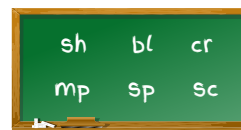


BOOK TWO EDUCATOR COMPANION



Ideas for Phonics & Fluency Practice



In this book, striving readers practice reading **common two-letter blends**. Here are concepts that students should be familiar with in order to decode this second book in the series.

Blends vs. Digraphs

The concept of a blend vs. a digraph is a tricky one, but includes an important distinction: in a blend, two consonants that are next to each other each make separate sounds that blend together when we say the word aloud. In a digraph, two consonants that are next to each other make one sound, or one phoneme (sh, ch, th, ck).

Consonant Blends

Activate prior knowledge/schema by asking students what it means to blend things together or what comes to mind when they hear the word “blend.” Then, explain (perhaps through color-coding consonants in one color and vowels in another) that a consonant blend is when two or more consonants are next to each other and the sounds get pushed together (like in the word “slip” or, fittingly, “blend”). It is important to clarify for students that each letter makes its own sound (is its own phoneme), but they are smushed together to make what can sound like one sound.

Marking Blends

Pull out words from the phonics guide or, if you have copies to spare, have students annotate directly in the book. Give students a variety of words and have them identify words where 2-3 consonants are next to each other. Have them underline each letter of the blend to show that each letter makes its own sound. If a word includes a digraph as well, have them put one underline under the digraph to show that the digraph makes one sound.

s c a m p e r

s w i s h

s l i d

c r i s p

g r a s p

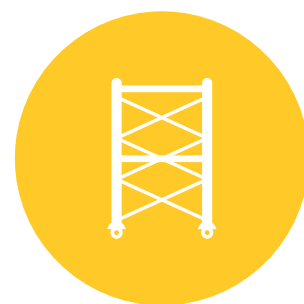
Tapping Words

Many reading intervention programs teach tapping as a multi-sensory way for students to sound out words. With tapping, there is one tap per phoneme, meaning a blend gets two taps, but a digraph gets one tap. Older striving readers often hesitate to tap because of the stigma surrounding trying to sound out words. If you think this kind of a multi-sensory approach would benefit the student you are working with, you can encourage them to tap on the table or to use a fidget toy that involves bubbles they can press into for each phoneme.



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.



Anime Pals Vocabulary Guide

IES
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3A

CHAPTER ONE: Pick a Class

plucks (verb): to take something between your fingers and pull it

- Page 5: "Dad **plucks** the slip of paper from Brad's hand."

shrugs (verb): to raise your shoulders to show that you don't know the answer to something

- Page 8: "Brad **shrugs**."

glum (adjective): sad and quiet

- Page 9: "Brad is **glum**."

CHAPTER TWO: English with Kaz

smock (noun): clothes used to protect other clothes while working, like an apron

- Page 17: "Brad puts on a **smock**."

Mandarin (proper noun): a form of the Chinese language

- Page 20: "Don't you have **Mandarin** class?"

CHAPTER THREE: Crabs and Dragons

anime (part of speech): animated television or movies, originating from Japan

- Page 32: "Kaz and Brad are grand **anime** pals."

cram (verb): to make something full with things or people

- Page 34: "They **cram** a lot of anime into the trip."

graphic novels (noun): a complete book that combines words and images

- Page 34: "We will sketch our own **graphic novels**."

bold (adjective): brave

- Page 38: "The **bold**, brash crabs trick a dragon into saving them."

brash (adjective): too confident, often not for the right reasons

- Page 38: "The bold, **brash** crabs trick a dragon into saving them."

CHAPTER FOUR: The Red Gems of Frizz

squints (verb): to look at something with eyes halfway closed

- Page 53: "Brad **squints** at the door."



Anime Pals Vocabulary Guide

thrust (verb): to push or move something quickly with a lot of force

- Page 57: "Give us the red gem or be **thrust** away in a cell."

throng (noun): a large crowd

- Page 62: "A **throng** of crabs sprint after him."

shrubs (noun): low plants that look like small trees, but are closer to the ground

- Page 65: "He passes **shrubs** and branches."

thrill (noun, verb): a feeling of great joy or excitement

- Page 66: "It's a **thrill**."

CHAPTER FIVE: Returning Home

scroll (noun): a long roll of paper with writing on it

- Page 71: "A **scroll** sticks out from a crack in the floor."



Comprehension Questions for Book Two

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In this book, we learn more about Brad. He has to learn a second language for one of his classes, but he doesn't know which one to choose. When his friends Kaz and Yoko visit from Japan, Brad goes on an anime adventure that will help shine some light on his problem.

Within the Text

- Why do you think Brad quit Chinese class when he was younger?
- What is one passion that Brad, Kaz, and Yoko all share?
- How does Brad escape from the crab?

About the Text

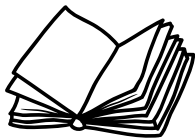
- Does Brad's culture and heritage have an impact on the language he wants to learn at school? Why or why not?

Beyond the Text

- What does it mean to be "glum"?
- What does it mean when the text says, "their laughter needs no language"?
- What lesson does Brad learn by the end of the story?

Reaction Questions for Book Two:

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BOOK

What was the story mostly about?

What does the author want you to know about Brad?



HEAD

What parts of this book surprised you? Why?



HEART

How did you feel after reading Brad's story?

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



Comprehension Questions by Chapter



CHAPTER ONE: Pick a Class

- Why do you think Brad quit Chinese class when he was younger?
- What does it mean to be “glum”?
- Where is Brad’s dad from? How do you know?

CHAPTER TWO: English with Kaz

- Why can’t Brad read the manga? How does that make him feel?
- How does Gran’s reaction to Brad’s test score affect how he feels about himself?
- What does it mean when the text says, “their laughter needs no language”?

CHAPTER THREE: Crabs and Dragons

- What is one passion that Brad, Kaz, and Yoko all share?
- Why would it be difficult for Brad and Kaz to write a graphic novel together?
- What is the anime *Crabs and Dragons* about?

CHAPTER FOUR: The Red Gems of Frizz

- How does Brad escape from the crab?
- Why does the frog tell Brad to get a red gem from Frizz?

CHAPTER FIVE: Returning Home

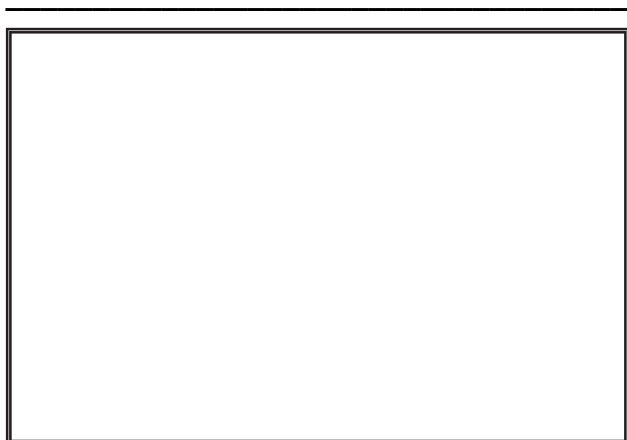
- How does Brad overcome the problem in this chapter?
- What lesson does Brad learn by the end of the story?
- What language do you think Brad will choose to learn? Why?



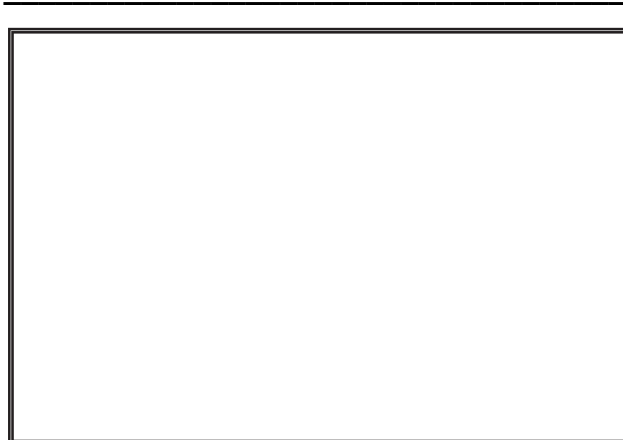
Written Response to Reading

Writing Prompt: When artists create anime, they storyboard first. This means that they map out the beginning, middle, and end of the story using images. Create five images with one sentence of summary each, where each image summarizes a chapter from the book.









Self-Editing Checklist (to use for each sentence / caption of your storyboard)

- 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.



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

