# BOOK SEVEN EDUCATOR COMPANION



# **Ideas for Phonics & Fluency Practice**





In this book, striving readers practice reading the sounds of c and g. Readers also learn about "Tricky Y" (when y says /i/ versus /e/). Here are concepts that students should be familiar with in order to decode the seventh book in the series.

#### Hard vs. Soft Sounds

You can begin by explicitly teaching the difference between phonemes and letters. A phoneme is the sound a letter (or multiple letters as in the case with digraphs, dipthongs, and vowel teams) makes, while a letter is the written unit that phonemes are made of... English is tricky! A single letter can make multiple phonemes, as is the case with g and c.

## Rules of G

G makes the hard sound (/g/) when it is followed by the vowels a, o, or u. It often (but not always) makes the soft sound (/j/) when it is followed by i, e, or y. Whenever g is in a blend, it makes the hard /g/ sound. Teach students to look for the vowel and/or identify the blend to figure out if g is making the hard or soft sound.

HARD SOUND: great & gather g followed by an a

SOFT SOUND: gist & gender g followed by an i g followed by an e

## Rules of C

Similarly, c makes the hard sound (/k/) when it is followed by the vowels a, o, or u. It often (but not always) makes the soft sound (/s/) when it is followed by i, e, or y. Whenever c is in a blend, it makes the /k/ sound. Teach students to look for the vowel and/or identify the blend to figure out if g is making the hard or soft sound.

HARD SOUND: candor & contact c followed by an a c followed by an o and c in a blend

SOFT SOUND: center & concerned c followee by an e Here, c makes the hard sound in the con- prefix because it's followed by an o. but the soft sound in the second syllable when it's followed by the e.

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# 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          | b a b y       | cry                |
|------------------|---------------|--------------------|
| beginning of the | end of second | end of single      |
| word /y/         | syllable: /e/ | syllable word: /i/ |

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# **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:
  - o color code the syllables, having students read one color at a time: penpal
  - o 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.

# **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**





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:**



**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?

# **Written Response to Reading**



Writing Prompt: Text messages are written dialogue between two people. Write the dialogue, or text messages, between three people who are meeting for the first time on the first day of school. What do they share about themselves? Make sure that your dialogue teaches the reader something about these characters! **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.