

BOOK ONE EDUCATOR COMPANION

Dream With Us

A Job for Ken by Cat Jenkins



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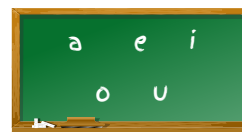


Decodables

Book 1



Ideas for Phonics & Fluency Practice



In this book, striving readers practice reading **closed syllable words with short vowel sounds**. Here are concepts that students should be familiar with in order to decode this first book in the series.

Vowels vs. Consonants

A vowel is a letter where air leaves the mouth without needing to close any part of the mouth or throat. When making short (or, later, long) vowel sounds, have students see how long they can keep saying the vowel sound (aaaaa, eeeee, iiiii, ooooo, uuuuu). The idea is that they can, if they ever wanted to, say the vowel sound — short or long — endlessly. A consonant, on the other hand, closes part of the vocal tract in order to make a sound. To teach this, ask the student to say “b” and see how long they can sustain it. They should not say the letter name, though. To do this effectively, they need to make the letter sound.

Closed Syllable Rule

Every syllable must have at least one vowel and at least one consonant. In a closed syllable, the vowel is closed in by a consonant. This makes the vowel make the short sound (In a-apple-a, the “a” is closed in by the “p,” making the “a” make the short sound; in e-elephant-e, the first “e” is closed in by the “l” and the second one is closed in by the “ph,” making both make the short sound, etc.). When teaching this concept initially, pull out a few words from the phonics guide for one of the chapters. Have students find the vowel and locate the consonant that closes that vowel in. Or, color code a few of the words by making the vowel one color and the consonants another color. Have students practice identifying patterns.

Short Vowel Sounds

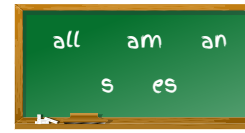
Vowels make short or long sounds depending on the syllable type. When a vowel makes the long sound, it says its name (e.g. In “grape,” the “a” makes the long sound, but we’ll wait until Book 8 to learn that one!). When a vowel makes the short sound, it makes the sound it makes rather than says its name (e.g. in “bat,” the “a” makes the “ah” sound).

Short Vowel Keywords

It can be helpful to come up with keywords for students to understand what the vowel sounds are and to use the keywords when they have difficulty decoding part of the text. Older students in particular should come up with their own keywords for different letter sounds. Two requirements for creating keywords: the keyword should make the short vowel sound and it should be something that can be easily drawn/illustrated/pictured.



Ideas for Phonics & Fluency Practice



Beginning Welded Sounds: all, am, an

Welded sounds are made up of letters with letter sounds that are “glued” together, making one sound out of multiple letters that each represent different sounds. You can mark welded sounds by putting a box around them.

w **a**ll w h **a**m h **a**m

Bonus Letter Rule

Here’s the rule for bonus letters...

When a closed syllable ends in s, z, f, or l, it gets a bonus final letter that’s the same as the one that came before it. Students can mark this by putting a + sign over the bonus letter.

f e **l** ⁺ w h i f **f** ⁺ h i s **s** ⁺ b u z **z** ⁺

You can also teach this with the word “floss.” “Floss” includes letters f, l, and s, which are all bonus letters when they come at the end of a closed syllable.

Suffixes -s and -es

We add the suffixes -s and -es to show that something is plural or to allow for subject-verb agreement. Add the suffix -es to a word when the base word ends in “ch,” “s,” “sh,” “x,” or “z.” Otherwise, add -s.

Tapping Words

Digraphs, trigraphs, and bonus letters get one finger and one tap. For welded sounds, the number of fingers should correspond to the number of letters in the welded sound, but they should all be tapped at the same time.

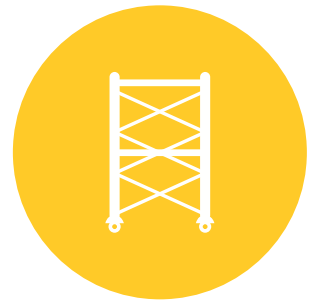


Ideas for Phonics & Fluency Practice



Additional Scaffolds to Provide

- **Color Coding / Highlighting Multisyllabic Words:** Because these are decodables designed for students in grades 4 and above, there are some multisyllabic words, which can be tricky to read if students have not been explicitly taught syllable division rules. Here are some ways you can support students who have not yet developed word-attack skills in syllable division:
 - color code the syllables, having students read one color at a time: **penpal**
 - box the syllables, having students read one box at a time: pen**pa**l
 - highlight the syllables, having students read one color at a time (note: this can be done directly on the decodables if you have print versions): **penpal**
- **Previewing High-Frequency Words:** Have students read aloud the high-frequency words from the high-frequency words list in the phonics guide at the beginning of the chapter. Formatively assess by taking note of the high-frequency words that students struggle with.
- **High-Frequency Word Practice:** Give students additional practice with both reading and spelling the high-frequency words they struggle with. Have them use them in sentences, write those sentences down, sky-write them, and/or have them make flashcards for them.
- **Previewing Challenge Words:** Similar to the high-frequency words, have students preview the challenge words in the phonics guide. Emphasize that these are challenge words and that students are not expected to be able to decode them at this point (they're called "challenge" for a reason!). Previewing the words will give students greater confidence when they encounter them in context.
- **Interactive Oral Reading with Challenge Words:** Because students are not expected to be able to decode the challenge words, you can read them aloud when they come up in the text in a "we do" approach to reading aloud.
- **Repeated Reading:** Build fluency with decodable texts by having students read pages repeatedly, building momentum with the words each time.



A Job for Ken Vocabulary Guide

IES
Recommendation

3A

CHAPTER ONE: A Day of Fun

cod (noun): a large sea fish

- Page 13: "I want to do what I want, like swim in the pond or fish for **cod**."

CHAPTER TWO: The Fish Hut

confess (verb): to admit, or tell the truth

- Page 21: "I must **confess**, I miss my family."

fog (noun): thick clouds that make it difficult to see things

- Page 23: "He sees a hut. **Fog** rises from it."

Bigfoot (proper noun): a big, hairy creature that looks like an ape

- Page 30: "It is a Sasquatch... a **Bigfoot!**"

CHAPTER THREE: Bigfoot's Kin

dam (noun): a wall built across a river to stop the flow of water and make a lake

- Page 39: "At last, Ken can see a camp with a big hut and a **dam** that makes a lake."

clan (noun): a group of people who are related to each other

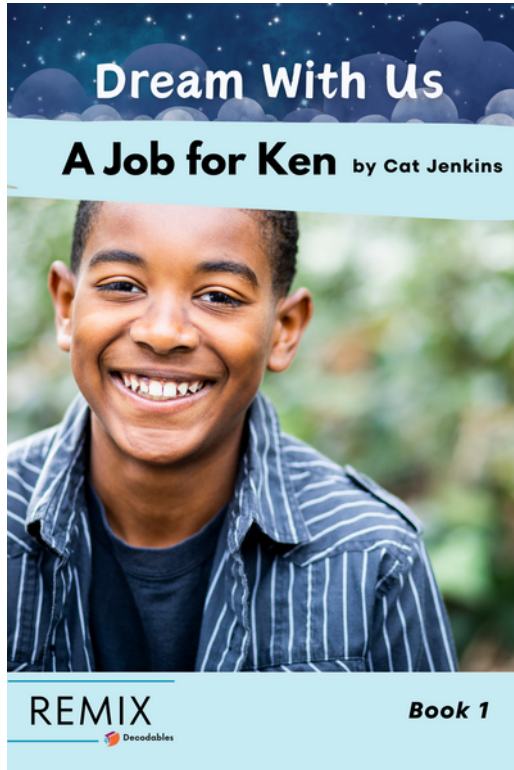
- Page 40: "This is my family, my **clan**."

CHAPTER FOUR: Back Home

No new vocabulary in this chapter.



Comprehension Questions for Book One



In this book, we learn more about Ken. His family wants to spend time together at the Lumby Days Family Fair, but Ken is determined to spend the time alone enjoying his hobbies. Can an encounter with Bigfoot help him change his mind?

Within the Text

- Why doesn't Ken want to go to the Lumby Days Family Fair with his family?
- How do you think Ken feels about his family based on what we learn in the chapter?
- Who lives in the hut that Ken finds in the woods?
- How do you think Ken feels about helping Bigfoot catch more fish?

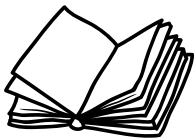
About the Text

- Why is the title of the book "A Job for Ken"? How does that relate to chapter 4?

Beyond the Text

- What lessons did Ken learn from helping Bigfoot and his family?
- What does it mean when Sam says, "Family is the best job you can do"?
- How do Ken and Bigfoot help each other?

Reaction Questions for Book One:



BOOK

What was the story mostly about?

What does the author want you to know about Ken?



HEAD

What parts of this book surprised you? Why?



HEART

How did you feel after reading Ken's story?

What lesson from the story can you use in your own life?

Comprehension Questions by Chapter



CHAPTER ONE: A Day of Fun

- Why doesn't Ken want to go to the Lumby Days Family Fair with his family?
- How do you think Ken feels about his family based on what we learn in the chapter?
- What does Ken mean when he tells Rob that "Family is NOT fun"?

CHAPTER TWO: The Fish Hut

- Why do you think Ken misses his family in the second chapter when he didn't want to spend time with them in the first chapter?
- Who lives in the hut that Ken finds in the woods?
- How do you think Ken feels about helping Bigfoot catch more fish?

CHAPTER THREE: Bigfoot's Kin

- What lessons did Ken learn from helping Bigfoot and his family?
- What do you think Sam means when he says, "Family is the best job you can do"?

CHAPTER FOUR: Back Home

- Compare and contrast how Ken feels about his family in the beginning of the story to the end of the story.
- How do Ken and Bigfoot help each other?
- Why is the title of the book "A Job for Ken"? How does that relate to chapter 4?



Written Response to Reading

Directions: Use what you learned to reflect on your experience reading the book. Fill in the blanks with your own thoughts and evidence from the text.

_____ is a story about _____
_____. _____ wants
_____, but _____
so _____. I enjoyed reading this story because I connected to
_____. I also learned about _____
_____. I believe _____ should read these books in order
to _____.

Self-Editing Checklist

- Each sentence begins with a capital letter and ends with punctuation.
- I capitalized the first letter of all proper nouns (names of people, places, and groups).
- If the vowel makes the short sound, it is closed in by a consonant.
- I read my writing out loud, pointing to each word as I said it.

BONUS

[Download graphic organizers and note-catchers for the informational text companions here.](#)

