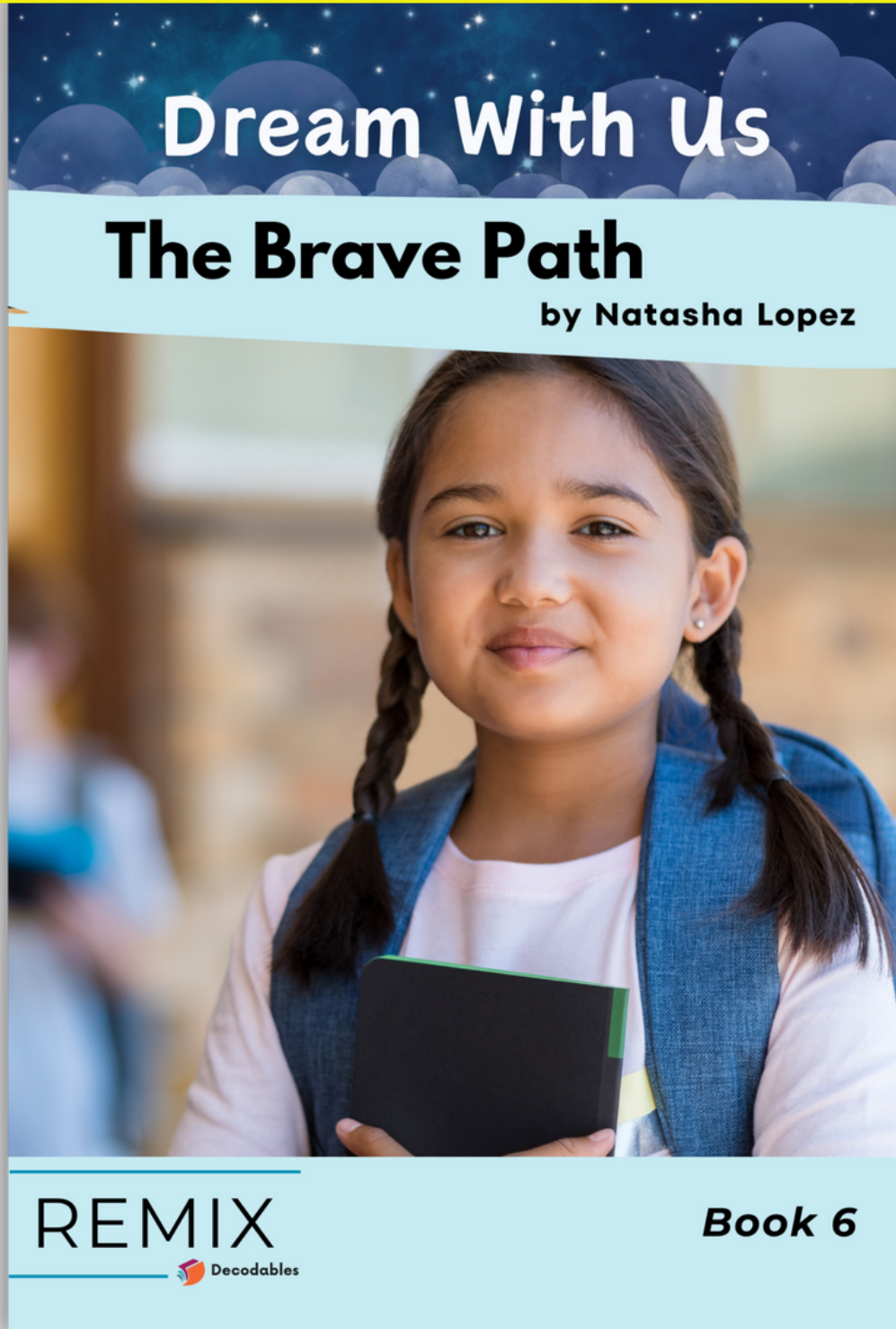


BOOK SIX EDUCATOR COMPANION



Ideas for Phonics & Fluency Practice



In this book, striving readers practice reading **words with open syllables**. Here are concepts that students should be familiar with in order to decode this sixth book in the series.

Open Syllables

Open syllables are open because the vowels are not closed in by consonants. Because the syllable ends in a vowel, the vowel makes the long sound. It is helpful to make keywords for open syllables. (Examples: “baby,” “me,” “hi,” “go,” “flu”)

Note: Most words with open syllables are multisyllabic and combined with closed and vowel-consonant-e syllables.

Open Syllable Exceptions

Review with students that exceptions are when a letter doesn't make a sound that follows the rules that go along with that syllable type. Sometimes, the letters “a” and “i” make the short sound (or even another letter's sound) when they are in syllables by themselves. For example, “i” makes the short “ihhh” sound when it is alone in an open syllable, as in the word “gravity.” This happens when “i” is alone in a syllable in the middle of a word. When “a” is at the beginning of a word, either because it is a prefix or just in an open syllable by itself, it makes the “uh” sound, as in “awake.” “A” can also make the “uh” sound when it is at the end of a word, or, more often, at the end of someone's name like “Pamela.”

Tricky Y

Y is both a vowel and a consonant, but this isn't as relevant as teaching students that it makes both short and long sounds. The short sound of y is /y/ and the long sound of y is /e/. Here are some rules.

- When y is at the beginning of a word, it makes the /y/ sound.
- When y is at the end of a multisyllabic word, it makes the /e/ sound.
- Y also makes an /i/ sound when it is at the end of a single-syllable word.

y e l l
beginning of the
word /y/

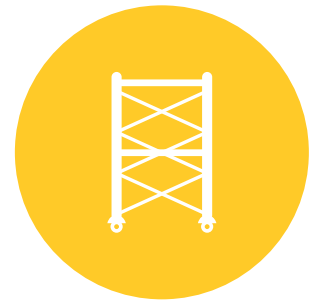
b a b y
end of second
syllable: /e/

c r y
end of single
syllable word: /i/



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.



The Brave Path Vocabulary Guide

CHAPTER ONE: Beautiful Skies

exhibit (noun): show

- Page 5: "You will win first place at the art **exhibit** on Friday."

random (adjective): done or chosen without a pattern or plan

- Page 8: "The berries look more like **random** dots."

CHAPTER TWO: A Shy Moment

Yupik: a group of indigenous people from the lands we now call Alaska and Russia

- Page 28: "Annie was **Yupik** like us."

CHAPTER THREE: Oily Snow

myth (noun): a well-known story that was made up in the past in order to explain part of a culture's beliefs

- Page 37: "Is she part of some kind of **myth**?"

rusty (adjective): when something is not as good as it used to be because of a lot of rust

- Page 40: "All around her are **rusty** metal tanks."

chemicals (noun): substances created by a chemical process

- Page 41: "There are **chemicals** in the tanks."

crypt (noun): an underground room used as a burial place

- Page 43: "Annie takes Emily into the **crypt**."

CHAPTER FOUR: The Army Base

general (noun): a high-ranking army officer

- Page 53: "'The **general** will see you now,' the secretary says."

secretary (noun): a person employed to do office work

- Page 53: "'The general will see you now,' the **secretary** says."

studio (noun): a room, often where people work or create

- Page 54: "Emily, Annie, and Pamela enter the general's office **studio**."

toxic (adjective): poisonous

- Page 57: "We must clean up the **toxic** chemicals the army left behind."

The Brave Path Vocabulary Guide

frustrated (adjective): upset or angry

- Page 61: "The general looks **frustrated**."

investigate (verb): to find out, search, or look into

- Page 62: "Sir, could you just **investigate** the chemicals?"

advocate (verb): to stand up for

- Page 65: "Then I will **advocate** for the Yupiks."

CHAPTER FIVE: Making Moves

shrinks (verb): get smaller

- Page 74: "Emily **shrinks** in her seat."

glares (verb): to look at someone angrily

- Page 74: "Jong **glares** at Emily."

abandons (verb): to leave or give up on trying to do something

- Page 75: "She **abandons** the lie."

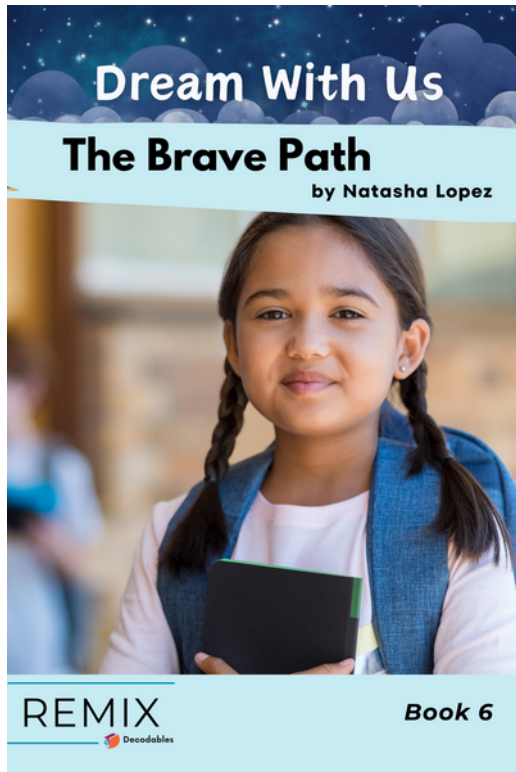
identical (adjective): when something looks the same as something else

- Page 77: "Emily shares a smile that she knows is **identical** to the one Annie Akeya Alowa shared with her."



Comprehension Questions for Book Six

IES
Recommendation
3B



In this book we learn about Emily, a girl who struggles to be brave. After lying to her classmates about a painting, she meets a Yupik woman named Annie and learns what true bravery really is.

Within the Text

- Why did Emily lie and say Jong's painting was hers?
- In what way could Emily show bravery?
- Why is the snow on St. Lawrence Island oily and yellow?
- What do Annie and the general argue about at the army base?

About the Text

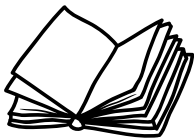
- What does it mean when "Emily's face gets hot"?
- Why does Annie say, "maybe my voice is not enough"?
- What does it mean to "advocate"?

Beyond the Text

- What is a myth? What are some myths you are familiar with?
- Annie tells Emily they will use their words to solve the problem. How can you use your words to show bravery?

Reaction Questions for Book Six:

IES
Recommendation
3C



BOOK

What was the story mostly about?

What does the author want you to know about Emily?



HEAD

What parts of this book surprised you? Why?



HEART

How did you feel after reading Emily's story?

What lesson from the story can you use in your own life?



Comprehension Questions by Chapter

IES
Recommendation

3B

CHAPTER ONE: Beautiful Skies

- What did Emily paint?
- What does it mean when “Emily’s face gets hot”?
- Why did Emily lie and say Jong’s painting was hers?

CHAPTER TWO: A Shy Moment

- In what way could Emily show bravery?
- Who does Emily read about that teaches her about bravery?

CHAPTER THREE: Oily Snow

- What is a myth? What are some myths you are familiar with?
- Why is the snow on St. Lawrence Island oily and yellow?
- How did the chemicals get on St. Lawrence Island?
- Annie tells Emily they will use their words to solve the problem. How can you use your words to show bravery?

CHAPTER FOUR: The Army Base

- Who is Pamela?
- Why does the general not smile back at Pamela when he sees her?
- What do Annie and the general argue about at the army base?
- Why does Annie say, “maybe my voice is not enough”?

CHAPTER FIVE: Making Moves

- What does it mean to “advocate”?
- How did Emily change by the end of the story?



Written Response to Reading

Writing Prompt: In this book, Emily learned about the importance of advocating for what's right. What is most important to *you* in *your* corner of the world? What are some changes you'd like to make in your community?

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.



[Download editable graphic organizers and note-catchers for the informational text companions here.](#)

