

**BOOK FIVE
EDUCATOR COMPANION**

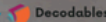


The Lost Teapot

BY KUGU SOYKAN



REMIX



Book 5



Ideas for Phonics & Fluency Practice



In this book, striving readers practice reading **open syllable & multisyllabic words**, as well as words with **open-syllable prefixes**. Here are concepts that students should be familiar with in order to decode this fifth book in the series.

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 (ex: in apple, the “a” is closed in by the “p,” making the short sound /a/; 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 /e/, 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.

Open Syllable Rule

Every syllable must have at least one vowel and at least one consonant. In an open syllable, the syllable ends with a vowel, which usually makes the long sound (ex: be, no, she, hi). In open + closed syllable multisyllabic words, syllable division comes after the vowel. (ex: m u s i c : m u // s i c)

-ly Open Syllable Suffix

This suffix changes base words into adverbs (words that describe the verbs that come before them). This is an open syllable suffix, with the y making the /e/ sound.

Open Syllable Prefixes

The prefixes in Book 4 were all closed syllables. In this book, we introduce open syllable prefixes that, like the closed syllable ones, can be explicitly taught along with their meanings.

a-: not

co-: with

de-: take away

pre-: before

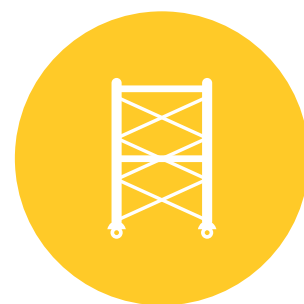
pro: for or in favor of

re-: again



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**t
 - 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.



The Lost Teapot Vocabulary Guide

IES
Recommendation

3A

CHAPTER ONE: A Library Quest

tattered (adjective): torn; ripped

- Page 13: "She opened the first page, but a tattered page, like a map, fell out."

CHAPTER TWO: A Trip to the Past

confirmed (verb): proved that something is true

- Page 19: "There is no confirmed human contact with the gold teapot."

merchants (noun): person whose job is buying and selling goods

- Page 29: "Around her were horses, merchants selling bacon, and blocks of red brick houses as far as she could see."

vital (adjective): necessary; important

- Page 34: "This is the vital info I want, Liberty thought."

CHAPTER THREE: Protecting the Teapot

accustomed (verb): made familiar by experience or practice

- Page 37: "By the time Liberty got somewhat accustomed to colonial Boston, the sun had set and all the music had stopped."

colonial (adjective): refers to the time of the 13 British colonies, which became the U.S.

- Page 37: "By the time Liberty got somewhat accustomed to colonial Boston, the sun had set and all the music had stopped."

discontented (adjective): unsatisfied; unhappy

- Page 38: "She spotted a bunch of discontented men conversing secretly."

harbor (noun): area of the sea where ships anchor

- Page 38: "They looked at the harbor with disgust."

maximum (noun): an amount that is the largest possible

- Page 44: "Liberty knew this was the maximum she could put this off, or she would risk losing the teapot."

cargo (noun): goods that are carried by a ship

- Page 45: "She started ripping apart cargo boxes as fast as she possibly could."

admonished (verb): told someone that they have done something wrong

- Page 46: "'Don't rip them, just toss them!' admonished a man next to her."

consistently (adverb): the quality of always acting a similar way

- Page 47: "Liberty consistently ripped apart boxes, but she did not find anything."



The Lost Teapot Vocabulary Guide

abandoned (verb): stopped doing something before it is finished

- Page 48: "She abandoned that ship and ran to another, but she did not have much time left."

CHAPTER FOUR: The Teapot's Legacy Revealed

dejected (adjective): down; miserable

- Page 53: "Liberty felt dejected."

coexisting (verb): to exist together

- Page 57: "She watched the merchants coexisting along the harbor."

resist (verb): stop yourself from doing something

- Page 66: "Liberty could not resist."



Comprehension Questions for Book Five

IES
Recommendation
3B



In *The Lost Teapot*, Liberty is sent on an adventure through time to find an item lost during the Boston Tea Party. She uses her love of reading to help her solve the mystery and finish the scavenger hunt the mysterious library worker has sent her on.

Within the Text

- Summarize what Liberty needs to do for the scavenger hunt.
- What object does Liberty need to find?
- How does the fog assist Liberty in her quest?
- Can you explain why the man in the library delivered messages to Liberty through books?

About the Text

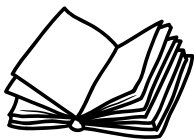
- Describe the events of the Boston Tea Party.
- The chapter says Liberty feels “dejected” when she can’t find the teapot. What does that mean?

Beyond the Text

- Liberty’s favorite book genre is Historical Fiction. What is your favorite book genre?

Reaction Questions for Book Five:

IES
Recommendation
3D



BOOK

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



HEAD

How did Liberty’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 Library Quest

- The text says that Liberty “had a backpack full of books to return.” What does this tell you about her?
- Liberty’s favorite book genre is Historical Fiction. What is your favorite book genre?
- Why do you think Liberty checked out the old book without thinking about it?
- Summarize what Liberty needs to do for the scavenger hunt.

CHAPTER TWO: A Trip to the Past

- What object does Liberty need to find?
- Describe the events of the Boston Tea Party.
- How is the old book connected to Liberty’s ability to time travel?

CHAPTER THREE: Protecting the Teapot

- Why do you think the men were looking at the harbor in disgust?
- How does the fog assist Liberty in her quest?

CHAPTER FOUR: The Teapot’s Legacy Revealed

- The chapter says Liberty feels “dejected” when she can’t find the teapot. What does that mean?
- Can you explain why the man in the library delivered messages to Liberty through books?



Written Response to Reading

Writing Prompt: What connections can you make between this book and (choose one):

- your own life?
- another book?
- a movie/TV show?

Optional Template for the Response

In the book, _____ . In my life/another book/a TV show, _____ . These two experiences connect because _____ .

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.

