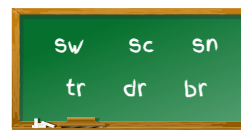


BOOK TWO
EDUCATOR COMPANION



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

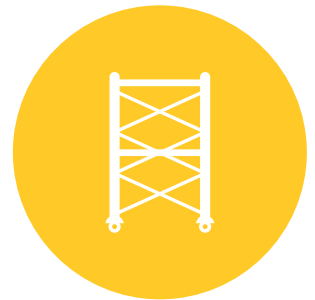
Tapping Words

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. Striving teenage readers are often hesitant to tap because of the stigma surrounding obviously 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.



CHAPTER ONE: A Passport for Sara

sliver (noun): a small, thin piece or amount

- Page 2: "They lived on a **sliver** of a farm."

scamper (verb): to move quickly with small, light steps

- Page 3: "They would **scamper** down a path to her secret place."

slumped (verb): to fall or sit down heavily

- Page 4: "There Sara **slumped** down on a swing and thought."

scanning (verb): looking at something carefully, often in search of something

- Page 5: "She looked up from the pages she was **scanning**."

sleek (adjective): smooth, shiny, and expensive in how it looks

- Page 6: "Inside was a **sleek** silver computer."

snorkel (verb): to swim underwater using a tube to breathe from

- Page 9: "Destiny loved to **snorkel** and run."

CHAPTER TWO: From Destiny's Desk

inspected (verb): examined or checked carefully

- Page 15: She **inspected** the clock.

fret (verb): to worry

- Page 16: She did not want to **fret**.

CHAPTER THREE: A First for Sara

creek (noun): a small stream of water

- Page 28: "They crossed a bridge over a **creek**."

grasp (verb): to understand

- Page 32: "When they got there, Sara could hardly **grasp** what she saw."

nervous (adjective): worried and/or scared

- Page 36: "Aunt Mal could see that Sara was **nervous**."

CHAPTER FOUR: Advice from Uncle Stan

advice (noun): when someone gives someone advice, they tell them what they think they should do

- Page 50: "This way, she could share her uncle's **advice** with Sara."

docks (noun): a cut-off area of water where ships are

- Page 44: "He would be at the **docks**."

Seashells, Spice, & Everything Nice Vocabulary Guide

self-esteem (noun): how you feel about yourself

- Page 46: "I...talk about the things that matter most to me. The ocean. **Self-esteem**. Taking videos."

attracts (verb): to bring attention because of positive qualities

- Page 47: "Your happiness **attracts** people."

genius (noun; adjective): very smart

- Page 48: "Destiny thought that was **genius**."

CHAPTER FIVE: Fried Chicken for the Win

profits (noun): money gained when you are paid more for something than what it cost you

- Page 55: "And the **profits** would be put to cleaning up nearby beaches."

banners (noun): a long strip of cloth with a message on it

- Page 57: "She was hanging **banners** up."

arrive (verb): to get to a location

- Page 59: "People were just starting to **arrive**."



Comprehension Questions for Book Two

IES
Recommendation
3B



In this book, we learn the stories of Sara and Destiny. Sara and Destiny seem different at first, but their love of cooking helps them find what else they have in common. Together, they decide to make the world around them a better place.

Within the Text

- What problem does Destiny want to solve?
- Then, how does Destiny solve the problem? How does Sara contribute to this solution?

About the Text

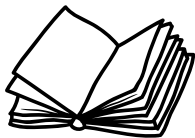
- Describe the two settings of this book. (Or: Describe where Sara and Destiny each live.) How are they similar? How are they different?
- What do you think Aunt Mal meant when she said the computer was a “passport” for Sara?

Beyond the Text

- Destiny’s video show is all about “self-esteem.” Describe what self-esteem means and why it is important.
- How do you think Destiny’s video show helps her fans?

Reaction Questions for Book Two:

IES
Recommendation
3C



BOOK

What were these stories mostly about?

What do the authors want you to know about Sara & Destiny?



HEAD

What did you learn about in this book that you didn't know before reading it?



HEART

How did you feel after reading Destiny's story?

Whose story did you connect to more? Why?



Comprehension Questions by Chapter



CHAPTER ONE: A Passport for Sara

- What does the author want you to know about Sara?
- Describe where Sara lives.
- What do you think Aunt Mal meant when she said the computer was a “passport” for Sara?

CHAPTER TWO: From Destiny’s Desk

- What does the author want you to know about Destiny and where she lives?
- Describe where Destiny lives.
- What problem does Destiny want to solve?
- Destiny’s video show is all about “self-esteem.” Describe what self-esteem means and why it is important.

CHAPTER THREE: A First for Sara

- Describe the two settings of this book. (Or: Describe where Sara and Destiny each live.) How are they similar? How are they different?
- What does Sara learn from Destiny?
- What is Sara interested in?

CHAPTER FOUR: Advice from Uncle Stan

- What advice does Uncle Stan give Destiny? Who is the advice really for?
- How does Destiny solve problems?
- How do you think Destiny’s video show helps her fans?

CHAPTER FIVE: Fried Chicken for the Win



- How does Sara gain self-esteem?
- Whose story did you connect to more - Sara’s or Destiny’s? Why?



Written Response to Reading

Writing Prompt: Destiny and Sara are very different people living in very different parts of the world. What do you think makes them want to keep writing letters to each other? In what ways are they connected? Use **two details** from the text in your response.

Sentence Starters

-  *Destiny and Sara continue writing each other letters because...*
-  *Destiny and Sara are connected because they...*

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.