

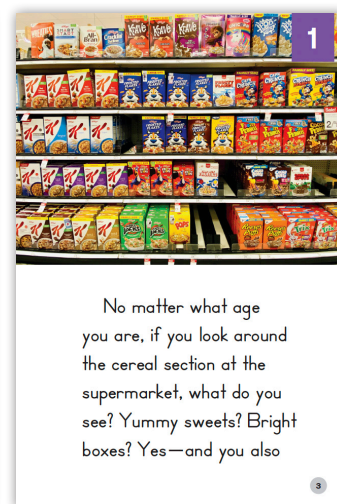
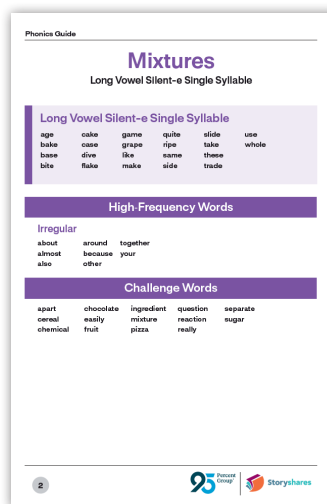
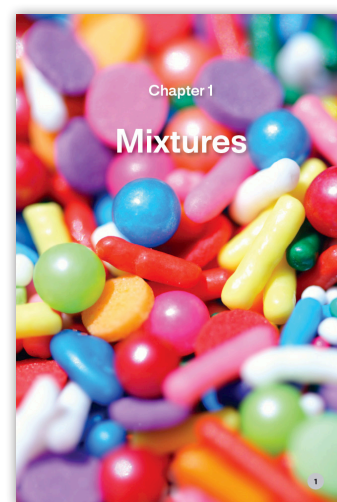
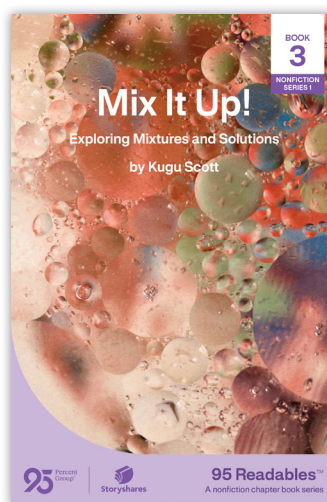
INTRODUCTION

95 Readables™
Sample Pack

Contents

This sample pack includes select content from the grade 3 nonfiction series **Mysteries of Matter: Exploring Properties and Changes**

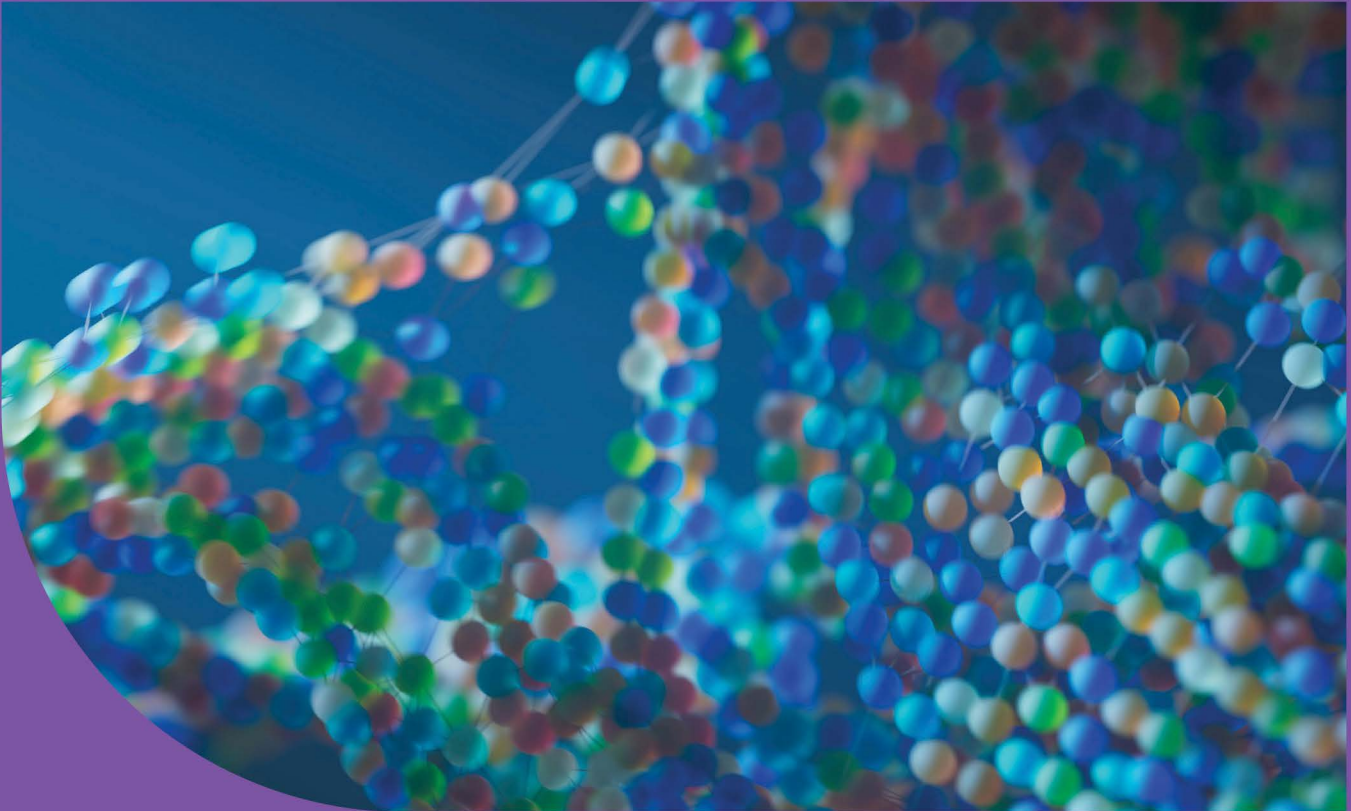
- From the **Teacher's guide** you will find
 - Table of contents for all teacher support for each book in the grade 3 series
 - Sample phonics guide
 - Scope and sequence
 - Educator companion for **Mix It Up!**, which includes a vocabulary guide, comprehension questions, extension activities, writing prompts, and more
- A sample of book 3 in the **Mysteries of Matter: Exploring Properties and Changes** series, **Mix It Up!**, 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!



Teacher's guide for

Mysteries of Matter: Exploring Properties and Changes

Aligned with the 95 Phonics Core Program®



A nonfiction decodable series for grade 3

- Vocabulary guides
- Comprehension questions
- Response to reading strategies
- Graphic organizers
- Written responses





Mysteries of Matter: Exploring Properties and Changes is a collection of decodables.

Science Concepts

Dive into a fun nonfiction series that explores the shifting states of matter. Learn about solids, liquids, and gases, how materials change, and what makes them sticky, slimy, strong, or stretchy. From mixtures to chemical changes, discover how matter shapes the world around us!

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 the final book being an introduction to grade 4 skills.

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

What Is Matter?

Consonant Blends, Consonant Digraphs, Silent Letters, Complex Consonants

Consonant Blends

and	glad	stop
blob	grab	stuff
clomping	left	sunglasses
cream	object	test
crisp	smash	truck
drum	step	

Consonant Digraphs

chip	something	things
deck	than	think
length	that	this
much	them	truck
picked	then	width
quick	thick	

Silent Letters

climb
crumb
know
wrap
wrist

Complex Consonants

backpack	quick
badge	switch
bridge	thick
deck	truck
fridge	watch
fudge	

High-Frequency Words

Regular

found

Irregular

about	together
around	your
something	

Challenge Words

amount	chocolate	heavier	others	together
area	cookie	height	really	unending
anything	course	imagine	tasty	weight

2



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

24 decodable texts across 6 books

Book 1: <i>What's the Matter?</i> Review of Grade 2 Skills		95 Phonics Core Program®
Ch. 1: Consonant Blends, Consonant Digraphs, Silent Letters, Complex Consonants		Lesson 1
Ch. 2: Long Vowel Silent-e and Open Syllables, Hard and Soft c/g		Lesson 2
Ch. 3: Vowel Teams		Lesson 3
Ch. 4: Vowel-r: er, ir, ur, ar, or, w+ar, w+or		Lessons 4 and 5
Book 2: <i>Changing States</i> Closed Syllable Types		95 Phonics Core Program®
Ch. 1: Closed Simple Multisyllable		Lesson 6
Ch. 2: Closed Complex Multisyllable		Lesson 7
Ch. 3: Closed Schwa Multisyllable		Lesson 8
Ch. 4: Closed Multisyllable		Lessons 6, 7, and 8
Book 3: <i>Mix It Up!</i> Silent-e and Closed Syllable Types		95 Phonics Core Program®
Ch. 1: Long Vowel Silent-e Single Syllable		Lesson 9
Ch. 2: Long Vowel Silent-e Simple Multisyllable		Lesson 10
Ch. 3: Long Vowel Silent-e Complex Multisyllable		Lesson 11
Ch. 4: Review: Closed and Long Vowel Silent-e Syllables		Lesson 12
Book 4: <i>Sticky, Slimy, Smooth</i> Open Syllable Types		95 Phonics Core Program®
Ch. 1: Open Single Syllable		Lesson 13
Ch. 2: Open Simple Multisyllable		Lesson 14
Ch. 3: Open Complex Multisyllable		Lesson 15
Ch. 4: Review: Long Vowel Silent-e Single Syllable, Open Single Syllable, Long Vowel Silent-e and Open Multisyllable		Lessons 13, 14, and 15
Book 5: <i>Chemical Clues</i> Vowel Team Syllable Types		95 Phonics Core Program®
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
Book 6: <i>Build It, Break It</i> Consonant-le and Vowel-r Syllable Types		95 Phonics Core Program®
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

Book 3: Mix It Up!



Vocabulary Guide for *Mix It Up!*

Strategies for Building Vocabulary

Before Reading	During Reading	After Reading
<ul style="list-style-type: none">▪ Use relevant images to help students visualize and understand new words.▪ Break down words into their prefixes, roots, and suffixes. Define each morpheme and guide students to infer the overall meaning based on their knowledge of these morphemes.▪ Connect new words to real-world examples. This can be a great opportunity to tell engaging stories.	<ul style="list-style-type: none">▪ Prompt students to use new vocabulary in their responses during discussions and in response to the comprehension questions.▪ Encourage students to use the context in the sentences to infer the meanings of the vocabulary words.▪ Ask students to describe connections between two or more words on a page, encouraging them to use both in a sentence.	<ul style="list-style-type: none">▪ Encourage students to use at least one of the words in their written responses.▪ Now that students have been exposed to multiple words in context, encourage them to sort the vocabulary words into categories.▪ Encourage students to share examples or synonyms of the words and use those examples to make a word web.

Chapter One: Mixtures

chemical (adjective): describes something that changes in a special way, like when heat changes cake batter into cake

- Page 16: "Since it cooks using heat, a **chemical** reaction occurs, and each bite has the same flavor."

ingredient (noun): one of the items used to make something like food from a recipe

- Page 8: "If you mix these **ingredients** together, you will end up with a tasty cereal mixture."

mixture (noun): a group of things that don't stick or change when they are put together; you can still see and separate each thing

- Page 4: "No matter what age you are, if you look around the cereal section at the supermarket, what do you see? Yummy sweets? Bright boxes? Yes—and you also see a perfect example of **mixtures!**"

separate (verb): to pull apart or move pieces away from each other

- Page 10: "Each part keeps its own flavor, and you can easily **separate** the parts."

Chapter Two: Solutions

combine (verb): to mix two or more things together

- Page 30: "When you **combine** sugar and lemonade, the sugar disappears, but it's still there."

dissolve (verb): to mix something into a liquid until it seems to disappear

- Page 23: "A solution is a special type of mixture in which all the parts are spread or **dissolved** evenly."

solution (noun): a type of mixture where one thing spreads out so well in another that you can't see it anymore

- Page 23: "A **solution** is a special type of mixture in which all the parts are spread or dissolved evenly."
-

Chapter Three: Comparing Mixtures and Solutions

conclude (verb): to decide something based on what you know or have learned

- Page 50: "This helps us **conclude** that this combination is a mixture, not a solution."

recognize (verb): to know or see something clearly

- Page 42: "You cannot **recognize** the salt, but it's still there. It is just broken into tiny pieces within the water."

vaporize (verb): to change from a liquid into a gas, like when water turns into steam

- Page 44: "If you heat the salt water, the water will turn into gas (**vaporize**) and the salt will stay behind."
-

Chapter Four: Solutes and Solvents

describe (verb): to tell about something using details

- Page 59: "Each word **describes** the role that an ingredient can take when making a solution."

nutrition (noun): the healthy things in food that your body needs to grow and stay strong

- Page 60: "Think of the powder athletes add to water to make **nutritional** drinks."

solute (noun): the part of a solution that gets dissolved, like sugar in water

- Page 59: "There are two more parts to a solution: the **solute** and the solvent."

solvent (noun): the liquid that something dissolves into, like water

- Page 59: "There are two more parts to a solution: the solute and the **solvent**."
-

Comprehension Questions

Chapter One: Mixtures

- The main idea of a text is what the text is mostly about. What is the main idea of this chapter?
- Describe what a mixture is. Use examples from the chapter to support your response.
- How can you tell whether something is a mixture?
- How do the Fun Facts in the chapter connect to the description of a mixture in the second paragraph?

Chapter Two: Solutions

- What is a solution? How does the concept of a solution relate to the concept of a mixture?
- What are some characteristics of solutions?
- Reread the Fun Facts and use what you learned in the rest of the chapter to answer these questions: What causes soda to become fizzy? What causes rainbows to occur?

Chapter Three: Comparing Mixtures and Solutions

- Use evidence from the text to describe the relationship between mixtures and solutions.
- Is salt water a mixture? Why or why not? Is it a solution? Why or why not?
- Compare and contrast the information on salt water and cashews in this chapter. Why do you think the author included this information?
- Reread the information about oil and water. What does it mean for something to “dissolve”?

Chapter Four: Solutes and Solvents

- Describe the relationship between solutes and solvents.
- How do solutes and solvents relate to mixtures and solutions?
- Why does the author use fruit salad as an example when writing about the topic of solutes and solvents?
- Why do solutes dissolve faster in warm solvents?

Response to Reading Strategy

Main Idea and Key Details

Teaching Points

Tell students the main topic is what a piece of writing is mostly about, and it can usually be named using one or two words. The main *idea* is different from the main topic. The main idea is what the text says *about* the topic. The main idea can usually be summarized in a sentence or two. An author might try to get many ideas across in a text. The main idea can be supported by key details that help explain the main idea. It can often be helpful to use the chapter's title to determine a main topic. Then, after reading the chapter, go back and ask: "What is the main thing the author is trying to tell us about this topic? Can we find enough details to show this is what the author is trying to tell us?" If the answer is yes, that's the main idea!

Teaching Strategies

Encourage students to think-pair-share about a chapter from this book. Ask: "What is this chapter telling us about the topic?" For this book, you can replace the word "topic" with the chapter title. Give students time to think about what the author is telling them about the topic. Have them find 2–3 key details from the text that support the main idea. Then, have them turn to a partner and share their ideas. See if they can synthesize, or bring together, different ideas about the same topic to make an even stronger main idea. Finally, encourage students to share out these ideas and the key details that support them with the whole group.

Graphic Organizer: Find the Main Idea

Directions: The main idea is a text’s overall message about a topic. Choose a chapter to read. After reading, answer these questions: What is the main idea of this chapter? Can you find three details in the text that help show that this is the main idea? Write your answers in the chart below.

Main Idea:



Key Detail #1

Key Detail #2

Key Detail #3

Written Response

Directions: Use your graphic organizer to help you respond to the question below.

What is the main idea of the chapter? Use at least two key details from the chapter to support your response.

Scaffolded Version:

The main idea of the chapter is _____. One key detail that supports the main idea is _____

_____. Another key detail that supports the main idea is _____

Teacher's guide for

Mysteries of Matter: Exploring Properties and Changes

95 Readables™

A nonfiction chapter book series

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95percentgroup.com



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BOOK

3

NONFICTION
SERIES 1

Mix It Up!

Exploring Mixtures and Solutions

by Kugu Scott

Mix It Up!

Exploring Mixtures and Solutions

by Kugu Scott



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The Explorer's Word Log

Let's dive into some key vocabulary words.

Chapter 1

chemical	(adjective): describes something that changes in a special way, like when heat changes cake batter into cake
ingredient	(noun): one of the items used to make something like food from a recipe
mixture	(noun): a group of things that don't stick or change when they are put together; you can still see and separate each thing
separate	(verb): to pull apart or move pieces away from each other

Chapter 2

combine	(verb): to mix two or more things together
dissolve	(verb): to mix something into a liquid until it seems to disappear
solution	(noun): a type of mixture where one thing spreads out so well in another that you can't see it anymore

Chapter 3

conclude	(verb): to decide something based on what you know or have learned
recognize	(verb): to know or see something clearly
vaporize	(verb): to change from a liquid into a gas, like when water turns into steam

Chapter 4

describe	(verb): to tell about something using details
nutrition	(noun): the healthy things in food that your body needs to grow and stay strong
solute	(noun): the part of a solution that gets dissolved, like sugar in water
solvent	(noun): the liquid that something dissolves into, like water



Chapter 1

Mixtures

Mixtures

Long Vowel Silent-e Single Syllable

Long Vowel Silent-e Single Syllable

age	cake	game	quite	slide	use
bake	case	grape	ripe	take	whole
base	dive	like	same	these	
bite	flake	make	side	trade	

High-Frequency Words

Irregular

about	around	together
almost	because	your
also	other	

Challenge Words

apart	chocolate	ingredient	question	separate
cereal	easily	mixture	reaction	sugar
chemical	fruit	pizza	really	



No matter what age
you are, if you look around
the cereal section at the
supermarket, what do you
see? Yummy sweets? Bright
boxes? Yes—and you also



see a perfect example of mixtures!

A mixture is when two or more things are put together, but they do not change or stick together in



a new way. Each part stays the same, and we can still tell what each item is. So, how is cereal a mixture? Let's dive into mixtures by making our own cereal mix.




First, let's add plain
cereal for our base.

CHAPTER 1

Fun Fact

Your **laundry** is a mixture too! Socks, shirts, and pants are all thrown together in a basket, but you can still tell them apart and sort them easily.

 optional teacher read-aloud



Then, we will add
ten chocolate chips, ten
marshmallows, and ten
coconut flakes.



If you mix these ingredients together, you will end up with a tasty cereal mixture.

Here is the main question for testing if this



is a mixture: Can you still see each ingredient? For example, can you pick out the marshmallows or chocolates if you want to?



Yes! Each part keeps its own flavor, and you can easily separate the parts. This makes cereal a mixture.




Now, we intend to make a fruit salad.

CHAPTER 1

Fun Fact

A **pizza's toppings** are a mixture! You can see the ham, mushrooms, and peppers—and even pick them off if you want.

 optional teacher read-aloud



Let's mix grapes, melon pieces, pineapple chunks, and other fruits that you like. Slide these fruits into the bowl and mix them around. The ripe fruits are side



by side, and they are all together, but not a thing has changed about the fruit.

Yet again, we can separate all the pieces in the fruit salad easily. Because



we can take it apart,
we know fruit salad is a
mixture.

Now, let's stretch out
this game and trade salad
for a cake!



We will need eggs, flour,
and sugar. After the cake
is baked, it will all be one
whole piece.



Since it cooks using heat,
a chemical reaction occurs,
and each bite has the same
flavor.



It's almost like the
separate ingredients
disappeared and were
replaced!



Can we now separate the eggs from the flour? How about the flour from the sugar?



It is not quite the case
that we can separate these
things, so cake is not a
mixture.

Chapter 2

Solutions



Solutions

Long Vowel Silent-e Simple Multisyllable

Long Vowel Silent-e Simple Multisyllable

combine	dislike	exhale	nhale	invite
confuse	escape	ihuman-made	inside	unlike

High-Frequency Words

Irregular

also	both	together
always	color	water
another	many	would
because	pull	

Challenge Words

anymore	dissolve	salt	taste
dioxide	nothing	special	though



A solution is a special type of mixture in which all the parts are spread or dissolved evenly.



For example, let's bring a pile of salt and submerge it in a glass of water. If we stir for just a few seconds, you will notice the salt is not visible anymore! This



might be confusing, but the salt did not disappear. It is just completely dissolved, or spread apart, in the water.



If you drink from the glass, it will taste like salt water. If you drink again, it will still taste like salt water. Because the salt is completely spread apart in



the water, this is a solution.

What if you ate a
spoonful of the fruit salad
we first described in the last
chapter?



Maybe one bite would have too many grapes. Another you might dislike due to how much melon you scooped. Do the pineapple chunks disappear? No! So,



fruit salad is unlike salt water because nothing is transformed, and you can still taste and recognize each part separately.



I invite you to take a look
inside your own kitchen—
you might find some tasty
examples of solutions!
When you combine sugar
and lemonade, the sugar



disappears, but it's still there. It spreads out evenly in the drink, which makes it a solution.




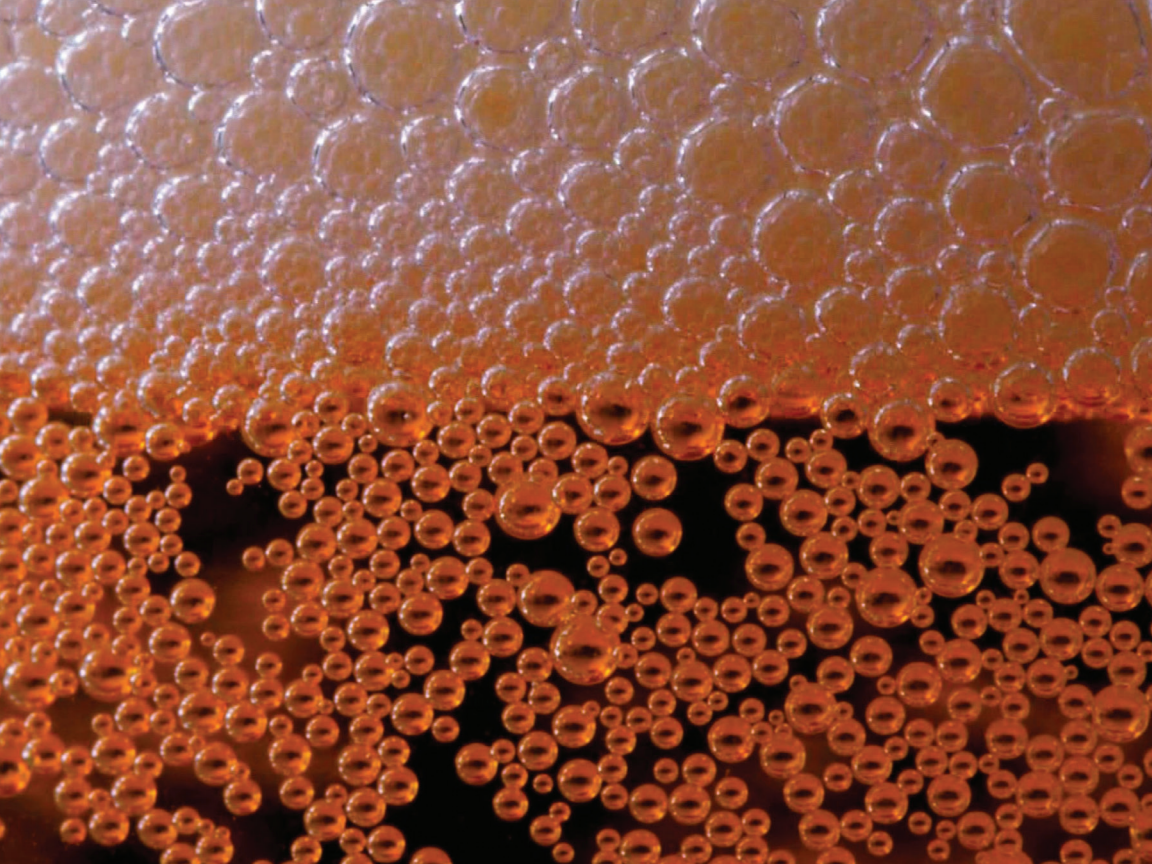
Soda is another example.
The bubbles in soda come

CHAPTER 2

Fun Fact

Soda is **fizzy** because gas is dissolved in the liquid! Those bubbles are carbon dioxide, and they pop when they escape into the air.

 optional teacher read-aloud



from gas that is mixed evenly with the liquid. In both lemonade and soda, you cannot see or subtract the different parts like you can in a mixture. That's what



makes each drink a special solution!

It's quite interesting to note that solutions do not always have to be a liquid like salt water or soda. They



can also be solids and gases.

CHAPTER 2

Fun Fact

Rainbows can happen after a solution evaporates! When rain (a solution of water with dust or salt) dries up, light bounces through leftover drops and makes colors.

👂 optional teacher read-aloud



The air we inhale and exhale is a solution made up of different gases. Brass, a type of human-made metal, is in fact a solution of copper and zinc. They are



mixed together so well that
you cannot see or pull them
apart. Even though brass is
a solid, it's still a solution!