Faces
IN THE
Crowd

CAT JENKINS
KUGU SOYKAN
GINGER TULL
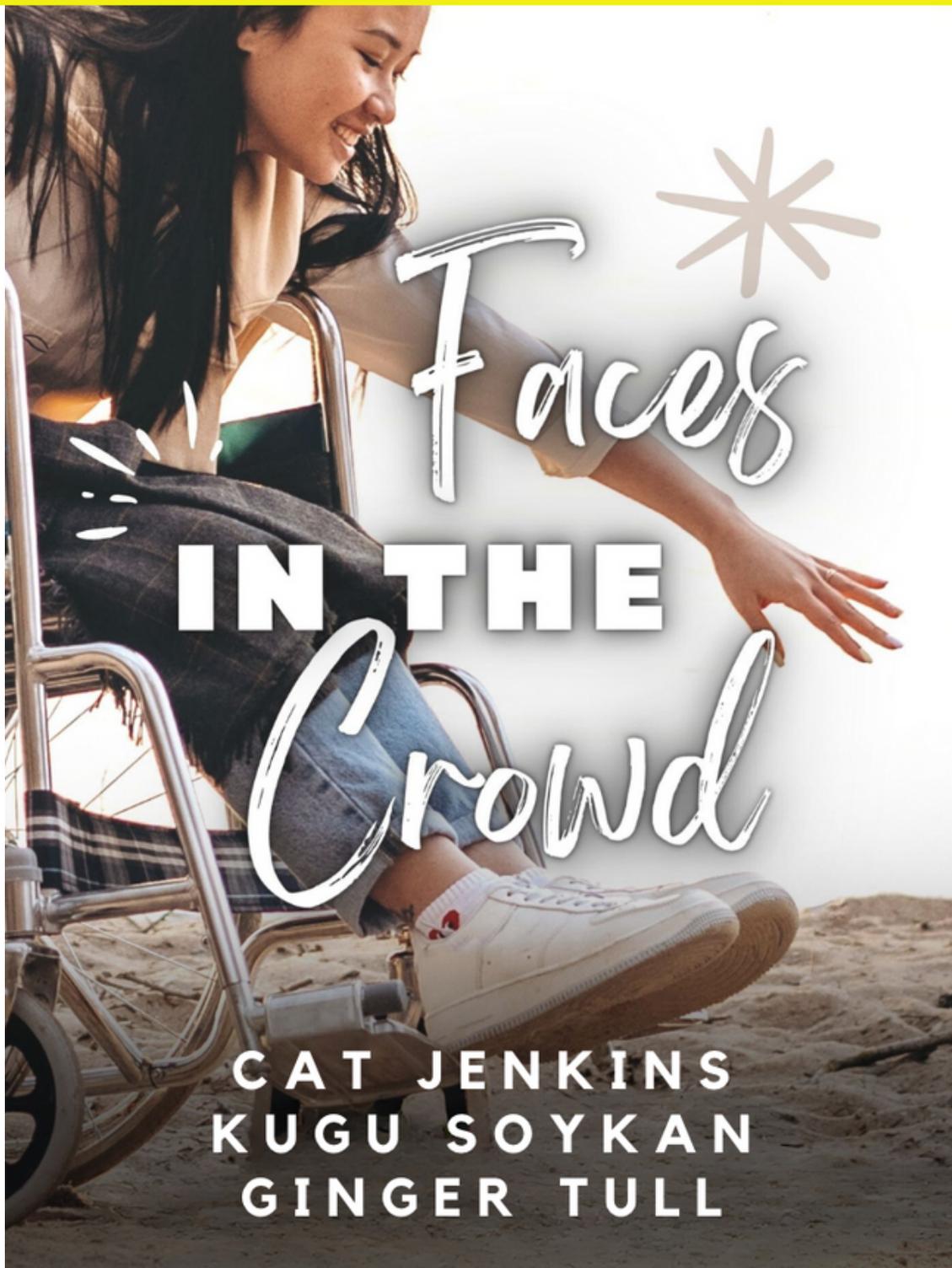
Ideas for Phonics & Fluency Practice

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 final 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:

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 /u/ 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 _. 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.

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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.
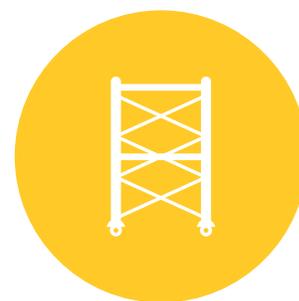
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Additional Scaffolds to Provide

- **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: **pen**pal
  - 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.

Faces in the Crowd Vocabulary Guide

CHAPTER ONE: Met With a Prize

theme (noun): an important idea or life lesson that is shown through a story
- Page 3: "Every story came with a **theme** that was more than a mere tale."

mere (adjective): used to show how unimportant or small something is
- Page 3: "Every story came with a theme that was more than a **mere** tale."

tribe (noun): a group of people that have something in common
- Page 4: "'The one where even in a world so wide, you can find your **tribe**.'"

rave (verb): to talk in an excited and uncontrolled way
- Page 5: "Max wished he could be there for real to **rave**, not just online or on a phone."

jade (noun): a stone that is bright green in color
- Page 8: "Biff's eyes shone green as **jade**."

chimed (verb): made a ringing sound
- Page 9: "When the clock **chimed** nine, it was time to dine."

stubborn (adjective): determined to do what they want and unwilling to change their mind
- Page 10: "As a rule, he can be **stubborn** as a mule, but he changed his tune and his tone."

tone (noun): feelings expressed
- Page 10: "As a rule, he can be stubborn as a mule, but he changed his tune and his **tone**."

mute (adjective): unspeaking
- Page 12: "Max was **mute** with shock."

CHAPTER TWO: A Winner Shines

entries (noun): things completed and submitted in order to take part in a competition
- Page 18: "Today, she would view the **entries** for the contest with some other teachers from Min's school."

inspired (adjective): made to or motivated to do something
- Page 19: "If a friend is so **inspired** to submit an idea, it must be very good."

impressed (verb): felt admiration for
- Page 22: "The teachers were very **impressed** by how many friends Min did her project with."

hardships (noun): challenging situations
- Page 31: "Some students at Min's school wrote about **hardships**."

Faces in the Crowd Vocabulary Guide

uneasy (adjective): feeling uncomfortable about something being wrong
- Page 39: "Min felt **uneasy** about the win."

humble (adjective): believing that oneself isn't more important than others
- Page 39: "Min's culture was to be **humble**."

teased (verb): laughed at or made jokes
- Page 41: "'Dude, you got this!' Ba **teased**."

daze (noun): confused and unable to think clearly
- Page 42: "Min was in a **daze**."

glide (verb): to move smoothly and silently
- Page 43: "Then she saw someone **glide** up next to Max."

swelled (verb): got bigger
- Page 44: "Min's heart swelled with joy!"

transform (verb): to change in a big way
- "The *Letters to **Transform** the World* book will be published!"

value (noun): the importance of something
- Page 55: "I learned the **value** of reading and writing."

exotic (adjective): unusual and interesting
- Page 58: "I take pictures of **exotic** animals like these pink dolphins for fans of my Pic-Share page."

endangered (adjective): put in a situation where it's possible to be harmed or destroyed
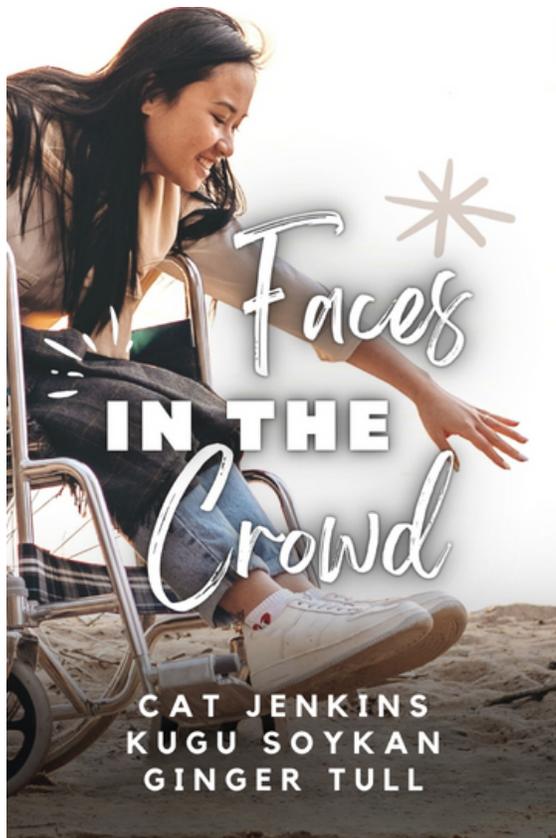- Page 59: "It is so important to help **endangered** species."

ecosystem (noun): all the plants and animals that live in a particular area together
- Page 59: "They affect the whole **ecosystem**!"

Comprehension Questions for Book Eight

In this book, all the characters come together in person as they celebrate Min's win! Plus, Max has an added surprise for Min. The group celebrates and the final chapter of this book is the graphic novel they've been working on! This book contains many opportunities for studying genres, dialogue, text features, and more!

Within the Text
- What gift did Max's parents give him? How did he feel when he got it?
- What does Min feel on her way to receive the prize? Why do you think she feels that way?

About the Text
- Why did the teachers at Min's school connect to her submission? What made Min's submission stand out from all the others?
- Why did Ms. Jones write to Max? What did she say?

Beyond the Text
- How was seeing the characters' stories in the form of a graphic novel different from seeing them in previous chapters? how do the images help tell the story?

Reaction Questions for Book Eight:

BOOK

Describe what happened when all the characters met in real life for the first time. How do you think they all felt?

HEAD

Did anything surprise you when you were reading this final book? If so, what?
Were your predictions from earlier books correct?

HEART

Reflect on the experience of reading this whole series. How do you feel after finishing it?

Comprehension Questions by Chapter

CHAPTER ONE: Met With a Prize
- On page 4, it says "Every story came with a theme that was more than a mere tale." Based on what you know from earlier books in the series, what are some of the themes Max is talking about?
- What gift did Max's parents give him? How did he feel when he got it?

CHAPTER TWO: A Winner Shines
- Why did the teachers at Min's school connect to her submission? What made Min's submission stand out from all the others?
- Why did Ms. Jones write to Max? What did she say?

CHAPTER THREE: Faces in the Crowd
- What does Min feel on her way to receive the prize? Why does she feel that way?
- What makes Min feel better?
- How does the team celebrate their win?

CHAPTER FOUR: Letters Transform the World
- Do you think the title "Letters Transform the World" is a good one for the graphic novel? Why or why not?
- How do the images add meaning to the stories of our characters?

Written Response to Reading

Writing Prompt: Now that you've seen the group's graphic novel, make your own on the next page. This page of comics can be about a time that you did something you didn't think you could or about a time your friends gave you the courage to do something hard. Once you're done, use the self-editing checklist below for your speech and thought bubbles.

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.