *Givers*

**SYNOPSIS** Teens may have a reputation for being self-absorbed, but volunteering is on the rise, as exemplified by young philanthropists like DeAngelo Hughes, Allison Kanyetzny, and Tim Hwang.

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

What does the image on the cover make you think of? What do you think a “giver” is?



*Givers*

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

**PHONICS SKILL** Point out that when reading new words, it is useful to check if the word has a suffix, or ending. Write *Givers* on the board, and ask students if the word has a suffix (yes; a plural -s ending). Cover the s, and ask if the word has another suffix. Point out that -er added to the end of a verb can change the word to a noun and mean “one who \_\_\_\_\_”; in this case, “one who gives.” Write other nouns with the -er suffix on the board: *painter*, *printer*, *singer*, and *teacher*. Have students read and define the words.

Next, write the word *braver* on the board. Point out that -er added to an adjective can mean “more \_\_\_\_\_.” Ask students what *braver* means (more brave). Write other adjectives with the -er suffix on the board: *nicer*, *sharper*, and *taller*. Then have students read and define the 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.

**Allison** a person’s name

**DeAngelo** a person’s name

**inspired** made someone proud or excited

**poor** having little money

**reckless** not being careful

**themselves** their own 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** Do you agree with these ideas about teens? (Responses will vary.)

**PAGES 4 AND 5** How have teens changed since the 1990s? (less likely to smoke, drive drunk, and use drugs)

**PAGES 6 AND 7** What does “no one could relate” mean? (No one understood how he felt.)

**PAGES 8 AND 9** How did the club help DeAngelo cope? (It was a safe place to share feelings.)

**PAGES 10 AND 11** Why did Allison want to donate her presents? (She didn’t need more things.)

**PAGES 12 AND 13** Why did Allison give more every year? (She liked seeing people’s joy.)

**PAGES 14 AND 15** What does “my calling in life” mean? (having a purpose or a special skill)

**PAGES 16 AND 17** Why did Tim start a tutoring firm? (to help kids with school; to give money to the poor)

**PAGES 18 AND 19** Was Tim’s project popular? How do you know? (yes; 800 students signed up to help)

**PAGES 20 AND 21** What are some ways teens help? (They clean streets, paint houses, and donate food.)

**PAGE 22** How might this book change some people’s minds about teens? (Responses will vary.)

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

## Words Ending in -er

**DIRECTIONS:** Match each word with its meaning.

- |            |                              |
|------------|------------------------------|
| 1. farmer  | • one who shares with others |
| 2. baker   | • one who makes art          |
| 3. giver   | • one who makes bread        |
| 4. worker  | • one who grows crops        |
| 5. banker  | • one who cuts grass         |
| 6. painter | • one who keeps cash safe    |
| 7. mower   | • one who does labor         |

**DIRECTIONS:** Add the suffix -er to a word in the box to complete each sentence.

low	hard	brave	high	few
-----	------	-------	------	-----

8. The club made DeAngelo \_\_\_\_\_ than before.
9. \_\_\_\_\_ teens drive drunk now than in the 1990s.
10. Teens work \_\_\_\_\_ than some adults think they do.
11. The number of smokers is \_\_\_\_\_ now than it used to be.
12. Teen drug use was \_\_\_\_\_ in the 1990s than it is now.

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

## Sort Two-Syllable Words

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

added	adult	braver	calling	city	curses
doing	feeling	fewer	finish	giver	houses
little	money	people	present	started	wanted

1. Plural -es
_____
_____
_____

2. Past tense -ed
_____
_____
_____

3. -ing suffix
_____
_____
_____

4. -er suffix
_____
_____
_____

5. No suffix
_____
_____
_____
_____
_____

6. Consonant + le
_____
_____
_____



Genre: Nonfiction • Book: *Givers*

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

## Givers

**DIRECTIONS:** Write three details about each teen from *Givers*.

Givers		
Allison		
1. _____ _____ _____ _____	2. _____ _____ _____ _____	3. _____ _____ _____ _____
DeAngelo		
1. _____ _____ _____ _____	2. _____ _____ _____ _____	3. _____ _____ _____ _____
Tim		
1. _____ _____ _____ _____	2. _____ _____ _____ _____	3. _____ _____ _____ _____

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

## Comprehension Quiz

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

**1.** What did DeAngelo's club do?

- ☐ A. helped kids find a job                      ☐ C. helped kids cope with loss  
☐ B. helped kids with school                      ☐ D. all of the above

**2.** What did Allison bring to a shelter each year?

- ☐ A. food                      ☐ C. nurses  
☐ B. gifts                      ☐ D. all of the above

**3.** How did Tim's firm help those in need?

- ☐ A. with tutors                      ☐ C. with speeches  
☐ B. with cooking                      ☐ D. all of the above

**4.** What do teens do to help others?

- ☐ A. clean streets                      ☐ C. donate food  
☐ B. paint houses                      ☐ D. all of the above

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

**5.** How does this book show that teens do not think only of themselves?

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T E A C H E R ' S   G U I D E

# DISCOVER

## Level Seven

- Blue Tarp
- Crow and Hawk
- Dare to Cheer
- Death Storm
- Glade of Fear
- In the Dirt
- He Caught the Wind 
- Shark! 

## Level Eight

- The Blacksmith
- Missing
- Scarecrow
- Scout
- Sidekick
- Voices
- Flashlight 
- Hang Ten 

## Level Nine

- The Anger Stage
- The Lemur's Cage
- Marching with Chavez
- Over the Wall
- Savage Speed
- Water Serpent
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