

ARTISTS THROUGH TIME EDUCATOR COMPANION

A DECODABLE TEXT ANTHOLOGY

Creative Tales: Artists Through Time

by Ariel Devoy

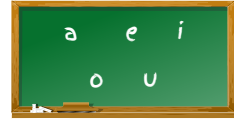


Reading
Futures



Storyshares

Ideas for Phonics & Fluency Practice



In this book, striving readers practice reading more complex words with prefixes, suffixes, and different syllable types. Here are concepts that students should be familiar with in order to decode this second Knowledge-Building Anthology.

Vowel-Consonant-E / Magic E / Silent E (chapter 1)

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.

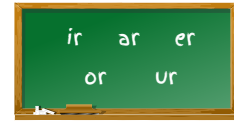
U with Magic E (chapter 8)

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 (chapter 5)

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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In this book, striving readers practice reading **R-controlled vowels**. In this book, striving readers also 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. Here are additional concepts that students should be familiar with in order to decode this book.

What is an R-controlled vowel? (chapter 3)

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 ^{er} i r s t

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In this book, striving readers also practice reading **multisyllabic words with common endings and suffixes**. Morphology allows students to learn decoding and comprehension at the same time!

Suffixes (chapters 1, 2, 5, 7)

Affixes are word elements that change the meaning of a word. **Suffixes** go at the ends of words to change their meaning, verb tense, or subject-verb agreement. They create word variations, or derivatives. Review the meanings of some common suffixes:

- -s: This suffix makes a noun plural. It also makes a verb agree with a singular noun (“He runs”) and/or shows repeated action.
- -es: This suffix makes a noun that ends in an s, x, ch, or sh plural. It also makes a verb agree with a singular noun (“She rushes”) and/or shows repeated action.
- -ed: This suffix makes a verb past tense (“She rushed to the store”). It also can transform a verb into an adjective (“He had a rushed way of walking”).
- -ing: This suffix makes a verb progressive (“I am running”). When a verb (an action word) is progressive, it means that the action taking place is/was/will be ongoing.

Superlative and Comparative Suffixes (chapters 1 & 2)

A superlative is an exaggerated version of something, or the best form of something.

Therefore, a superlative suffix (like -est or -ful) shows an exaggerated or best version of the base word. Comparative suffixes show when something is more or less than the original base word. Here are the comparative and superlative suffixes students will read in Chapter 1 of this final book in the series:

- -est: most, in comparison to others (ex: “quickest”)
- -ful: full of (ex: “hopeful”)
- -less: without (ex: “hopeless”)
- -er: more, in comparison to others (ex: “faster”); this can also be a noun when talking about a person who does a particular action (ex: “teacher”)

Adverbs

Review with students that an adjective describes a noun whereas an adverb describes a verb. Adverbs include the suffix -ly.

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-sion and -tion (chapter 7)

Words end in -sion and -tion (pronounced /shun/) when they describe the process (the noun) of doing something (the verb). For example, the word “discussion” is the process of discussing. In this case, the verb “discuss” is the base word and “discussion” is a noun because the suffix -sion is added. The same applies to the suffix -tion (ex: “inspection” is the process of “inspecting”).

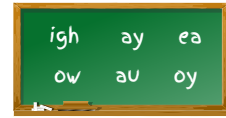
Sounds of the -ed Suffix

Keep in mind that all of these rules are general and have several exceptions. -ed makes three sounds depending on the base word. -ed makes /d/ or /id/ sounds when the vowel(s) that precedes it makes the long sound (ex: “needed,” “waited”). Finally, -ed makes the /t/ sound when it comes after a blend or a digraph (ex: “clicked”).

Final Stable Syllable (chapter 5)

The final stable syllable (-le, consonant+le, and -stle) serve as the final syllables of many multisyllabic words. In the final stable syllable, the e is silent, and the final syllable makes an unaccented /ul/ sound. Have students practice identifying and decoding words in final stable syllables. These words rhyme, so students will be able to see a pattern when reading several at once.

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Vowel Team Syllables (chapters 4, 6-9)

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 is combined with the other letters in the team (either a vowel digraph or a vowel + consonant). Those other letters determine the sound the vowel makes, and together they make one sound.

Long Vowel Sounds (chapters 4, 6, 9)

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 /u/ or /oo/ in its long form, is the same as the name of the vowel.

LONG A

ai
ay
ea
ey
eigh

LONG E

ee
ea
ey
ie
ei

LONG I

ie
igh

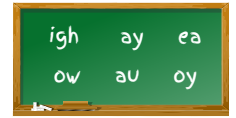
LONG O

oa
oe
ow

LONG U

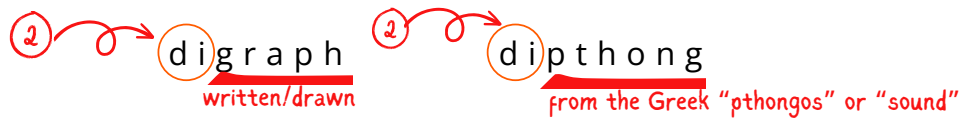
ew
ue
eu

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Diphthongs (chapters 4, 6, 7)

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

Creative Tales: Artists Through Time Vocabulary Guide

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3A

CHAPTER ONE: Alvin Ailey

mentor (noun): person who helps you learn and reach your goals

- Page 4: "He practiced day after day and learned from his **mentor**, Lester Horton."

zest (noun): energy

- Page 4: "His style, seen in *Blues Suite*, was not stale but full of **zest** and life."

keen (adjective): very interested

- Page 5: "In 1958, Alvin was **keen** on sharing diverse experiences and founded the Alvin Ailey American Dance Theater."

grim (adjective): sad and serious

- Page 6: "The dances that Alvin Ailey created were a blend of bright dreams and **grim** facts."

CHAPTER TWO: Josephine Baker

gem (noun): treasure

- Page 12: "In France, she performed her famous banana skirt dance and became a national **gem**!"

dodged (verb): stayed away or avoided

- Page 13: "She became a spy for the French and **dodged** the enemies by sending secret notes that looked like sheet music to the Allies!"

legacy (noun): memory of someone important

- Page 15: "Josephine Baker's **legacy** shines fully in dance."

intensely (adverb): doing something with focus and strong feelings

- Page 15: "She faced her challenges bravely and spoke out **intensely** against injustice."

CHAPTER THREE: Frida Kahlo

polio (noun): sickness that makes it harder for people to move around

- Page 19: "She had **polio** when she was a kid, and as a teen, her life became harder when a bus accident left her in pain with a long healing time."

lore (noun): stories

- Page 20: "Her core style was full of bold colors and dreamy elements and expressed powerful **lore**."

distinct (adjective): unique

- Page 21: "Frida's **distinct** style was like a fern in the garden of art, growing boldly through her hardships."

muralist (noun): artist who paints big pictures on walls

- Page 22: "In 1929, Frida married Diego Rivera, who was a well-known Mexican **muralist**."

CHAPTER FOUR: Georgia O'Keeffe

refrains (noun): repeated comments

- Page 27: "Despite her critics' unsure **refrains**, she pressed on with her aim to become an artist."

landscapes (noun): scenes in the world around us

- Page 27: "Her work was inspired by the plain **landscapes** of the American West."

haunt (noun): something you like and revisit

- Page 30: "In spite of any faults, her fresh style became a prime **haunt** for art fans, forever shaping modern art."

preeminent (adjective): very important

- Page 31: "By preparing new ways to regard art, her influence has not stopped over the years, cementing her work as a **preeminent** figure in modern art."

CHAPTER FIVE: Artemisia Gentileschi

grumble (noun): unkind comments

- Page 37: "Despite the **grumble** of critics and some hardships, she created many powerful works."

rattle (verb): upset and discourage

- Page 38: "People tried to **rattle** and snuff her out like a candle, but she did not stumble."

pioneering (adjective): the first to do something important

- Page 38: "Her paintings, including *Self-Portrait as the Allegory of Painting*, earned her the title of a **pioneering** artist and the first woman accepted into the Academy of Arts of Drawing."

vibrant (adjective): colorful and full of life

- Page 39: "Her art continues to inspire generations to come with her bold and **vibrant** creations."

CHAPTER SIX: Jean-Michel Basquiat

boasted (verb): to be proud of

- Page 43: "His family **boasted** a love for art, and he put that love into a children's book he made when he was just seven."

sow (verb): plant

- Page 44: "His first famous piece, *Untitled* (1981), helped **sow** the seeds of his fame."

recoil (verb): hide or move away from something

- Page 45: "His style, though at times void of traditional approaches, did not **recoil** from the tough struggles of race it represented."

depict (verb): show

- Page 47: "His iconic works, like *Irony of Negro Policeman* and *Defacement*, **depict** raw emotion and explore social topics."

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CHAPTER SEVEN: Guillermo del Toro

prowled (verb): sneaked around

- Page 51: "His first film starred a brown potato that **prowled** the town and vowed to take over the world."

buffs (noun): people who really like something

- Page 52: "Crowds of film **buffs** found his shows gripping and were spellbound by their visuals and sound."

spellbound (adjective): amazed

- Page 52: "Crowds of film buffs found his shows gripping and were **spellbound** by their visuals and sound."

plow (verb): work hard and keep going

- Page 53: "They teamed up to **plow** through films with new sights and sounds."

CHAPTER EIGHT: Ava DuVernay

cruel (adjective): unkind

- Page 62: "Her stories hook people from the start and show what it takes to get by in a **cruel** world."

sublime (adjective): wonderful

- Page 63: "Ava DuVernay's **sublime** storytelling has never subtracted from its mission."

dispel (verb): make something go away

- Page 63: "She keeps making films to disrupt the status quo and **dispel** myths."

subpar (adjective): disappointing

- Page 63: "Her work is far from subpar; it is a subject of great praise."

CHAPTER NINE: Ang Lee

pried (verb): forced something open

- Page 68: "His first films, like *Pushing Hands* (1992), **pried** open new paths for telling stories."

vie (verb): work hard

- Page 68: "His ties to different cultures, along with his storytelling skills, helped him **vie** for fame on a big scale."

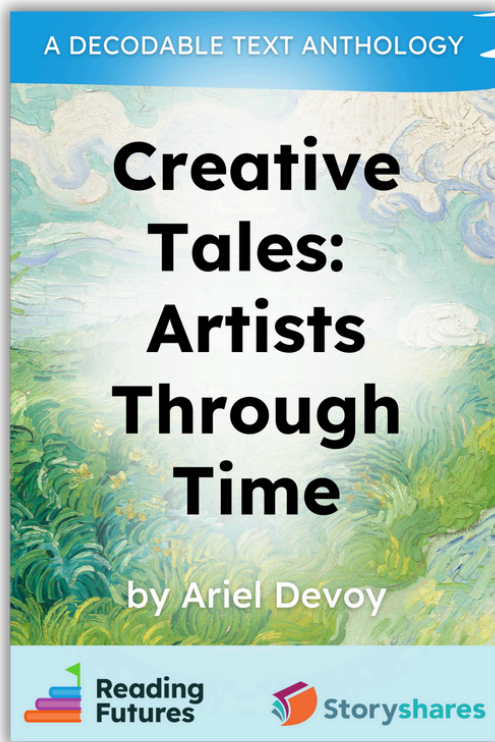
sly (adjective): clever or tricky

- Page 70: "One newspaper piece even made a **sly** comment that his films were better than *The Matrix*, a very well-liked film of its time."

mishaps (noun): accidents

- Page 71: "He turned mistakes into stepping stones, never letting **mishaps** derail his work."

Comprehension Questions for *Creative Tales: Artists Through Time*



In this book, students will learn about nine artists from different times and backgrounds who changed the world with their creativity.

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Within the Text

- Did the artists in these chapters, such as Basquiat and O'Keeffe, always get good reviews from critics?
- Many artists in this book were the first to create art of its kind. Name an artist and how they paved the way for others.
- How did artists like Alvin Ailey and Ava DuVernay help others through their art?

About the Text

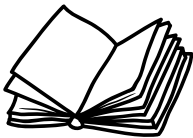
- The title of the book is *Creative Tales: Artists Through Time*. What do you think it means to be creative based on the stories of these artists?

Beyond the Text

- What did you notice about the way these artists faced challenges?
- In this book, art is often used as a way to express feelings. What are some creative ways you express yourself?
- After learning about these artists, which is your favorite and why?

Reaction Questions for *Creative Tales: Artists Through Time*:

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BOOK

What was the book mostly about?

What does the author want you to know about?



HEAD

What parts of this book surprised you? Why?



HEART

How did you feel after reading this story?

What lesson from the story can you use in your own life?

Comprehension Questions by Chapter

CHAPTER ONE: Alvin Ailey

- When was Alvin Ailey first inspired to pursue dancing?
- Why did Alvin Ailey open his own dance studio?
- What feelings do audiences experience while watching Alvin Ailey's dance performances?

CHAPTER TWO: Josephine Baker

- What was the name of the special dance that Josephine Baker performed in France?
- How did Josephine Baker help during World War II?
- What did Josephine Baker call her family of twelve adopted children?

CHAPTER THREE: Frida Kahlo

- How did art help Frida Kahlo cope with challenges in her childhood?
- In Frida Kahlo's painting, *The Two Fridas*, what is different about the two images of herself?
- How did Frida Kahlo and Diego Rivera's marriage influence their art?

CHAPTER FOUR: Georgia O'Keeffe

- What first inspired Georgia O'Keeffe's paintings?
- Which color does Georgia O'Keeffe never use in her paintings?
- When Georgia moved to New Mexico, what did she start including in her artwork?

CHAPTER FIVE: Artemisia Gentileschi

- Who taught Artemisia to paint?
- What art style is Artemisia Gentileschi known for?
- What special honor was Artemisia Gentileschi awarded for her paintings?

Comprehension Questions by Chapter

CHAPTER SIX: Jean-Michel Basquiat

- How did Jean-Michel Basquiat's family feel about art?
- What topics were reflected in Basquiat's art?
- Why were critics annoyed with Basquiat's work?

CHAPTER SEVEN: Guillermo del Toro

- As a child, what types of films did Guillermo del Toro love?
- What was the first film of Guillermo's to hit the big screen?
- Besides film, what other types of creative work does Guillermo produce?

CHAPTER EIGHT: Ava DuVernay

- How old was Ava DuVernay when she first began reporting?
- What was Ava DuVernay's first short film about?
- Whose stories does Ava DuVernay highlight in her films?

CHAPTER NINE: Ang Lee

- What challenges did Ang Lee face early in his career?
- Which of Ang Lee's films pleased audiences who were looking for diverse stories?
- What makes Ang Lee a great storyteller?

Written Response to Reading

Directions: Use what you learned to reflect on your experience reading the book. Fill in the blanks with your own thoughts and evidence from the text.

_____ is a story about _____
_____. _____ wants
_____, but _____
so _____. I enjoyed reading this story because I connected to
_____. I also learned about _____
_____. I believe _____ should read these books in order
to _____.

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.