

# BOOK EIGHT EDUCATOR COMPANION

THE HIDDEN GEMS

# Into the Museum

BY CAT JENKINS  
AND KUGU SOYKAN

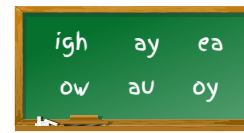


REMIX  
Decodables

Book 8



# Ideas for Phonics & Fluency Practice



In this book, striving readers 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. Finally, students will practice reading words with **r-controlled vowels**. Students should be familiar with these concepts in order to decode this final book in the series.

## 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, when combined with the other letter(s) in the team (either a vowel digraph or a vowel + a consonant), they determine the sound the vowel makes and together, they make *one* sound. This book focuses on vowel teams that make long vowel sounds.

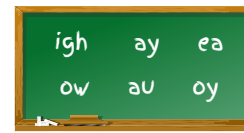
## Long Vowel Sounds

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 /ū/ 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

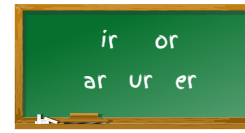
crew

slow

sleigh



# Ideas for Phonics & Fluency Practice



## 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> **ir** s t

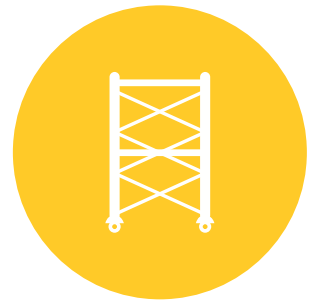


# Ideas for Phonics & Fluency Practice



## 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: **penpal**
  - box the syllables, having students read one box at a time: pen**pa**l
  - 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.



# Into the Museum Vocabulary Guide

## CHAPTER ONE: Journey to the Exhibit

**elegant** (adjective): luxurious in a tasteful way

- Page 12: "Grand steps led up to an elegant museum with big, stone doors."

**conveyed** (verb): communicated; made known

- Page 13: "They would soon find out that a poster hanging from the museum's ceiling conveyed: Long-Lost Artifacts Private Exhibit Tonight."

## CHAPTER TWO: What Waits Within

**curator** (noun): someone who is in charge of the objects in a museum

- Page 17: "The museum curator watched with bright eyes as each of his guests discovered displays about themselves."

**foes** (noun): enemies

- Page 20: "*Even if all around you feud with foes and argue, do not give up*, said her card."

**boasting** (verb): possessing (something to be proud of)

- Page 24: "Jack spied his grandpa's diary boasting pride of place in a frame tied to a pole."

**plaque** (noun): flat piece of metal, wood, or other material with writing on it

- Page 24: "*Go your own way*, cried the plaque."

## CHAPTER THREE: Friendships Bloom in the Exhibit Room

**banquet** (noun): grand, formal dinner

- Page 28: "As Ming reached out to grab a slice of cake from the banquet table, he bumped into Jack."

**awe** (verb): a mixed feeling of fear and wonder caused by something impressive

- Page 30: "'I bet my great-grandfather would be in awe of this museum,' he said."

## CHAPTER FOUR: Behind the Curtain

**alcove** (noun): small area of a room that is formed by one part of a wall that is built further back than the rest of the wall

- Page 40: "Her eyes had turned to the alcove and its curtain."

**nerve** (noun): the courage to do something

- Page 41: "Noel was first to reach it, and first with the nerve to touch it."



# *Into the Museum Vocabulary Guide*

## **CHAPTER FIVE: Beacon of Hope for the Future**

**beacon** (noun): something that inspires or illuminates

- Page 64: “All of our stories converge to become a web of reflection for the past and a beacon of hope for the future.”

## **CHAPTER SIX: The Artifacts**

**feud** (verb): to fight in a conflict

- Page 69: “Even if all around you feud and argue, do not give up.”



# Comprehension Questions for Book Eight

IES  
Recommendation  
**3B**



In this book, *Into the Museum*, all the characters from the series come together when they visit the Exhibit of Lost Artifacts at the museum. The group will finally receive answers to their questions and learn what happened to all their artifacts. Finally, they will learn the identity of the mysterious man in the fog.

## Within the Text

- What do all the characters have in common in this chapter?
- What connections did you see forming among the characters in this chapter?

## About the Text

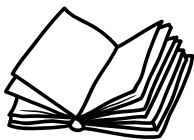
- How do the objects with Xs relate to the boxes with Xs in the *Hidden Gems* series?
- What do the artifacts represent?

## Beyond the Text

- Which character do you feel you relate to the most?
- Which artifact and lesson do you relate to the most?

# Reaction Questions for Book Eight:

IES  
Recommendation  
**3C**



## 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

IES  
Recommendation

3B

## CHAPTER ONE: Journey to the Exhibit

- How do the objects with Xs relate to the boxes with Xs in the *Hidden Gems* series?
- What do all the characters have in common in this chapter?

## CHAPTER TWO: What Waits Within

- What was the true identity of the man in the fog?

## CHAPTER THREE: Friendships Bloom in the Exhibit Room

- What connections did you see forming among the characters in this chapter?
- Which character do you feel you relate to the most?
- What does Malik teach Jan and Mac about life?

## CHAPTER FOUR: Behind the Curtain

- Why is it important to tell our stories?

## CHAPTER FIVE: Beacon of Hope for the Future

- What do the artifacts represent?

## CHAPTER SIX: The Artifacts

- Which artifact and lesson do you relate to the most?



## Written Response to Reading

**Writing Prompt:** Now that you've seen the group's artifacts, make your own on the next page. Think of an object in your life that holds importance and meaning for you and your family. What is it, and what lesson can you learn from it? Use the next page to create a display, drawing your object and then creating a plaque that has the lesson you learned from the item written inside.

### 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.

