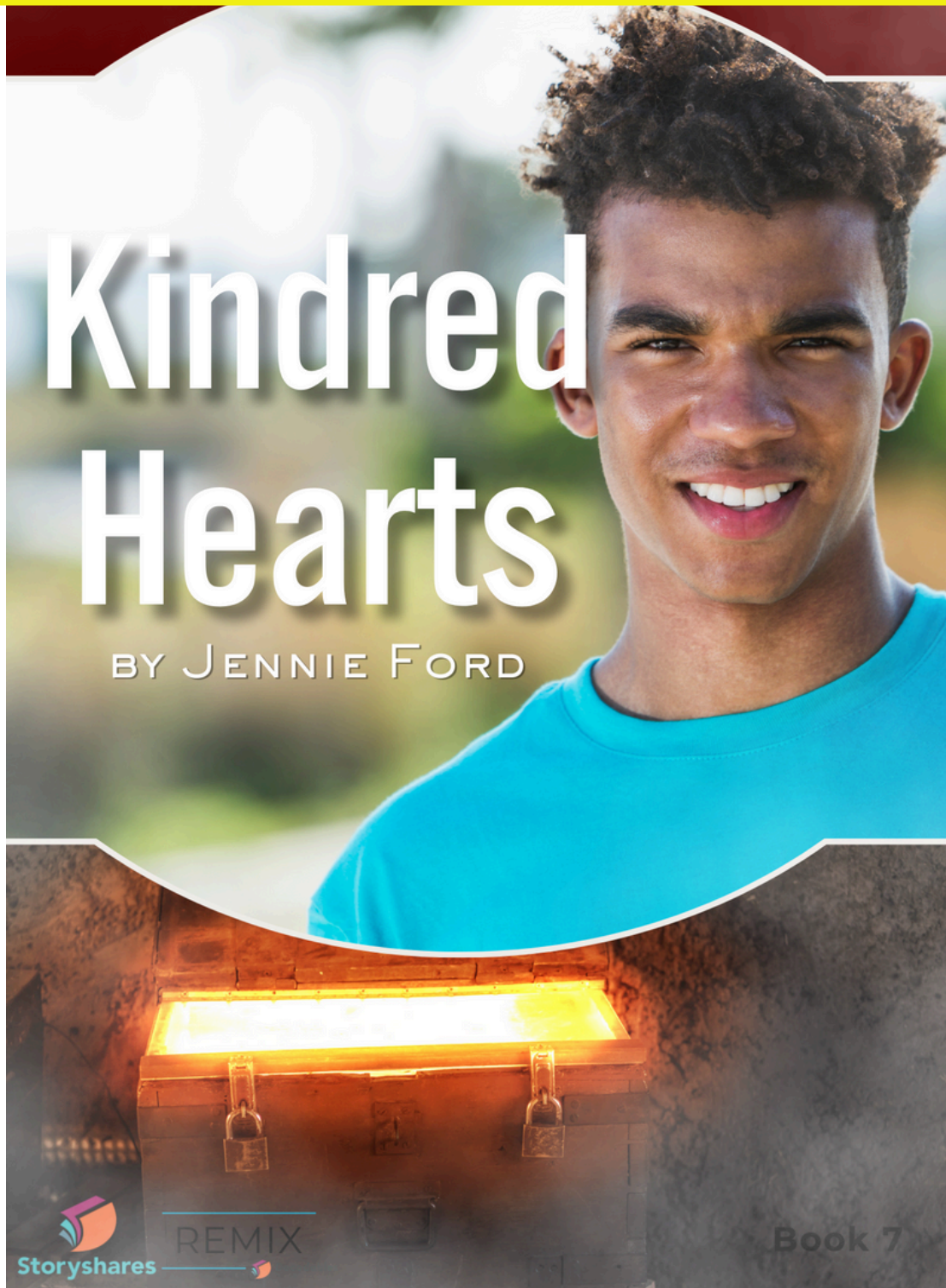
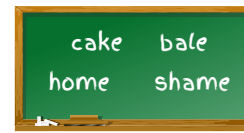


**BOOK SEVEN
EDUCATOR COMPANION**



Ideas for Phonics & Fluency Practice



In this book, striving readers practice reading **vowel-consonant-e syllables**, otherwise known as **Magic E**, **VCE**, or **Silent E**. The first step in preparing older students to learn about VCE syllables should be activating any prior knowledge they have of being taught this concept. This whole book is dedicated to VCE because it's a tricky rule and many striving readers need it reinforced. Finding out where and how they learned this before can help teachers of students in third grade and beyond to determine what worked and didn't work for them the first time around. Here are concepts that students should be familiar with in order to decode this seventh book in the series.

Vowel-Consonant-E / Magic E / Silent E

The vowel before the consonant says its name when the consonant is followed by an e. In other words, the vowel makes the long vowel sound. In the phonics guides in this book, we called it Magic E because we found that's what most striving readers were familiar with calling the concept. Students should practice identifying vowel-consonant-e as a common pattern in words and syllables. When first learning/reviewing this, you can provide students with a few pages of text and instruct them to circle the vowel-consonant-e syllables.

Magic E Keywords

Have students create, mark, and illustrate additional keywords for each vowel sound that uses Magic E. Have students practice saying *all* vowel sounds. For example:

tale here fire home fuse

U with Magic E

U is the only vowel that makes *two* sounds in a VCE syllable. Make sure that students have two key words for U -- one where u says /ū/ and another where u says /oo/.

Multisyllabic Words with Different Syllable Types

Students should be familiar with syllable division rules at this point, but we all need a refresher sometimes, so to find a list of syllable division rules, refer to page 34. The first step in identifying syllable types is dividing words into syllables. From there, students can look at letter patterns in each syllable at a time to determine the syllable type. This can become automatic over time and this book gives repeated practice with that, but for now, looking on the word and even the letter level is an important step that shouldn't be missed.



Ideas for Phonics & Fluency Practice



Marking Words

Have students practice phonetically marking VCE words by putting a macron over the vowel, an underline *under* the consonant, and by crossing out the e.

Tapping Words

When tapping VCE syllables, tap all the sounds *except* the e because the e does not make the sound.

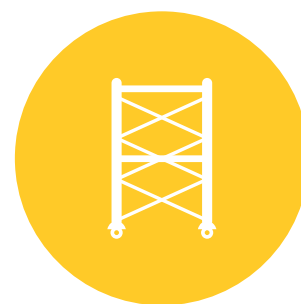


Ideas for Phonics & Fluency Practice



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.



Kindred Hearts Vocabulary Guide

IES
Recommendation

3A

CHAPTER ONE: The Stranger

inhabited (verb): lived in an area

- Page 5: "It was home to much wildlife: black bears, deer, bobcats, and more all inhabited these mountains."

vanished (verb): disappeared suddenly

- Page 23: "He vanished into the pitch black and foggy forest."

CHAPTER TWO: The Letter

incline (noun): land that slopes at an angle

- Page 36: "People did not often drive up the big incline to Grandpa's house."

CHAPTER THREE: The Riddle

enclosed (verb): inserted in an envelope

- Page 42: "Enclosed you will find more clues to send you on your way."

gusting (verb): blowing in strong, sudden rushes

- Page 52: "It was silent, all but the wood popping in the fireplace and the wind gusting outside."

CHAPTER FOUR: The Search

conclude (verb): to decide by reasoning; to deduce

- Page 55: "He could not conclude why the man chose him."

scampered (verb): ran quickly

- Page 60: "He gazed at the deer as it scampered into the forest."

reflected (verb): thought seriously

- Page 62: "There is too much land and too few clues, he reflected to himself."



Kindred Hearts Vocabulary Guide

CHAPTER FIVE: Sunburst

hue (noun): a particular shade of a color

- Page 83: "At the top of the tall mountains, they could see an orange hue."

embedded (verb): surrounded tightly or firmly

- Page 88: "He noticed a metal spike embedded in the rock."

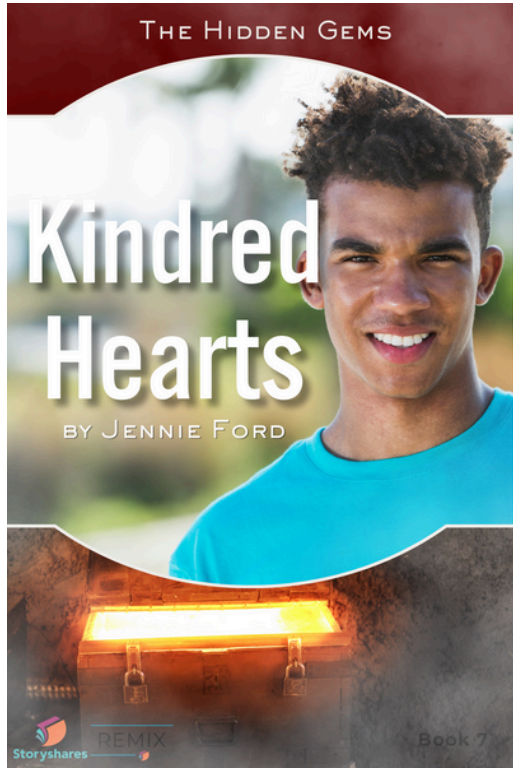
etched (verb): cut or carved into a surface

- Page 89: "Beside the spike was a small arrow etched into the rock."



Comprehension Questions for Book Seven

IES
Recommendation
3B



In *Kindred Hearts*, Jack is faced with a difficult decision. He loves his community and his grandfather, but attending college may pull him away from all that. When he is sent on a quest, he will discover that leaving is not the same as abandoning.

Within the Text

- Describe the Sunburst community.
- How would you describe the relationship between Jack and his grandfather?
- What did Jack discover the first time he went out to try and solve the riddle?

About the Text

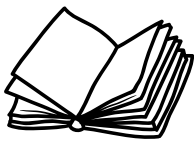
- The riddle tells Jack to “Look for trees that whisper tales untold.” What do you think that means?
- What is the connection between the riddle and the Sunburst community?

Beyond the Text

- What dilemma does Jack face? How would you handle a similar problem?
- What makes Jack’s journey different from the other journeys taken in the previous books?

Reaction Questions for Book Seven:

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3C



BOOK

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



HEAD

How did Jack’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 Stranger

- Describe the Sunburst community.
- What dilemma does Jack face? How would you handle a similar problem?
- How do you think the scavenger hunt will help Jack decide what to do about college?

CHAPTER TWO: The Letter

- Jack's grandpa suggests that the man in the suit knows Jack. Do you think he is correct? Why or why not?
- How would you describe the relationship between Jack and his grandfather?

CHAPTER THREE: The Riddle

- The riddle tells Jack to "Look for trees that whisper tales untold." What do you think that means?
- What is the connection between the riddle and the Sunburst community?

CHAPTER FOUR: The Search

- What did Jack discover the first time he went out to try and solve the riddle?
- How do you think the advice Jack's grandpa gave him will impact his quest?

CHAPTER FIVE: Sunburst

- What is special about the thinking spot?
- What makes Jack's journey different from the other journeys taken in the previous books?



