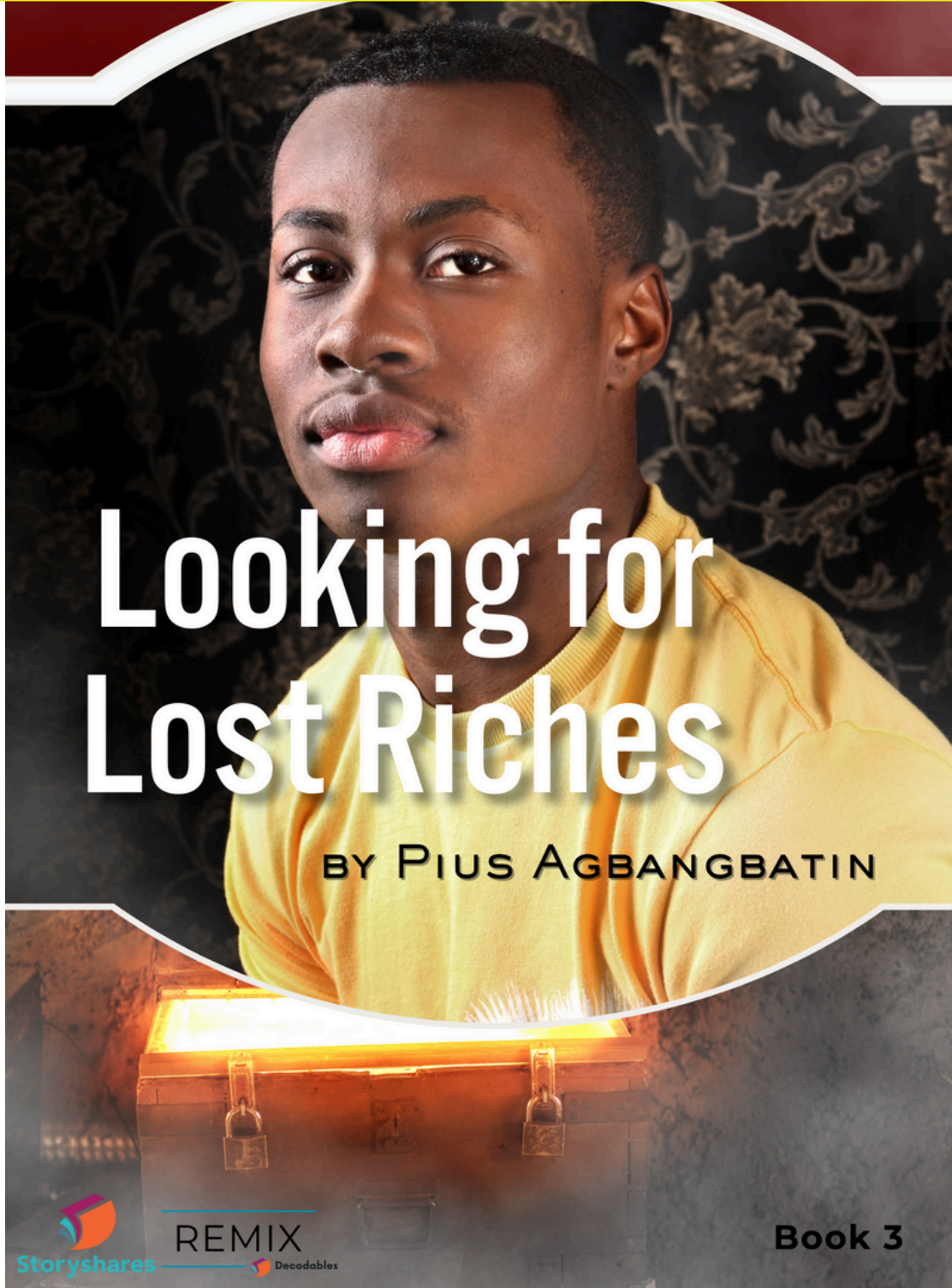


BOOK THREE EDUCATOR COMPANION




Looking for Lost Riches

BY PIUS AGBANGBATIN


Storyshares

REMIX

 Decodables

Book 3



Ideas for Phonics & Fluency Practice



In this book, striving readers practice reading words with **3-letter blends**, **trigraphs**, and **suffixes -ed and -ing**. Here are concepts that students should be familiar with in order to decode this third book in the series.

Trigraphs

Trigraphs are *three* consonants that, when next to each other, make *one* sound. Students should learn what these sounds are, practice saying the sounds, and practice them while looking at the letters that make them. Trigraphs can be marked with a highlighter or by underlining them (one underline per sound).

b a t c h

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.

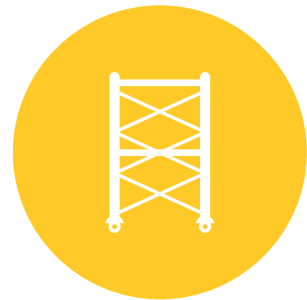


Ideas for Phonics & Fluency Practice



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.



Looking for Lost Riches Vocabulary Guide

CHAPTER ONE: A Quest Full of Stress

quest (noun): long and difficult search for something

- Page 11: "It told him to go on a quest."

ancestors (noun): people from whom you are descended

- Page 12: "The quest was to find a long-lost statue his ancestors had."

stressed (verb): emphasized; made clear

- Page 17: "She stressed that they had to call when they got there."

midst (noun): the middle or central part

- Page 22: "In the midst of the gap sat an old man."

kora (noun): West Africa instrument with twenty-one strings

- Page 23: "The strange man strummed the strings of his kora and sang."

thrill (noun): feeling of great excitement

- Page 27: "Malik felt a thrill."

scruff (noun): clump of hair

- Page 28: "He scratched the scruff on his chin."

CHAPTER TWO: Finding the Prompt

emperor (noun): ruler of an empire

- Page 31: "He knew Mansa Musa was the ninth emperor of Mali."

holy (adjective): something that is special because it is connected to a religion

- Page 31: "But he did not know about the holy gifts of Mansa Musa."

prompt (noun): question that requires a response

- Page 32: "Maybe he knew about the holy gifts and how Malik could answer this prompt."

CHAPTER THREE: The Bridge to Self

clenched (verb): closed up tightly

- Page 42: "Malik clenched up."

glitch (noun): a problem that stops something from working correctly

- Page 42: "Is it that glitch again?"

trudged (verb): walked slowly and heavily

Page 51: "'I see tall walls,' Malik said as he trudged through his mind."

Looking for Lost Riches Vocabulary Guide

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CHAPTER FOUR: Walls that Stretched

latched (verb): to begin to understand something

- Page 55: "I just latched on to something else."

tempted (verb): had an urge to do something

- Page 57: "'I'm tempted to say a mosque,' Malik said."

mosque (noun): building where Muslims go to worship

- Page 57: "'I'm tempted to say a mosque,' Malik said."

scrapped (verb): discarded as useless

- Page 64: "But his cousin scrapped that idea."

hitched (verb): used in the idiomatic expression "hitched a ride," meaning to get a ride

- Page 66: "With a wave, he skipped down the block and hitched a ride to the Djingareyber mosque."

CHAPTER FIVE: Fetching the Lost Riches

drenched (adjective): completely wet

- Page 71: "Drenched in sweat, he tried to climb and saw an opening."

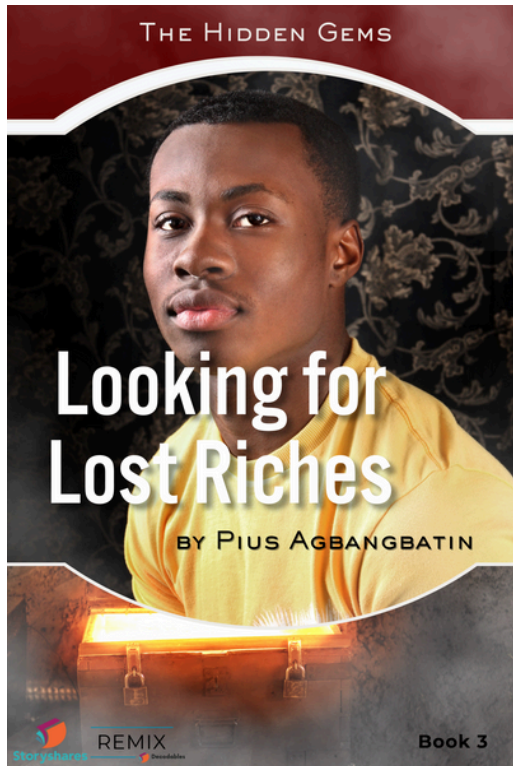
pest (noun): someone that is annoying

- Page 75: "He wasn't a wimp or a pest."



Comprehension Questions for Book Three

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In *Looking for Lost Riches*, Malik struggles with confidence due to having ADHD. He may see his issues with focusing as a distraction, but his family and friends see it as a gift. With their help, he is able to put the pieces together that he needs to solve his own scavenger hunt.

Within the Text

- Why do you think his aunt was worried about Malik going on the quest?
- Compare how Ash feels about challenges to how Malik feels about challenges.

About the Text

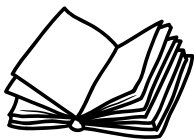
- The text says that Malik's aunt "scrunched her nose" when she saw Malik's messy room. How do you think she was feeling based on her reaction?
- Make a prediction. How do you think Malik's issues with focusing will affect him in this story?

Beyond the Text

- Do you have an object that represents a strong part of your culture?

Reaction Questions for Book Three:

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BOOK

How does participating in the scavenger hunt affect the main character?



HEAD

How did Malik's perspective change from the beginning of the story compared to the end?



HEART

After reading this book, can you make any connections to your own life? If so, what connections can you make?



Comprehension Questions by Chapter



CHAPTER ONE: A Quest Full of Stress

- The text says that Malik’s aunt “scrunched her nose” when she saw Malik’s messy room. How do you think she was feeling based on her reaction?
- Make a prediction. How do you think Malik’s issues with focusing will affect him in this story?
- Do you have an object that represents a strong part of your culture?
- Why do you think his aunt was worried about Malik going on the quest?

CHAPTER TWO: Finding the Prompt

- How would you summarize Malik’s encounter with the old man?
- Why does Malik believe he is not smarter than his cousin?
- The text says that Malik’s brain “switched off.” How does that relate to his issues with focusing and ADHD?

CHAPTER THREE: The Bridge to Self

- How is what’s happening to Malik at the beginning of the chapter similar to a glitch?
- Compare how Ash feels about challenges to how Malik feels about challenges.

CHAPTER FOUR: Walls That Stretched

- What does Malik remember that helps him figure out he needs to look for the first mosque?
- Why does his cousin decide not to go with Malik on his quest?

CHAPTER FIVE: Fetching the Lost Riches

- Why did Malik think the statue would be in the strong mud walls?
- What does the text mean when it says Malik’s “heart was bursting with the thrill”?
- According to the text, what fears did Malik overcome at the end of the story?



Written Response to Reading

Writing Prompt: Make a prediction! The man in the fog has appeared in three stories so far. What role do you think he will play in this series? Use **two details** from the text that led you to your prediction.

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.

