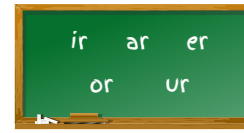


# BOOK SEVEN EDUCATOR COMPANION



# Ideas for Phonics & Fluency Practice



In this book, striving readers practice reading **R-controlled vowels**. Here are concepts that students should be familiar with in order to decode this book. In this book, striving readers also practice reading words with teams of syllables where the vowel team makes the long vowel sound. Striving readers will also practice reading words with diphthongs where the vowel sound begins sounding like one vowel, but when paired with another letter, has a modified vowel sound.

## What is an R-controlled vowel?

R-controlled vowels are when a vowel's sound changes when it is followed by an r. It is important for students to be able to identify these when they're in multisyllabic words as well as when they're, more obviously, in single syllable words. Students can circle the vowel and the r that follows it to identify when a word has an r-controlled vowel and when the phonemes change because of it. Here are some sounds to explicitly teach:

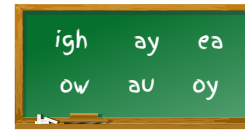
- **ar** sounds like /ahr/ (barn, scarf)
- **er, ir, and ur** sound like /er/ (perch, birch, nurse)
- **or** sounds like /awr/ (corn, fork)

## Tips for Explicitly Teaching R-Controlled Vowels

- **The Bossy R:** Sometimes, personifying letters helps us remember their function. In this case, the r is "bossy" because it tells the vowel that precedes it what sound to make.
- **Make and illustrate keywords:** Have students make their own keywords for each R-controlled vowel. Remember that keywords should be visual cues so it's great when their meaning can be drawn as well as written. See above for some examples.
- **Annotate:** When learning/reviewing R-controlled vowels at the syllable level, it can be helpful to highlight or underline them and write their phonetic sound above the letters that it goes along with.
  - Example: t h <sup>er</sup> i r s t



# Ideas for Phonics & Fluency Practice



## Vowel Team Syllables

This is a syllable type, just like open and closed syllables, and therefore must be taught and identified explicitly. Vowel teams are groups of letters that are next to each other in a syllable. They include at least one vowel that is combined with the other letters in the team (either a vowel digraph or a vowel + consonant). Those other letters determine the sound the vowel makes, and together they make one sound.

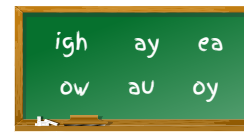
## Long Vowel Sounds

It is important to note that the letters that make these sounds need to stay together! The long vowel sound, with the exception of u which can make /u/ or /oo/ in its long form, is the same as the name of the vowel.

LONG A	LONG E	LONG I	LONG O	LONG U
ai	ee	ie	oa	ew
ay	ea	igh	oe	ue
ea	ey		ow	eu
ey	ie			
eigh	ei			

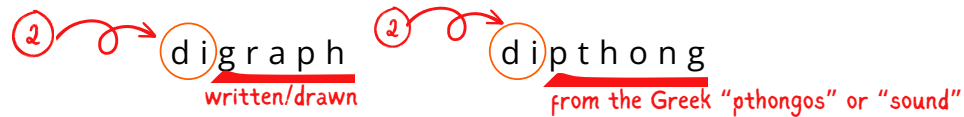


# Ideas for Phonics & Fluency Practice



## Diphthongs

A diphthong can look like a team of two vowel sounds. It is fun to teach students the etymology of the word diphthong. But first, teach them the etymology of the word “digraph.”



A digraph is two letters that are written together to make the same sound, whereas a diphthong is two letters that make the tongue (“tongue” - “thong”) begin as one vowel sound and slide into another, slightly different sound. The vowel sound begins sounding like one vowel, but when combined with a teammate, has a modified vowel sound. These are sometimes taught as “whining diphthongs” because the sounds are similar to those made when, well, whining.

### DIPHTHONGS

aw, au

oo, ew

oi, oy

ou, ow

## Marking/Mapping Words

Teach students to identify these letter combinations before reading by physically marking the letters that come together to make one sound. Similar to marking a digraph, mark diphthongs and vowel teams with one underline or one swipe of the highlighter to show that the letters, when put together, make one sound.

joined

crew

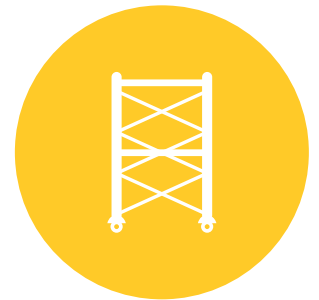
slow

sleigh



## Additional Scaffolds to Provide

- **Color Coding / Highlighting Multisyllabic Words:** Because these are decodables designed for students in grades 3 and above, there are some multisyllabic words, which can be tricky to read if students have not been explicitly taught syllable division rules. Syllable division is especially important when learning the tricky y. 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: penpal
  - 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.



# An Ancient Adventure Vocabulary Guide

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3A

## CHAPTER ONE: A Book in the Attic

**implored** (begged): begged, or asked seriously

- Page 2: "Arya did not plan to sleep over after she chores on the farm, but Granny Nora **implored** her to stay for dinner."

**rare** (adjective): not common, and sometimes more important or valuable because of that

- Page 6: "It looks like a **rare** book."

**mythology** (noun): a group of stories that help explain a culture's beliefs

- Page 7: The first pages tell a rare story about Egyptian **mythology**."

**blur** (noun; verb): something that can't be seen clearly due to not having an outline

- Page 9: "Everything is a **blur**. She does not know where she is."

## CHAPTER TWO: A Dangerous Path

**vast** (adjective): extremely large

- Page 14: "It is a **vast** desert."

**Pharaoh** (proper noun): a king of Ancient Egypt

- Page 15: "An adventure into the **pharaoh's** territory."

**territory** (noun): land controlled by a particular country or ruler

- Page 15: "An adventure into the pharaoh's **territory**."

**scarab** (noun): an ancient Egyptian gem with the image of a beetle on it

- Page 16: "His lost **scarab** will restore the powers of my people."

**restore** (verb): to bring back

- Page 16: "His lost scarab will **restore** the powers of my people."

**accomplish** (verb): to succeed in doing something

- Page 16: "The path will be full of danger, but I must **accomplish** my purpose."

**pursue** (verb): to carry out or follow a plan

- Page 17: "she is ready to **pursue** the adventure."

**horizon** (noun): a line in the distance where the sky meets the land or sea

- Page 19: "The sun is an orange color on the **horizon**."

**dusk** (noun): the time in the evening when there is still daylight, but it's getting darker

- Page 19: "**Dusk** comes closer."



# An Ancient Adventure Vocabulary Guide

**snarl** (noun): a rough sound made by an animal

- Page 20: "A **snarl** emerges from nowhere."

**emerges** (verb): comes out

- Page 20: "A snarl **emerges** from nowhere."

**encounter** (verb): to come across; to meet

- Page 20: She has never **encountered** a hyena before.

**scimitar** (noun): a curved blade common in North Africa

- Page 21: "Then he charges forward with his **scimitar**."

**vanishes** (verb): disappears; leaves

- Page 22: "Then she twirls and turns around and **vanishes** into the desert."

**admire** (verb): to like and respect someone a lot

- Page 23: "Arya **admires** how brave Omar is."

**sphinx** (noun): a large ancient creature with a human head and a lion's body

- Page 24: "'Look, Omar,' Arya says. 'It's the **sphinx**!'"

## CHAPTER THREE: The Sphinx & the Snakes

**contemplate** (verb): to think deeply about

- Page 26: "Arya **contemplates** the fearsome creature."

**embrace** (verb): to hug or welcome

- Page 27: "Its peaceful gaze **embraces** the space."

**perceive** (verb): to see something, especially when it's hard to notice

- Page 27: "Beneath its giant paws, Arya **perceives** something."

**eerie** (adjective): spooky, strange, or frightening

- Page 28: "Something fearsome awaits them in the **eerie** dark."

**volunteer** (verb): to offer

- Page 33: "Arya **volunteers** to play the game."

**supreme** (adjective): better than everyone else

- Page 34: "Beneath the earth, where shadows play, I am **supreme**."

# An Ancient Adventure Vocabulary Guide

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## CHAPTER FOUR: Hunting for Clues

**feud** (noun): fight or argument

- Page 36: "Just a few minutes to try and find the right reply so she can end this **feud**."

**guardian** (noun): a protector

- Page 40: "'**Guardian** Snake,' Arya cries again."

**foe** (noun): enemy

- Page 41: "It is clear you are not a **foe**."

**chamber** (noun): room

- Page 45: "How can we locate the pharaoh's **chamber**?"

## CHAPTER FIVE: Finding Pharaoh's Room

**gleam** (verb): to reflect light because it is shiny or clean

- Page 49: "Four pairs of **gleaming** eyes emerge from the shadows."

**seize** (verb): to take hold of something quickly, firmly, and forcefully

- Page 50: "A deep fear **seizes** him as the towering creature crawls forward to join them."

**massive** (adjective): very large

- Page 53: "The stairs creak beneath its **massive** weight."

**narrow** (adjective): measures a small distance from one side to another; not very wide

- Page 56: "She finds a **narrow** breach in the wall that they didn't see before."

**concealed** (adjective): hidden from sight, usually by something else

- Page 56: "It looks like a **concealed** passage."

**rejoice** (verb): to celebrate

- Page 56: "They take a moment to **rejoice** in their escape."

## CHAPTER SIX: Lifting the Curse

**exclaim** (verb): to yell in an excited way

- Page 61: "'The scarab!' Omar **exclaims**."





# An Ancient Adventure Vocabulary Guide

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**tomb** (noun): a decorated grave that's above the ground

- Page 64: "He sees the pharaoh's **tomb** and comes closer to it."

**quiver** (verb): to shake with very small movements

- Page 64: "He runs his **quivering** hand over the dusty crown and sees an empty slot there."

**hieroglyphs** (noun): symbols in the form of pictures that were used for writing

- Page 66: "**Hieroglyphs** shine on the old walls."



# Comprehension Questions for Book Seven

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In this book we learn about Arya. Arya helps out on her Granny's farm, but she doesn't like the work. Can lifting a curse in Egypt show Arya how good it can be to help others?

## Within the Text

- How is the farm important to the community?
- Why does Arya decide to help Omar complete his goal?
- Who do Arya and Omar encounter in the cave?
- What creature do Arya and Omar run into in the cave?
- How do you think Omar feels when the text says his "throat dries up"?

## About the Text

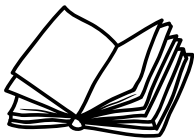
- Why is chapter 2 called "A Dangerous Path"? What makes the path dangerous?
- Describe what a sphinx looks like.

## Beyond the Text

- What do you know about Egypt?
- How do you solve problems that may be difficult?

# Reaction Questions for Book Seven:

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## BOOK

What was the story mostly about?

What does the author want you to know about Arya?



## HEAD

What parts of this book surprised you? Why?



## HEART

How did you feel after reading Arya's story?

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



# Comprehension Questions by Chapter

## CHAPTER ONE: The Book in the Attic

- Why does Arya choose to sleep over at the farm?
- How is the farm important to the community?
- What do you know about Egypt?

## CHAPTER TWO: A Dangerous Path

- What purpose is the boy from the desert trying to fulfill?
- Why does Arya decide to help Omar complete his goal?
- Why is chapter 2 called “A Dangerous Path”? What makes the path dangerous?

## CHAPTER THREE: The Sphinx and the Snake

- Describe what a sphinx looks like.
- Who do Arya and Omar encounter in the cave?
- What is the only way into the cave?

## CHAPTER FOUR: Hunting for Clues

- How do you think Arya feels as she is trying to solve the riddle?
- What does Arya do to help her solve the riddle?
- How do you solve problems that may be difficult?

## CHAPTER FIVE: Finding Pharoah’s Room

- What creature do Arya and Omar run into in the cave?
- How do you think Omar feels when the text says his “throat dries up”?
- How do Omar and Arya escape from the creature?

## CHAPTER SIX: Lifting the Curse

- What causes the scarab to shine?
- How is the curse over the people lifted?
- Why does Arya tell her Granny she is “ready to work on the farm”? What lesson did she learn?

