

FIELD TRIP TO YOUR FUTURE EDUCATOR COMPANION

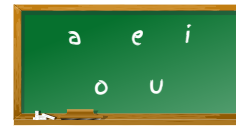
A DECODABLE TEXT ANTHOLOGY

Field Trip to Your Future

by Ariel Devoy



Ideas for Phonics & Fluency Practice



In this book, striving readers practice reading **single-syllable closed syllable and vowel-consonant-e syllable words**. Here are concepts that students should be familiar with in order to decode this first book in the series:

Vowels vs. Consonants (all chapters)

A vowel is a letter where air leaves the mouth without needing to close any part of the mouth or throat. When making short (or, later, long) vowel sounds, have students see how long they can keep saying the vowel sound (aaaaa, eeeee, iiiii, ooooo, uuuuu). The idea is that they can, if they ever wanted to, say the vowel sound — short or long — endlessly. A consonant, on the other hand, closes part of the vocal tract in order to make a sound. To teach this, ask the student to say “b” and see how long they can sustain it. They should not say the letter name, though. To do this effectively, they need to make the letter sound.

Closed Syllable Rule (all chapters)

Every syllable must have at least one vowel and at least one consonant. In a closed syllable, the vowel is closed in by a consonant. This makes the vowel make the short sound (In a-apple-a, the “a” is closed in by the “p,” making the “a” make the short sound; in e-elephant-e, the first “e” is closed in by the “l” and the second one is closed in by the “ph,” making both make the short sound, etc.). When teaching this concept initially, pull out a few words from the phonics guide for one of the chapters. Have students find the vowel and locate the consonant that closes that vowel in. Or, color code a few of the words by making the vowel one color and the consonants another color. Have students practice identifying patterns.

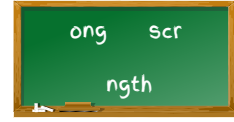
Short Vowel Sounds (chapters 1-4)

Vowels make short or long sounds depending on the syllable type. When a vowel makes the long sound, it says its name (e.g. In “grape,” the “a” makes the long sound)). When a vowel makes the short sound, it makes the sound it makes rather than says its name (e.g. in “bat,” the “a” makes the “ah” sound).

Short Vowel Keywords (chapters 1-4)

It can be helpful to come up with keywords for students to understand what the vowel sounds are and to use the keywords when they have difficulty decoding part of the text. Older students in particular should come up with their own keywords for different letter sounds. Two requirements for creating keywords: the keyword should make the short vowel sound and it should be something that can be easily drawn/illustrated/pictured.

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Three-Sound Blends (chapter 3)

Readers will also practice blending three sounds. This might require extra practice and/or marking. Common three-letter blends at the beginnings of words include “scr” and “str.”

s t o n g This word has both a 3-letter blend (str) and a welded sound (ong).

s c r a p

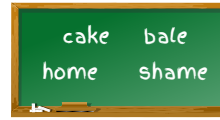
l e n g t h This word has a less common blend at the end (ngth). “Th” is a digraph so even though there are four consonants, this is still a three-sound blend.

Trigraphs (chapter 3)

Trigraphs are *three* consonants that, when next to each other, make *one* sound. Students should learn what these sounds are, practice saying the sounds, and practice them while looking at the letters that make them. Trigraphs can be marked with a highlighter or by underlining them (one underline per sound).

b a t c h

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Vowel-Consonant-E (chapters 5-7)

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.

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 keywords for U — one where u says /u/ and another where u says /oo/.

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Welded Sounds (chapter 8)

Welded sounds are made up of letters with sounds that are “glued” together. You can mark welded sounds by putting a box around them. There are two main groups of 3-letter closed-syllable welded sounds: welded sounds that end in -ng and welded sounds that end in -nk. Teach and drill them in those groups. You can even have students make keywords for these welded sounds. More examples can be found in chapter 8.

-NG WELDED SOUNDS

ang	fang
ing	king
ong	song
ung	hung

-NK WELDED SOUNDS

ank	bank
ink	wink
onk	plonk
unk	flunk

Closed Syllable Exception Welded Sounds (chapter 9)

First, teach that an exception is when something doesn't follow the rules. Then, review the closed syllable concept: When a vowel is closed in by a consonant, the vowel that comes before the consonant makes the short sound. A closed syllable *exception* is when the vowel makes the long sound even when it is closed in by a consonant. The following are closed syllable welded sounds. Drill them with keywords and/or examples from the book. Have students practice identifying them. More examples can be found in Chapter 9.

CLOSED SYLLABLE EXCEPTION WELDED SOUNDS

ild	wild	olt	jolt
old	gold	ost	most

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Tricky Y (chapter 9)

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

beginning of the
word /y/

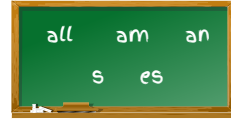
b a b y

end of second
syllable: /e/

c r y

end of single
syllable word: /i/

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Bonus Letter (FLOSS) Rule (chapter 9)

Here's the rule for bonus letters...

When a closed syllable ends in s, z, f, or l, it gets a bonus final letter that's the same as the one that came before it. Students can mark this by putting a + sign over the bonus letter.

+ + + +
f e l l w h i f f h i s s b u z z

You can also teach this with the word "floss." "Floss" includes letters f, l, and s, which are all bonus letters when they come at the end of a closed syllable.

Suffixes (chapter 9)

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.

Tapping Words (all chapters)

Digraphs, trigraphs, and bonus letters get one finger and one tap. For welded sounds, the number of fingers should correspond to the number of letters in the welded sound, but they should all be tapped at the same time.

Field Trip to Your Future Vocabulary Guide

CHAPTER ONE: The Trip to the Zoo

slack (verb): to stop working

- Page 3: "You cannot **slack** as a zoologist!" Jack calls out at the start of the day."

zoologist (noun): A scientist who studies animals and their behavior

- Page 3: "You cannot slack as a **zoologist!**" Jack calls out at the start of the day."

flicks (verb): throws quickly

- Page 3: "Jack **flicks** the food at the ducks."

nicks (noun): small cuts

- Page 4: "There are a number of **nicks** on Pip's black fin."

stunned (adjective): shocked or surprised

- Page 6: "Don and Glen are **stunned** by the big shark that swims in the water and spins to them."

snags (noun): problems or obstacles

- Page 7: "I like being outside and fixing **snags.**"

CHAPTER TWO: The Trip to the Fire Station

scam (noun): trick

- Page 11: "Is this a **scam?**" Kim asks."

gear (noun): clothing or equipment used for a special purpose

- Page 12: "Fred shows them a wall grid full of **gear.**"

fret (verb): worry

- Page 12: "No need to **fret!**"

smugly (adverb): in a way that shows excessive pride

- Page 14: "They smile **smugly.**"

spans (verb): extending to include multiple things

- Page 15: "A firefighter's job **spans** many things."

Field Trip to Your Future Vocabulary Guide

CHAPTER THREE: The Trip to the Farm

trench (noun): a long, narrow ditch

- Page 20: "She got the cows to go around two **trenches**."

cattle (noun): a group of cows

- Page 20: "She helps me get the **cattle** in a bunch!"

strutted (verb): walked in a confident way

- Page 21: "Skip shredded hay, **strutted** between the plants, and put hay on the grass."

scrum (noun): a group of people working together closely

- Page 22: "The best part was getting into a **scrum** with his class to get the cattle to go!"

munched (verb): chewed

- Page 23: "The class **munched** on their lunch."

CHAPTER FOUR: The Trip to the Office

tact (noun): being able to say the right thing in a confusing or hard situation

- Page 27: "'Codes are also used for robots and websites,' Maggie said with **tact**."

sift (verb): examine carefully

- Page 27: "Programmers **sift** through lots of code!"

clump (noun): a group of things

- Page 28: "It's just a **clump** of text!"

gilded (adjective): covered with a thin layer of gold

- Page 29: "Tess coded a hat of **gilded** silk for his elf."

yelped (verb): yelled

- Page 30: "So I **yelped** for help!"

Field Trip to Your Future Vocabulary Guide

IES
Recommendation
3A

CHAPTER FIVE: The Trip to the Skyscraper

stranded (adjective): left behind

- Page 35: "What about the picture of men **stranded** on a steel beam?" Kate asked."

framework (noun): a support system that serves as a base for building something

- Page 37: "She also made the **framework** for the Internet."

scales (noun): different levels

- Page 38: "Engineers help on different **scales**."

stale (adjective): old, boring

- Page 38: "It keeps my day from getting **stale**!"

CHAPTER SIX: The Trip to the Space Station

prime (adjective): best quality

- Page 44: "Wow! These are in their **prime**!"

tote (noun): bag

- Page 45: "There's a picture of a mole on my **tote**!"

CHAPTER SEVEN: The Trip to the Museum

curator (noun): person in charge of organizing a museum

- Page 52: "Mr. Lopez, the **curator**, met the class in the hall."

fumed (verb): expressed anger

- Page 52: "'This is cool, but I want to see something cute,' Kim **fumed**."

mused (verb): thought deeply about something

- Page 52: "'Fossils show us history,' Mr. Lopez **mused**."

chimed (verb): added in an idea

- Page 54: "'I'm glad we live in this time!' Kim **chimed**."

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CHAPTER EIGHT: The Trip Back to School

morphed (verb): changed

- Page 59: "The class **morphed** into a big ball of joy."

jotted (verb): quickly wrote down

- Page 62: "*Ms. Phil is a bank of knowledge*, Steph **jotted** down."

cranks (verb): gets going

- Page 62: "She **cranks** my curiosity by taking us on field trips."

scant (adjective): small or limited amount

- Page 62: "Even when her time was **scant**, she never shrunk from helping me."

CHAPTER NINE: The Trip to the Restaurant

vast (adjective): very large

- Page 68: "Dan, the small chef, took the class to a **vast** freezer."

bind (noun): problem

- Page 68: "If one is in a **bind**, we all chip in, because we are all kind!"

grub (noun): informal term for food

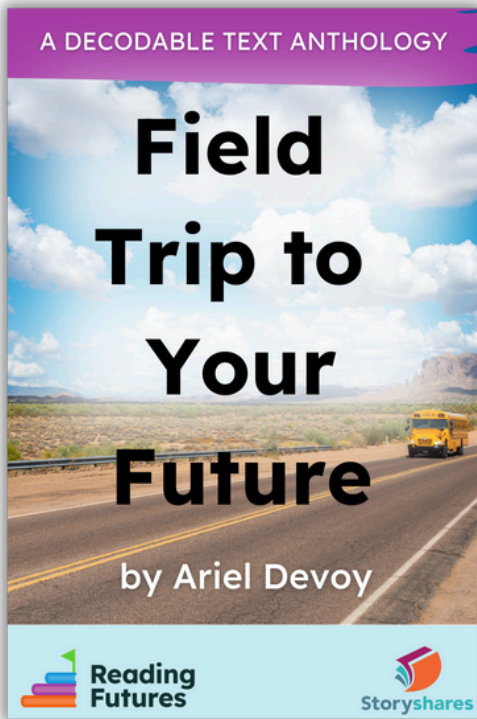
- Page 69: "We fry food, but we don't make simple **grub**."

clumsy (adjective): not having coordination

- Page 70: "'I am so **clumsy**, the food I'd make would be nasty!' Kim whined."

Comprehension Questions for *Field Trip to Your Future*

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In this book, we follow a class of students as they go on different field trips to learn from various professionals about their careers.

Within the Text

- How does Kim feel about the field trip at first, and how does her attitude change?
- What are some of the experiments that the astronauts are conducting on the Space Station?
- How does Mr. Lopez explain the importance of fossils?
- What are some of the challenges that chefs face according to the chefs?

About the Text

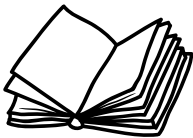
- What inspires Kate to want to become an engineer?

Beyond the Text

- How does the dog, Squid, help the farmer manage the cattle?
- What are some of the different things that Maggie mentions programmers can do with their skills?
- What is the most memorable part of the field trips for Bill?

Reaction Questions for *Field Trip to Your Future*:

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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: The Trip to the Zoo

- What does Jack throw to the ducks, and how do the ducks react to it?
- What is the purpose of tracking Pip, the orca whale, with a chip?
- What do Don and Glen learn about the relationship between zoologists and animal habitats?

CHAPTER TWO: The Trip to the Fire Station

- How does Kim feel about the field trip at first, and how does her attitude change?
- What is the most important thing that the class learns about firefighters during their visit?
- What is the purpose of the chock blocks used under the fire truck's tires?

CHAPTER THREE: The Trip to the Farm

- What are the main tasks that the class helps the farmer with during their visit?
- How does the dog, Squid, help the farmer manage the cattle?
- What challenges does the farmer mention about being a farmer?

CHAPTER FOUR: The Trip to the Office

- What is the main topic that Maggie teaches the class about?
- How does Maggie explain the importance of coding beyond video games?
- What are some of the different things that Maggie mentions programmers can do with their skills?

CHAPTER FIVE: The Trip to the Skyscraper

- How does Jamal explain the importance of engineers in various fields?
- What inspires Kate to want to become an engineer?
- How does Kate show her enthusiasm for engineering after the field trip?

Comprehension Questions by Chapter

CHAPTER SIX: The Trip to the Space Station

- What are some of the experiments that the astronauts are conducting on the Space Station?
- How do the astronauts handle a situation where there is smoke in the Space Station?
- What is the most memorable part of the visit for Bill?

CHAPTER SEVEN: The Trip to the Museum

- How does Mr. Lopez explain the importance of fossils?
- What is the process of creating the tiles that the class sees?
- What does Mr. Lopez do in addition to being the museum's curator?

CHAPTER EIGHT: The Trip Back to School

- What are some of the qualities that the students identify in Ms. Phil as a teacher?
- How do Mia and Steph compare Ms. Phil to a tree and a bank?
- What do Mia and Steph believe is the most important role of a teacher?

CHAPTER NINE: The Trip to the Restaurant

- What are some of the challenges that chefs face according to the chefs?
- How do the chefs emphasize the importance of teamwork in their profession?
- What does Cindy say is the most rewarding aspect of being a chef?

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.