

Youkan Reading Decodable Books Series 4 The Banquet



Sample: Not for Resale

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If you like *The Banquet* and are interested in more stories like this one,
consider purchasing

[Youkan Reading Decodable Books](#) Series 4 on Amazon.com.

There are three additional stories and 80 pages of decodable text.

Overview Series 4

Funny, engaging, and whimsical, *Youkan Reading* decodable books are designed for young children with dyslexia, or children who may benefit from additional decoding support. Series 1, 2, 3, and 4 all follow a structured phonics scope and sequence, yet use a chapter book format with illustrations. *Youkan Reading* decodable books supplement and support a student's day-to-day reading intervention program, and help promote the understanding that reading is achievable and enjoyable.

The scope and sequence of *Youkan Reading Series 4*, incorporates and builds upon the skills from Series 1 – 3. Series 4 includes two, three, and four syllable closed syllable words, schwa, and suffix endings -ed = /ed/, -es, -est, -ing, and -ness. The multisyllabic words follow common syllabication patterns that maintain the short vowel sound. The syllables are divided between two consonants (e.g., VC/CV, rab/bit), or divided after the consonant in a vowel-consonant-vowel word (e.g., VC/V, cab/in).

When a student first reads a new decodable chapter or story, we strongly recommend that a trained adult in the area of teaching literacy provides guidance throughout the reading. Once a student has successfully decoded a story out loud, the student may then be encouraged to read the story independently or with a reading partner. With guidance, but to promote reading independence, a student may refer to the Sounds and Concepts Chart located at the beginning of each story or chapter to determine the readability for themselves. A newly added letter combination or concept for each chapter is enlarged and in bold. The letter combination or concept in bold highlights the skill that the student may want to review or learn prior to reading the story. A teacher, parent, or reading partner may supply sight words to the student as needed. Optional comprehension questions are included at the end of each chapter, and it's recommended that a teacher, parent or reading partner reads the questions to the student.

The content of Series 4 emphasizes global awareness; the settings are China, Lapland, Thailand, and Malaysia. The fictitious characters and adventures in each story were inspired by native species from each of these regions. As a preface to each story and to support background knowledge, there is a short paragraph that provides some information about the main character of each story. A teacher, parent or reading partner may want to read the information out loud to the student and engage in conversation about the animal(s), regions, and/or peoples. For example, in the story, "How Big is Small?", the main character is a bumblebee bat. Bumblebee bats are the smallest bats in the world (weighing less than 2 grams), and believed to be the smallest mammal. These endangered bats can be found in Thailand and Myanmar (Burns, 2013; Puechmaille, 2009). Children can be encouraged to find out more about each animal and/or region to increase their curiosity and background knowledge.

Story 1

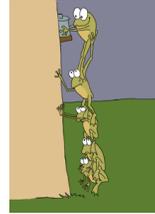
The Banquet



Background Information

The main character in the story, *The Banquet*, is a goldfish. Goldfish have been around for many centuries. They were domesticated in China almost 2,000 years ago and come from crucian carp. During the Tang Dynasty (618 - 907 CE), goldfish were raised in ornamental ponds and water gardens. During the Song Dynasty (960 - 1279), the yellow goldfish became known as "royal fish", and only royalty were allowed to have them (Chen, 2020). Today, people all over the world have goldfish.





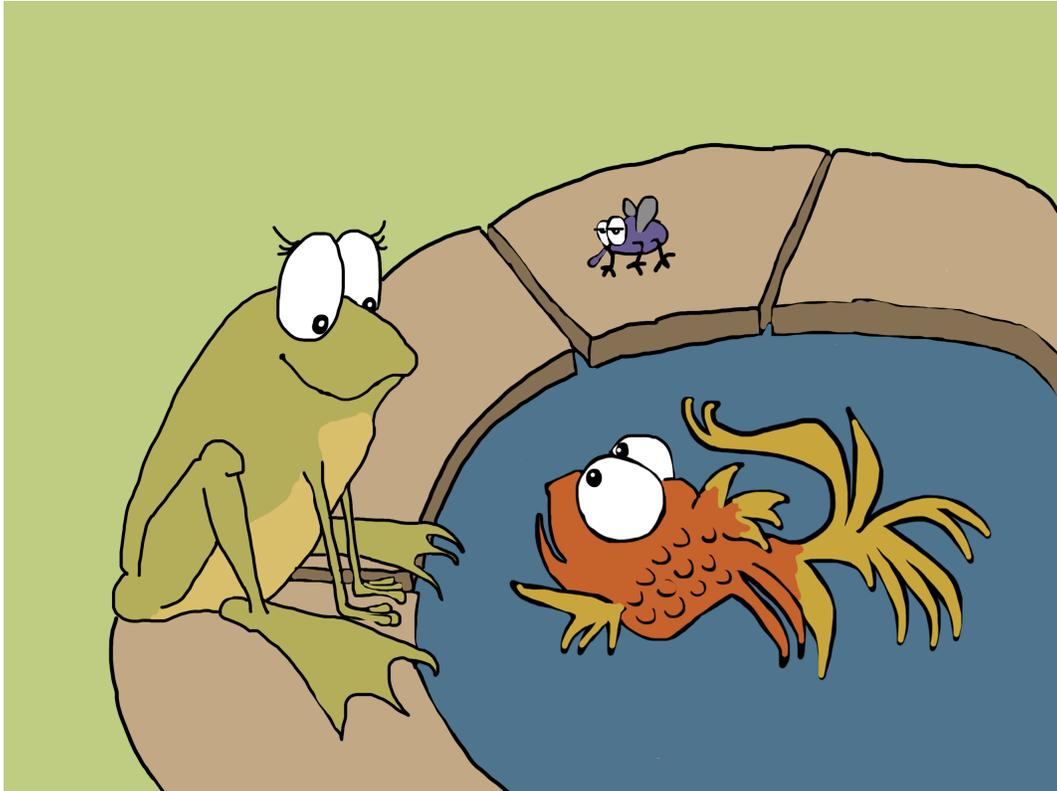
The Banquet

Sounds and Concepts Chart

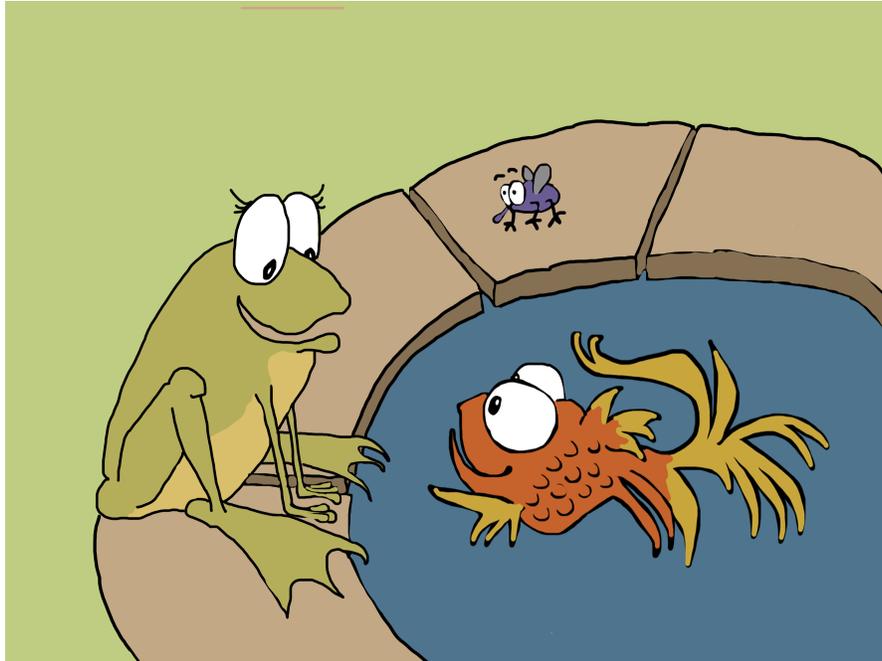
Consonants	b, c=/k/, d, f, g=/g/, h, j, k, l, m, n, p, r, s=/s/;/z/, t, v, w, x, y, z			
Vowels	ă, ě, ĭ, ǒ, ů; ī, ō; (schwa ə)			
Digraphs	ch, sh, th, wh, ck			
Letter Combinations	qu all, am, an ang, ing, ong, ung, ank, ink, onk, unk īld, īnd, ōld, ōlt, ōst two and three letter blends (initial and final)			
Other Concepts	f, l, s rule suffix -s			
Syllable Pattern	VC/CV (two syllable, closed syllable words)			
Sight Words	are be by do for	get have he herself house	me she so some they	to too wants you



The sunset is splendid. Jin, the goldfish, swims in the pond. He wants to be fed.

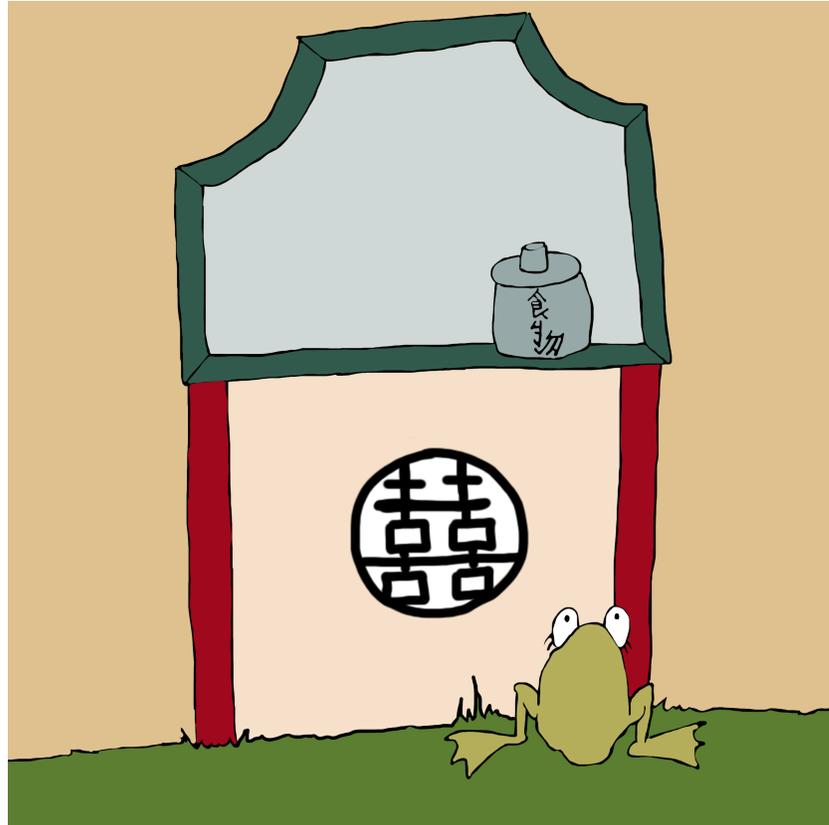


Ching, the frog, sits on a rock by the pond. She wants to be fed, too, but she can get bugs for herself.

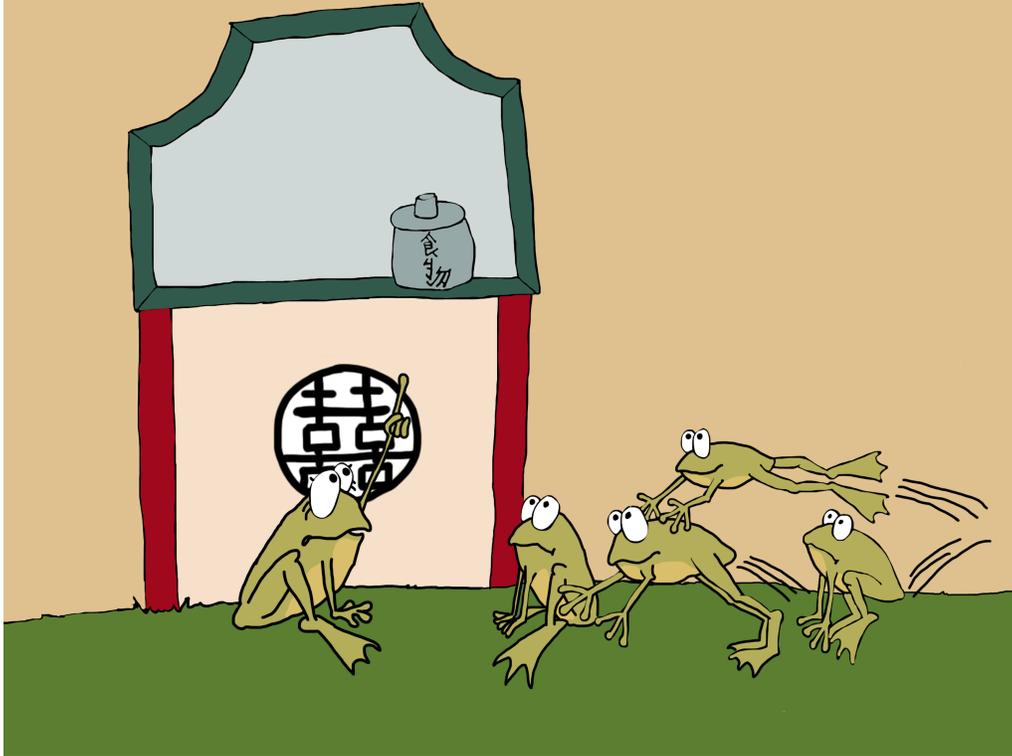


Ching asks, "Jin, can I get you some bugs?"

Jin tells Ching, "You are kind, but I do not want bugs. Can you get me some fish pellets?"

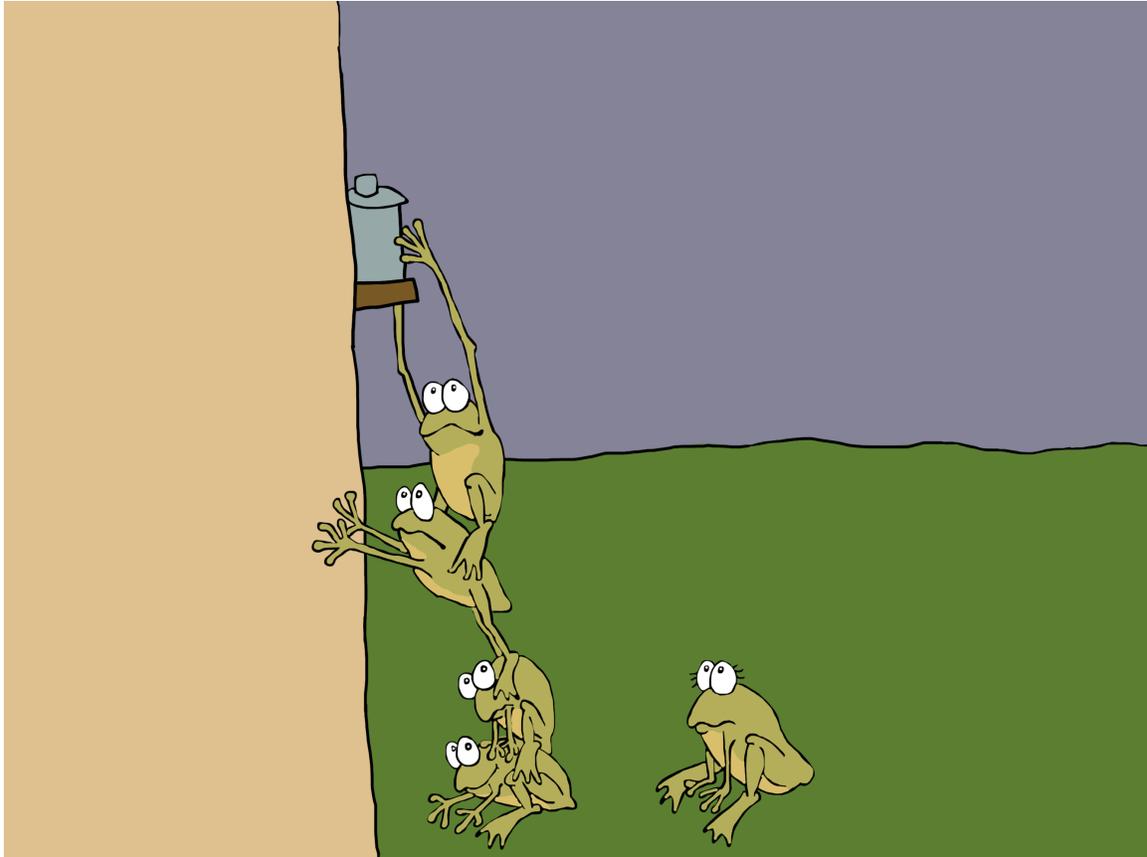


Ching hops to the house. The fish pellets are on the sill. This is a problem. Ching thinks.

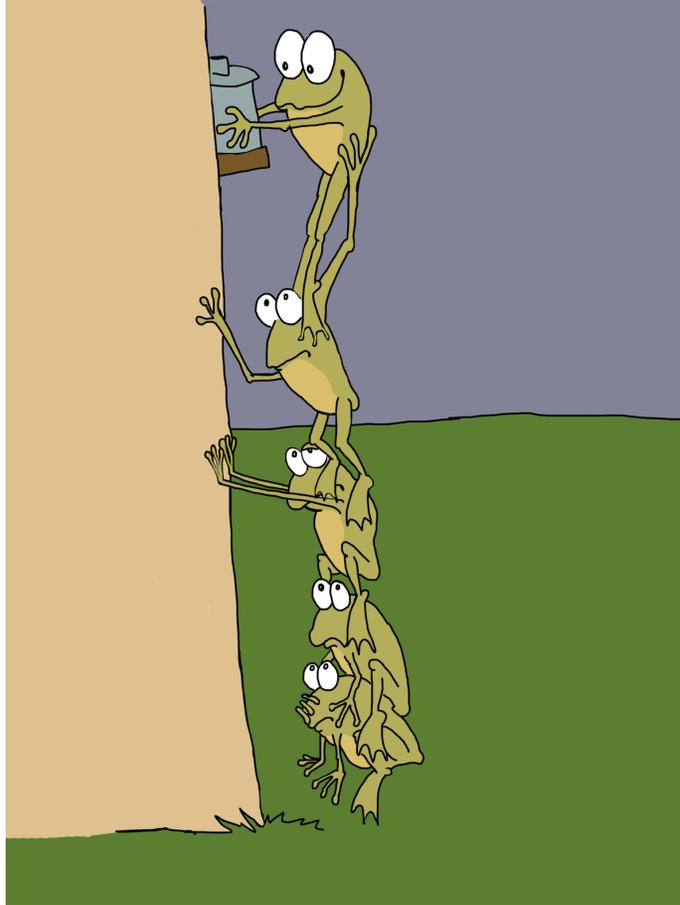


Then, she calls all the frogs. The frogs jump to the house.

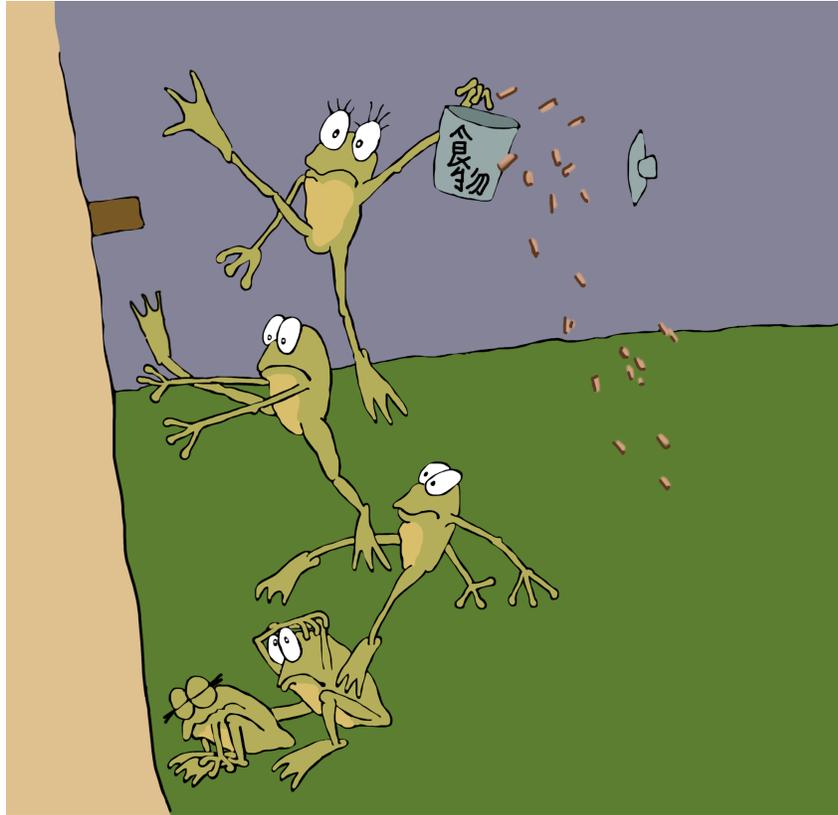
“Help me get the fish pellets for Jin”, Ching instructs.



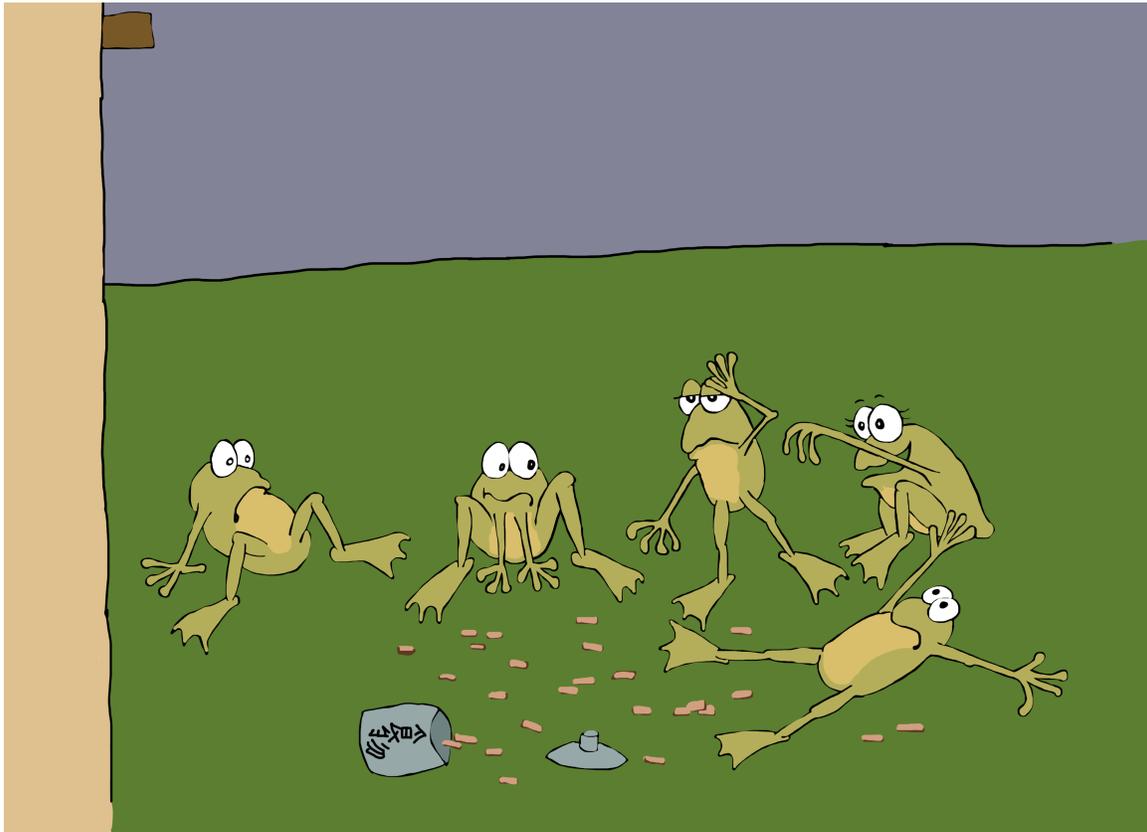
The frogs hop and jump. 1, 2, 3, 4
frogs up to the sill.



Ching hops to the top. "I got it!" She yells.



Then she slips.
"Help!!!" Ching falls and so do all the
fish pellets and frogs.

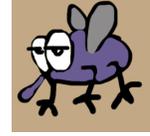


“It is O.K.”, a frog ribbits. “We can have a banquet”.



And so they did.

The Banquet Questions



1. What does Ching, the frog, eat?
2. What is a banquet?
3. What is your favorite part of the story?
Why is that part of the story your favorite?