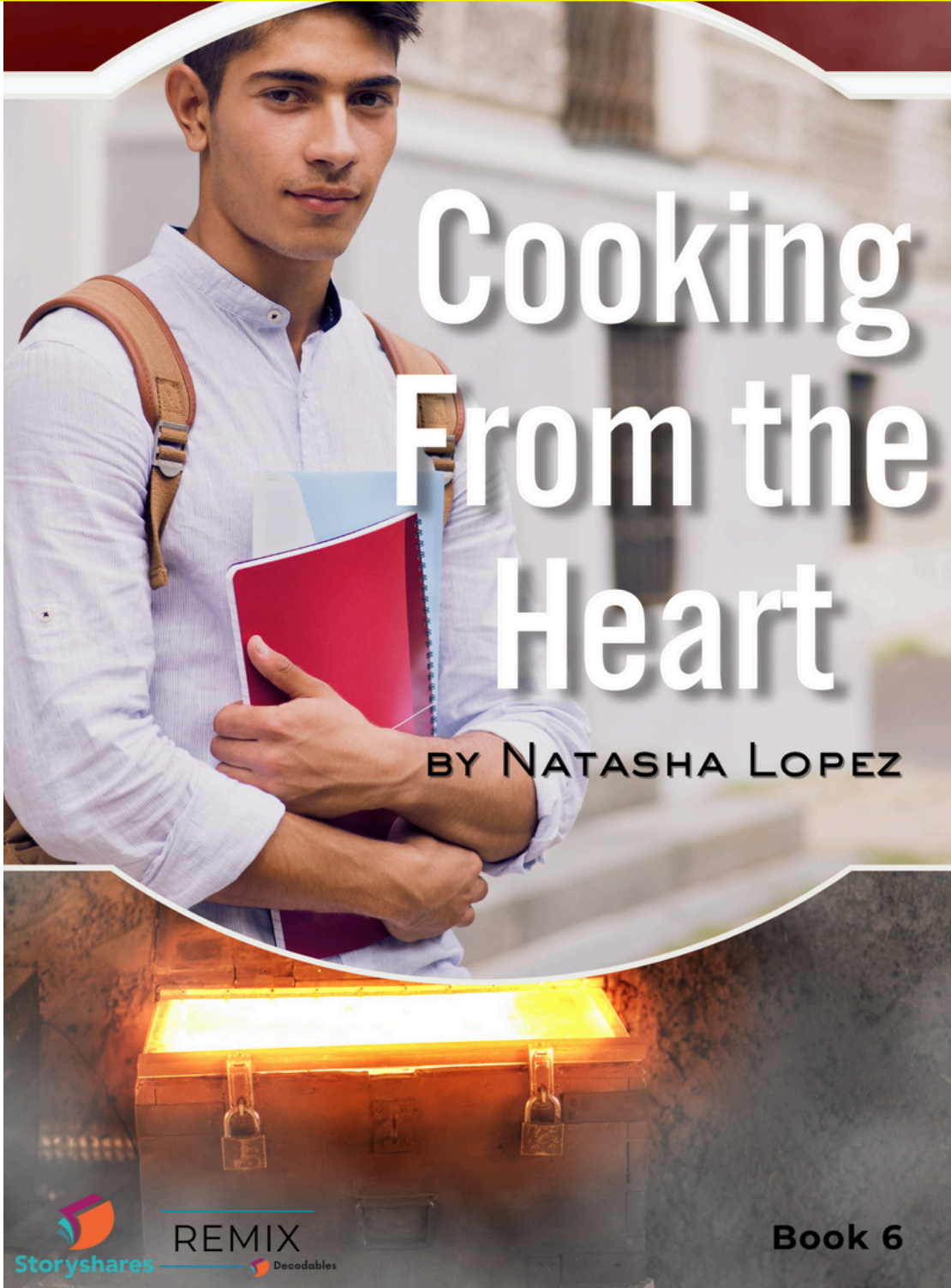


BOOK SIX
EDUCATOR COMPANION



Ideas for Phonics & Fluency Practice



In this book, striving readers practice reading words with **schwa**. Schwa is one of the most common sounds in the English language, but can be hard to describe and understand. It is represented by the symbol /ə/ and is a neutral, mid-central vowel sound. Examples of words that include schwa are: soda (sōdə), lemon (lemən), enemy (enəmə). Students will practice using **schwa** with: **multisyllabic words** as well as **words with prefixes and suffixes**.

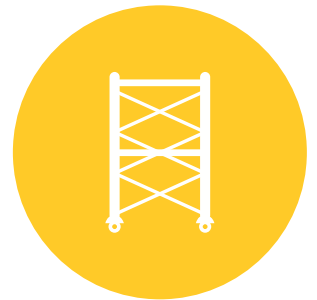
Schwa

Schwa is an unstressed sound that occurs in an unstressed syllable, making the vowel sound weaker. To practice listening for schwa, students can mark the stressed and unstressed syllables in a word.



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.



Cooking From the Heart Vocabulary Guide

IES
Recommendation

3A

CHAPTER ONE: The Man in the Fog

witnessing (verb): seeing, hearing, or knowing something from personal observation

- Page 9: "What's the problem?' Dad asked, witnessing Noel's sadness."

CHAPTER TWO: The Egg Problem

coop (noun): a cage where animals like chickens are kept

- Page 26: "He has the keys to unlock the coop,' Dad said."

victim (noun): someone that has suffered as a result of someone else's actions

- Page 27: "He was not going to be the victim of a bunch of chickens!"

CHAPTER THREE: Lessons by the River

bolted (verb): started to run very fast

- Page 46: "Noel bolted up the slick hill."

slick (adjective): slippery

- Page 46: "Noel bolted up the slick hill."

aroma (noun): strong, pleasant smell

- Page 47: "He smelled the aroma in the kitchen."

CHAPTER FOUR: Mofongo from the Heart

mortar (noun): bowl in which you can crush things like herbs and spices using a rod called a pestle

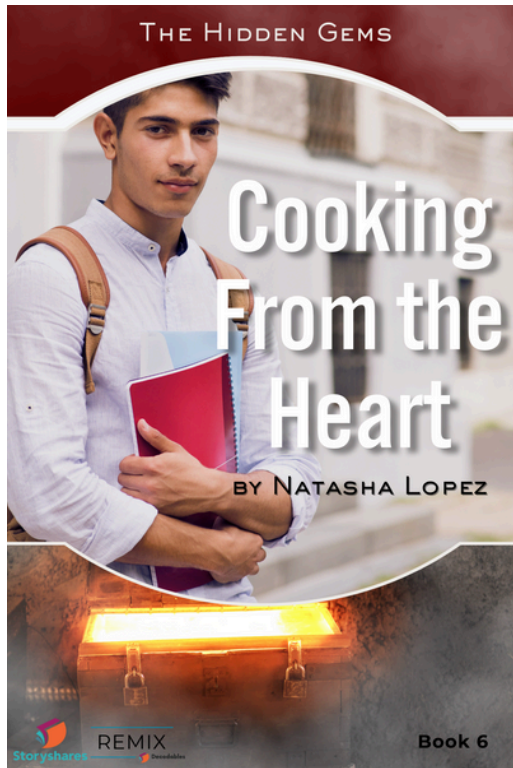
- Page 55: "Abuela grabbed a mortar and pestle off the shelf."

pestle (noun): short rod that is used to crush things like herbs and spices in a bowl called a mortar

- Page 55: "Abuela grabbed a mortar and pestle off the shelf."



Comprehension Questions for Book Six



In *Cooking From the Heart*, Noel has a hard time fitting in with his family. After moving from New York to be with his relatives, Noel struggles to find his place, but a scavenger hunt helps him find a connection with his family that he never realized he had.

Within the Text

- Why does Noel have a hard time at Abuela's house?
- What does Noel's cousin Titi need help with? Why might the task be difficult?
- Explain how the food Abuela cooks and the family are connected.

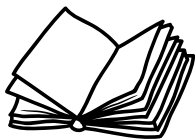
About the Text

- Why is chapter two called "The Egg Problem"?
- What lesson do you think Abuela was hoping Noel would learn when she sent him to the river to see his family?

Beyond the Text

- Describe how the family treats Noel. How does this treatment make him feel? How would you feel if you were treated that way?

Reaction Questions for Book Six:



BOOK

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



HEAD

How did Noel'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: The Man in the Fog

- Why does Noel have a hard time at Abuela's house?
- How does Noel's inability to understand his cousins influence his decision to sit alone on the hammock?
- Describe Noel's home environment. How would it be different if he were still in New York?

CHAPTER TWO: The Egg Problem

- Why is this chapter called "The Egg Problem"?
- What does Noel's cousin Titi need help with? Why might the task be difficult?
- Describe how the family treats Noel. How does this treatment make him feel? How would you feel if you were treated that way?

CHAPTER THREE: Lessons by the River

- What lesson do you think Abuela was hoping Noel would learn when she sent him to the river to see his family?
- Why does Noel decide to stay at the river with his family and how do you think it will affect his cooking lesson with Abuela?

CHAPTER FOUR: Mofongo From the Heart

- Explain how the food Abuela cooks and the family are connected.
- What is Mofongo? Use evidence from the text to support your answer.
- What lesson does Noel learn about cooking at the end of the story?



