

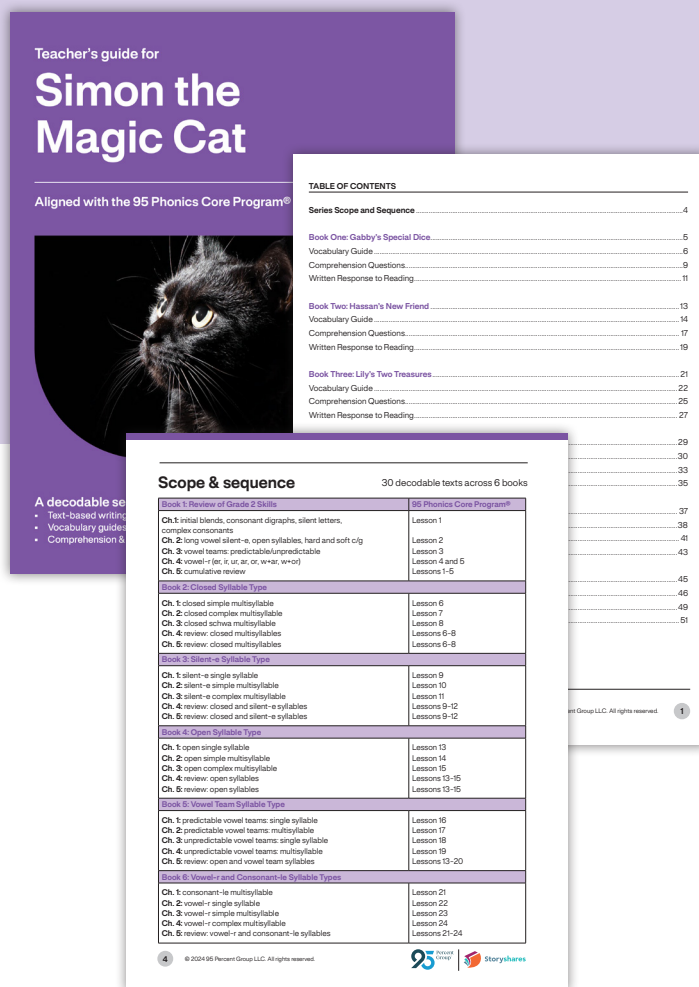
INTRODUCTION

95 Readables™ Sample Pack

Contents

This sample pack includes select content from the grade 3 fiction series **Simon the Magic Cat**

- ▶ From the **Teacher's guide** you will find
 - Table of contents for all teacher support for each book in the grade 3 series
 - Sample phonics guide
 - Scope and sequence
 - Educator companion for **Hassan's New Friend**, which includes a vocabulary guide, comprehension questions, extension activities, writing prompts, and more
- ▶ A sample of book 2 in the **Simon the Magic Cat** series, **Hassan's New Friend**, includes:
 - 2 full chapters
 - Phonics guide so you can see the specific skills students are practicing as they read the chapter
 - Beautiful full-color images to create a memorable and engaging introduction to chapter books!



Developed in partnership with Storyshares

Teacher's guide for

Simon the Magic Cat

Aligned with the 95 Phonics Core Program®



A decodable series for grade 3

- Text-based writing prompts
- Vocabulary guides
- Comprehension & discussion questions





Simon the Magic Cat is a collection of decodables...

Time spent with characters

At the beginning of this series, we meet a magical cat named Simon. Throughout the series, Simon encounters four different characters (Gabby, Hassan, Lily, and Jack) and proposes a trade: something that is special to them for a flashy and shiny new toy. The characters soon realize that new things don't always hold the same value as memories.

Scope and sequence

The sequence of stories is aligned with the progression of skills as outlined in the 95 Phonics Core Program™ Grade 3 Scope and Sequence. The first book consists of a review of grade 2 skills. The series progresses with each book focusing on a different syllable type (closed, silent-e, open, vowel team, vowel-r, and consonant-le).

Guidance and support

In addition to being paired with the 95 Phonics Core Program, books will also be paired with relevant word lists, ideas for extended practice, and checks for understanding.

ABOUT STORYSHARES

Storyshares is a literacy organization and niche publisher dedicated to bringing the transformational power of books to striving readers all across the globe.

We meet underserved readers wherever they are, providing culturally inclusive texts that are filled with diverse, relatable, and compelling characters brought to life with accessible language and formatting.

"Easy to read but hard to put down," our library is home to choices that readers of all ages can and want to read as they work to strengthen key literacy skills.

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Phonics guides

Phonics Guide

Wow, Cats Can Talk?!

Initial Blends, Consonant Digraphs,
Silent Letters, Complex Consonants

Initial blends	Consonant digraphs
spot Brad flops trap frog ground snubs class black class clam brush brag glum front	back dashes black shade rock brush push picks luck stick
Silent letters	Complex consonants
comb knob	budge stretches
High-frequency words	Challenge words
Irregular of there some only to your want what about their come from looks says would	playground school Simon

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95 Percent Group | Storyshares

Each chapter begins with a **phonics guide** to help educators move students through the scope and sequence.

Examples of focus words that reinforce phonics concepts are previewed for educators at the beginning of each chapter.

High-frequency words are showcased ahead of time and spiraled in each subsequent chapter.

Challenge words that do not follow the scope and sequence are highlighted for previewing and interactive oral reading.

Scope & sequence

30 decodable texts across 6 books

Book 1: Review of Grade 2 Skills		95 Phonics Core Program®
Ch.1: initial blends, consonant digraphs, silent letters, complex consonants		Lesson 1
Ch. 2: long vowel silent-e, open syllables, hard and soft c/g		Lesson 2
Ch. 3: vowel teams: predictable/unpredictable		Lesson 3
Ch. 4: vowel-r (er, ir, ur, ar, or, w+ar, w+or)		Lesson 4 and 5
Ch. 5: cumulative review		Lessons 1-5
Book 2: Closed Syllable Type		
Ch. 1: closed simple multisyllable		Lesson 6
Ch. 2: closed complex multisyllable		Lesson 7
Ch. 3: closed schwa multisyllable		Lesson 8
Ch. 4: review: closed multisyllables		Lessons 6-8
Ch. 5: review: closed multisyllables		Lessons 6-8
Book 3: Silent-e Syllable Type		
Ch. 1: silent-e single syllable		Lesson 9
Ch. 2: silent-e simple multisyllable		Lesson 10
Ch. 3: silent-e complex multisyllable		Lesson 11
Ch. 4: review: closed and silent-e syllables		Lessons 9-12
Ch. 5: review: closed and silent-e syllables		Lessons 9-12
Book 4: Open Syllable Type		
Ch. 1: open single syllable		Lesson 13
Ch. 2: open simple multisyllable		Lesson 14
Ch. 3: open complex multisyllable		Lesson 15
Ch. 4: review: open syllables		Lessons 13-15
Ch. 5: review: open syllables		Lessons 13-15
Book 5: Vowel Team Syllable Type		
Ch. 1: predictable vowel teams: single syllable		Lesson 16
Ch. 2: predictable vowel teams: multisyllable		Lesson 17
Ch. 3: unpredictable vowel teams: single syllable		Lesson 18
Ch. 4: unpredictable vowel teams: multisyllable		Lesson 19
Ch. 5: review: open and vowel team syllables		Lessons 13-20
Book 6: Vowel-r and Consonant-le Syllable Types		
Ch. 1: consonant-le multisyllable		Lesson 21
Ch. 2: vowel-r single syllable		Lesson 22
Ch. 3: vowel-r simple multisyllable		Lesson 23
Ch. 4: vowel-r complex multisyllable		Lesson 24
Ch. 5: review: vowel-r and consonant-le syllables		Lessons 21-24

Book 2: Educator companion



Vocabulary Guide for *Hassan's New Friend*

Chapter One: Moving is Not Fun

catnap (noun): a short sleep, usually one during the day

- Page 12: "As he looked around, he saw a black cat taking a **catnap** at the top of the slide."

splendid (adjective): very good

- Page 14: "'That smells **splendid**,' the cat commented."

frantic (adjective): wild with anger, pain, worry

- Page 15: "Hassan's eyes grew wide, and he dropped his popcorn with a **frantic** cry."
-

Chapter Two: How Can a Magic Cat Help Me?

"in a nutshell" (idiom): saying something in a very brief way, using few words

- Page 20: "**In a nutshell**, yes."

dispel (verb): to scatter and drive away; cause to vanish

- Page 22: "'Let me **dispel** your distrust,' Simon said."

distrust (noun): a lack of trust, faith, or confidence; doubt; suspicion

- Page 22: "'Let me dispel your **distrust**,' Simon said."

pensive (adjective): thinking deeply about something, especially something concerning

- Page 31: "Hassan had a **pensive** look."

Chapter Three: What Should I Do, Dad?

readable (adjective): easy to read

- Page 38: "The surprise on his dad's face was **readable**."

putty (noun): a stiff paste

- Page 45: "There was a stuffed cactus he won at a fair, and flexible, gooey **putty**."
-

Chapter Four: I Made a New Friend!

limited-edition (adjective): produced in very small numbers and for a short period of time

- Page 55: "Confused, he looked inside and found a **limited-edition** superhero action figure from his favorite show!"

hooted (verb): to make a loud high-pitched noise while laughing

- Page 56: "Hassan danced happily, and **hooted** and hollered with joy."

hollered (verb): to shout loudly

- Page 56: "Hassan danced happily, and hooted and **hollered** with joy."

"opened his heart" (idiom): to talk openly and honestly about your thoughts and feelings

- Page 62: "It is good he **opened his heart**, but I hope he does not forget about his old friends."
-

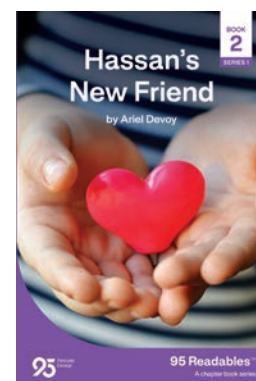
Chapter Five: Thank You, Simon

none

Book 2: Comprehension questions

In this book, a boy named Hassan who misses his old friends befriends Simon, who helps him make new friends, and Hassan soon learns he can cherish both old and new friendships.

Listed below are question options that follow the Comprehension Continuum. It is not necessary to ask students ALL of the questions listed below, but rather choose several questions as you see fit.



Connecting

- Have you ever had a very bad day? What happened?

Questioning

- Why was Hassan feeling sad?

Predicting

- In Chapter 4, what did you think was going to happen when you read that Gabby was also at the park?

Imagining

- What did you imagine when you read the title of the first chapter, "Moving is Not Fun," at the start of the book?

Inferring

- How might this book have ended differently if Hassan had never met Gabby?

Determining importance

- How does Simon know how Hassan is feeling?

Synthesizing

- What similarities and differences do you notice between Book 1 and Book 2?

Comprehension question options by chapter

Chapter One: Moving is Not Fun

- How is Hassan feeling at the start of this book? How do you know?
- Have you ever had a very bad day? What happened?
- Why did Hassan drop his popcorn?
- What similarities and differences do you notice between the start of Book 1 and Book 2?

Chapter Two: How Can a Magic Cat Help Me?

- How does Simon know how Hassan is feeling?
- Do you believe Simon when he says, “I can help”? Why or why not?
- How do you think Simon got his magic?

Chapter Three: What Should I Do, Dad?

- Can you describe in your own words what it means to give a piece of yourself to someone?
- If you were Hassan, would you give away your helmet? Why or why not?
- What does Hassan’s dad mean when he says, “You are growing too fast”?

Chapter Four: I Made a New Friend

- Do you think the helmet and action figure are a fair trade? Why or why not?
- What did you think about when you read that Gabby wanted to be friends with Hassan?
- Do you think Hassan is going to forget about his old friends? Why or why not?
- How is Hassan feeling in this chapter? How do you know?

Chapter Five: Thank You, Simon

- What did Hassan learn from Simon in this book?
- Do you agree that Hassan doesn’t need to choose between his old friends and his new friends? Why or why not?
- How might this book have ended differently if Hassan had never met Gabby?

Book 2: Written response to reading

Writing prompt: How might this book have ended differently if Hassan had never met Gabby?

If I were Hassan, I would _____

_____ because _____

Self-editing checklist

- ☐ I began each sentence with a capital letter and ended each sentence with punctuation.
- ☐ I capitalized the first letter of all proper nouns (names of people, places, and groups).
- ☐ I read my writing out loud, pointing to each word as I said it.

Optional: Add an illustration to support your answers.



Grade 3 | Series 1

Teacher's guide for

Simon the Magic Cat

95 Readables™

A chapter book series

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BOOK

2

SERIES 1

Hassan's New Friend

by Ariel Devoy



Hassan's New Friend

by Ariel Devoy



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Chapter 1

Moving is Not Fun



Moving is Not Fun

Closed Simple Multisyllable

con-/com-

content
connect
commented

Closed simple multisyllable

popcorn	inside	splendid
playground*	outside	frantic
hotdogs	catnap	wondered*
himself	zigzags	Hassan*
anyone	finished	

in-/im-

imperfect
inspected

*This word is also a challenge word because it has a phonics concept that has already been taught and one that comes later in the scope and sequence.

High-frequency words

Irregular

would	of
some	over
could	walked
what	taking
were	doing
said	to
very	today
want	around
the	don't
	they

Challenge words

watched
bigger
school
loved
eyes
dropped
alone
favorite



Pop, pop, pop!

Hassan watched his
popcorn bag grow bigger and
bigger.



He would be content to eat his snack and play some games, but he had a very bad day.



He had just finished his first day at a brand new school. Hassan loved running on the playground.



He would run in zigzags
with his friends and then eat
hotdogs for lunch.



But now he spent his days
alone and kept to himself.
He did not feel like he could
connect with anyone.



Hassan watched his favorite show and ate his popcorn. He missed his old school and his old friends. He wondered what they were doing.



"Hassan, don't sit inside!
Go outside and play! It is so
nice today!" Hassan's dad said.



Hassan sighed. He had an imperfect day, and he did not want to go outside.



But he did what his dad
said and walked down the
street to the playground.



Hassan sat on the swings
and ate his popcorn. As he
looked around, he saw a black
cat taking a catnap at the top
of the slide.



The cat yawned, inspected
Hassan, and walked over.



Hassan held some popcorn
out to the cat.

"That smells splendid," the cat
commented.



Hassan's eyes grew wide,
and he dropped his popcorn
with a frantic cry.

Chapter 2

How Can a Magic Cat Help Me?



How Can a Magic Cat Help Me?

Closed Complex Multisyllable

-ive

pensive

Closed complex syllables

crisscross

applesauce

magic

nutshell

anyone

shipwreck

yourself

everyone

Simon

distrust

-ion/-tion/-sion

solution*

*This word is also a challenge word because it has a phonics concept that has already been taught and one that comes later in the scope and sequence.

High-frequency words

Irregular

have
do
come
was
any
are
there
give
about

Challenge words

you're
front
sure
even
okay



“So you’re Simon?” Hassan sat crisscross applesauce in front of Simon. “You help kids like me?”



Simon the Magic Cat
curled his tail around his
legs. "In a nutshell, yes. I saw
that you looked sad. I have a
solution."



"You do not even know why
I am sad," Hassan said.

What could a cat know?



"Let me dispel your distrust,"
Simon said. "I saw you come
here alone. You sat on the
swing alone."



"No one was waiting for you.
You did not have anyone to
meet. You looked sad. You do
not have any friends, do you?"



Hassan was shocked.
"What? How?" He did not
know what to say. "I look that
sad?"



Simon licked his paw and
cleaned his ear.



“Yes. You are like a
shipwreck. You are alone, and
you do not know what to do.”



“Well, I want to make friends.” Hassan looked at the ground.



"But there will be no one
like my old friends."



“I can help. All you must do
is give me a piece of yourself
your friends liked about you,”
Simon said.



“Then I will make sure
everyone likes you. You will
make friends quickly.”



Hassan had a pensive look.
“Okay, deal.”