

BOOK FOUR EDUCATOR COMPANION



Uncovering Macdonald's Diary

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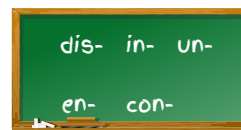
REMIX

Decodables

Book 4



Ideas for Phonics & Fluency Practice



In this book, striving readers practice reading words with **multiple closed syllables** as well as **words with prefixes**. Here are concepts that students should be familiar with in order to decode this fourth book in the series.

Syllable Division Review

There are six main syllable division rules. It is helpful for students to know these rules, divide/mark up the syllables accordingly, and then read one syllable at a time before reading the whole word altogether. Ideally, syllable division should be taught in parallel to the scope and sequence of these decodables for older students. When students struggle with a multisyllabic word in the decodables, refresh their memories of how words are divided into parts by reminding them of a syllable division rule.

Rule 1: VCCV

If there are two consonants between two vowels, divide between the two consonants (reminder: digraphs count as one consonant for this purpose; we want to keep the letters of the digraph in the same syllable).

a f t e r

(Here, we would divide between the f and the t because they are two consonants between the two vowels.)

Rule 2: VCV

Keep the closed syllables closed by dividing after the consonant that closes the first vowel in.

a n i m a l

(Here, we'd divide between the n and the i and then again between the m and the a so that all the vowels are closed in by consonants.)

Rule 3: VCCCV

3A: Keep digraphs together. (ex: g a t h e r ... g a t h / e r)

3B: Split between two words in a compound word. (ex: b a t h t u b ... b a t h / t u b)

3C: If there's a blend, put it in the second syllable. (ex: p r o g r a m ... p r o / g r a m)

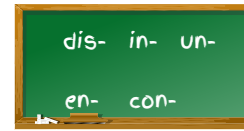
Rule 4: VCCCCV

Make sure digraphs and blends are separate. if there is a 3-letter blend, put it in the second syllable.

c o n s t r u c t



Ideas for Phonics & Fluency Practice



Prefixes

Prefixes come at the beginning of words to change their meanings. When added to a base word, a prefix shifts or adds to the meaning of that base. Prefixes are often one syllable and therefore adhere to a syllable type. When teaching prefixes, it is really helpful to have students brainstorm all the words they can think of that include the prefix. Then, it can be helpful to subtract the prefix and ask the student how the meaning of the word changes once the prefix is removed. Here are some closed syllable prefixes you will find in this book, and their associated meanings:

con-, com-: with, together

dis-: not, against

en-, em-: put into or cause

ex-: out of or not

in-, im-: in, into, on, or toward

mis-: incorrect (like a mistake)

ob-: to, on, or over

sub-: under or beneath

tran(s): across

un-, non-: not

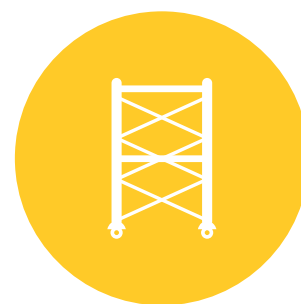
Base Words

Base words in the English language often come from other languages. Most of them come from Latin and Greek. These bases have their own meanings and are usually not words on their own; they need to be combined with prefixes and/or suffixes in order to make words.



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.



Uncovering Macdonald's Diary Vocabulary Guide

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3A

CHAPTER ONE: Family Riches

mindset (noun): a way of thinking about things

- Page 4: "At sunset, Mac's mindset fell apart."

offended (verb): made upset or angry

- Page 7: "The kids at school often offended people."

recalled (verb): remembered

- Page 15: "Then she recalled, out in the shed were Great-Grandpa's tools."

cobbler (noun): a person whose job is to make or fix shoes

- Page 16: "He was a cobbler in the navy."

CHAPTER TWO: Walking in Darkness

invested (verb): put effort into reaching a goal

- Page 22: "She was invested."

accomplished (verb): completed successfully

- Page 24: "She had accomplished this before, but how was she going to unlock the back door?"

hesitant (adjective): uncertain about doing something

- Page 25: "Hesitant, she twisted the lock."

frantic (adjective): acting in a wild, uncontrolled way

- Page 31: "The frantic dog nudged Mac."

CHAPTER THREE: Unlocking the Past

crept (verb): moved quietly and slowly

- Page 40: "Mac crept across the yard."

established (verb): confirm that something is true

- Page 42: "In the house, Mac established it was best to stay in the dark."



CHAPTER FOUR: Rediscovering What Was Lost

constant (noun): something that is always there

- Page 53: "Darkness was the only constant."

obstructed (adjective): blocked

- Page 54: "Even a person without obstructed eyesight would have a difficult time seeing, but not Mac."

diligent (adjective): careful and thorough

- Page 56: "Mindful that there could be sharp objects in the box, Mac was diligent as she examined the tools."

CHAPTER FIVE: The Dropbox

consist (verb): made up of; formed from

- Page 61: "Her weekend would consist of inspecting the book she took from the shed."

transcript (noun): a written copy

- Page 62: "It was a transcript of a diary from long ago."

skimmed (verb): read over quickly

- Page 62: "She skimmed the text."

transfixed (verb): something completely captured someone's attention

- Page 63: "She was transfixed by them."

afflicted (verb): a problem or illness that caused pain or suffering

- Page 65: "Her great-grandfather was also afflicted."

submit (verb): to give in to something

- Page 65: "She read about how he would not submit to his limits."

subplot (verb): a less important story within a story

- Page 66: "A subplot in his diary was that he also had night blindness."

impress (verb): make someone feel admiration or respect

- Page 67: "Working with his hands made him feel like he could impress and help others."

nonskid (adjective): surface that is made to prevent slipping

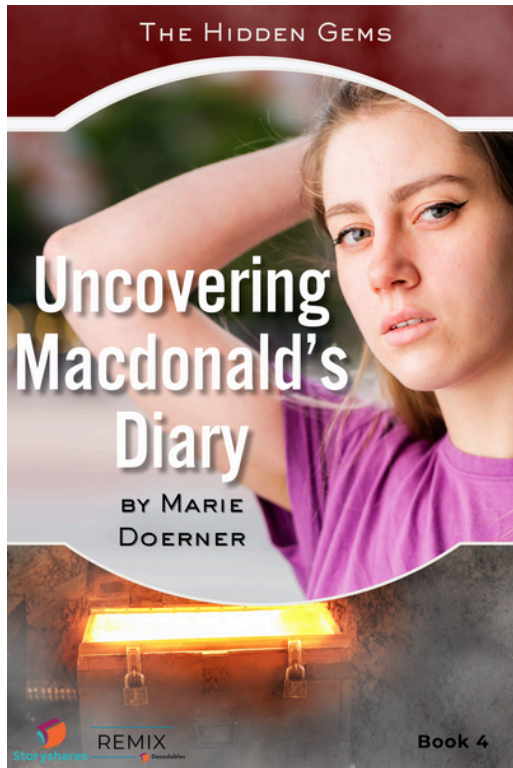
- Page 68: "He was helpful to everyone by making their shoes nonskid and in top shape."

misled (verb): guided in the wrong direction to believe something that isn't true

- Page 75: "Maybe she was misled in the past."

Comprehension Questions for Book Four

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In *Uncovering Macdonald's Diary*, Addison Macdonald has a problem. She struggles with night blindness. But when she receives a mysterious invitation to participate in a scavenger hunt, she discovers a family treasure that will change her perspective of everything.

Within the Text

- How do you think Mac feels about the idea of using a cane?
- How did Mac use her senses to help her with her quest?
- What do Mac and her great-grandfather have in common?

About the Text

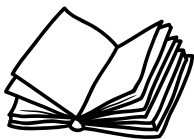
- What does the text mean when it says, "the night took away her eyes"?
- Why do you think the museum is collecting family items?

Beyond the Text

- Have you been in a situation where you were embarrassed to use something that helps you?

Reaction Questions for Book Four:

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BOOK

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



HEAD

How did Mac'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: Family Riches

- What does the text mean when it says, “the night took away her eyes”?
- How do you think Mac feels about the idea of using a cane?
- Have you been in a situation where you were embarrassed to use something that helps you?
- Make a prediction. How do you think Mac will get in the shed without anyone finding out?

CHAPTER TWO: Walking in Darkness

- What can you say about Mac, knowing that the text says she has snuck past her mother’s room before?
- What problem did Mac encounter along her journey to the shed?

CHAPTER THREE: Unlocking the Past

- How did Mac use her senses to help her with her quest?
- How do you think the items in the shed will help Mac unlock the past?

CHAPTER FOUR: Rediscovering What Was Lost

- Why didn’t Mac have a problem seeing in the shed?
- What does the text mean when it says Mac was trying to get the objects to “confess its job”?

CHAPTER FIVE: The Dropbox

- What do Mac and her great-grandfather have in common?
- Why do you think the museum is collecting family items?



Written Response to Reading

Writing Prompt: Compare the item that Mac submits for the scavenger hunt to the items submitted by the main characters in the previous books. What is similar? What is different? Use details from the text to support your response.

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.

