

BOOK SEVEN EDUCATOR COMPANION



Ideas for Phonics & Fluency Practice



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/

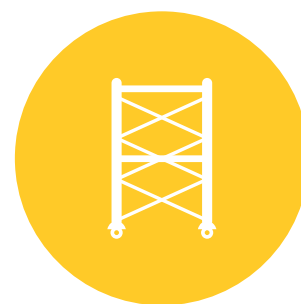
b a b y
end of second
syllable: /e/

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 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: **pen|pal**
 - 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.



Group Chat, Ink Vocabulary Guide

CHAPTER ONE: A Way to Connect

express (verb): to show what you think or feel

- Page 3: "Ba liked seeing Min **express** joy."

recall (verb): to remember

- Page 7: "Do you **recall** how we came together?"

confirmed (verb): showed that something is true

- Page 11: "Sara and Destiny both **confirmed** today to be in our chat group."

epic (adjective): considered very impressive or ambitious

- Page 12: "That is **epic**, Max!"

diversity (noun): a range of people that are very different from each other

- Page 13: "Caring Kids Coming Together is a center to show our **diversity**..."

CHAPTER TWO: The Group Chat

pollution (noun): the process of bringing poison (often through trash left in natural areas) that is bad for water, air, or land

- Page 15: "I submitted to the Think Tank to inform people about ocean **pollution**..."

geography (noun): the study of the countries of the world, land formation, seas, and climate

- Page 17: "I just did a project on Benin for my **geography** class!"

CHAPTER THREE: Max's Great Idea

envy (noun): when someone wishes they had the same things or qualities someone else has; "green with envy" is an idiom that refers to the feeling of being extremely jealous

- Page 30: "Going green with **envy** over here."

general (adjective): involves or affects most people; not restricted to any one thing or area

- Page 31: "Like a **general** teen news book?"

timid (adjective): shy or nervous

- Page 32: "Sara, you are so **timid** and gentle."

get a grip (idiom): get control over a big feeling

- Page 33: "Everyone **get a grip**!"

gossip (noun, verb): talk with someone about other(s) who aren't there

- Page 34: "But we have to work together. No **gossip**."

organize (verb): make all the arrangements for something

- Page 34: "We can **organize** by city or country or cause."

Group Chat, Ink Vocabulary Guide

CHAPTER FOUR: When to Say Goodbye

sync (verb): shortened for “synchronize”; to cause something to happen at the same time or speed as something else

- Page 41: “The story is in **sync** with important things.”

jury (noun): a group of people who choose the winner of a competition

- Page 42: “But what if the contest **jury** thinks our book is yucky?”

myth (noun): a well-known story made up in the past to explain natural events or to justify religious beliefs or social customs

- Page 43: “I heard that **myth** once.”

glory (noun): fame and admiration you get for an achievement

- Page 43: “We did this to reach out. Not for **glory**.”

deny (verb): to say that something is not true

- Page 44: “But you cannot **deny** that if we do not win, no one will see our work.”

published (verb): had copies printed and made available to people to read

- Page 45: “You mean get it **published**?”

yielding (verb): allowing someone else to have control or responsibility; producing something

- Page 47: “I guess **yielding** control is part of this.”

sympathy (noun): the feeling of being sorry for someone else

- Page 47: “A big company could have **sympathy**, and the book would still be ours.”

lynx (noun): a medium-sized wild cat

- Page 49: “I left the gym. Went home and drew a **lynx**.”



Comprehension Questions for Book Seven

IES
Recommendation
3B



This book is told entirely in the form of a group chat. Now that Max, Min, and Arin have enough entries to begin pulling Min's Think Tank project together, they've decided that it would be useful (and fun!) to create an online meeting space for the students taking part in this project.

Within the Text

- Why does Max's dad say he is concerned about Max? *Challenge:* What is the tone of that comment?
- What was Min's idea for helping everyone get to know each other?

About the Text

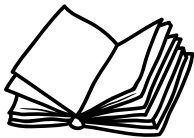
- How do the characters' families support and inspire them? What are the character traits of some of these **secondary characters** (Ba, Aunt Mal, Uncle Stan, Max's dad, etc.)?

Beyond the Text

- Make a prediction! How do you think the stories of Max, Min, Sara, Destiny, Carlos, and Whit are all connected? *Or:* What connects the stories of Max, Min, Sara, Destiny, Carlos, and Whit?

Reaction Questions for Book Seven:

IES
Recommendation
3C



BOOK

What are the big ideas in this book? How do those ideas impact the different characters?



HEAD

What do you think about Max's idea? Do you think it will work? Why or why not?



HEART

Was there a moment in the book when you felt something a character also felt? Describe that moment.



Comprehension Questions by Chapter



CHAPTER ONE: A Way to Connect

- Why does Max's dad say he is concerned about Max? What is the tone of that comment?
- How do the characters' families support and inspire them? What are the character traits of some of these secondary characters (Ba, Aunt Mal, Uncle Stan, Max's dad, etc.)?

CHAPTER TWO: The Group Chat

- What do Destiny and Whit have in common?
- What is Min's idea for helping everyone to get to know each other? Do you think this was a good idea? Why or why not?

CHAPTER THREE: Max's Great Idea

- On page 37, when Max says, "Biff, I think this is the beginning of something big," what do you think he's referring to?
- What does Rakesh say to Sara about "going public"? How do you think she felt when he said what he said?

CHAPTER FOUR: When to Say Goodbye

- How did the myth Carlos shared connect to the group's project?
- What do the characters think are the benefits of getting the book published? What are they worried about?
- Make a prediction! How do you think the stories of Max, Min, Sara, Destiny, Carlos, and Whit are all connected? Or: What connects the stories of Max, Min, Sara, Destiny, Carlos, and Whit?



