The illustration shows a young girl with long blonde hair, wearing a green jacket, orange pants, and white shoes, standing in a lush forest. She is surrounded by tall trees with brown trunks and green foliage. In the foreground, there is a small pond with blue water, two pink lotus flowers, and a purple lotus flower. The ground is covered in green grass and small rocks.

# EXPLORER ELLA'S MAGIC FOREST

Written by Bel Richardson

Illustrated by Mykyta Harets

### **Why is phonics important to learn?**

The English language seems like it is full of a lot of crazy pronunciations and spelling. While a small amount of English must be rote learned due to exceptions from rules, much of it can be decoded using phonics. When you know phonics, you are like a detective following clues to solve a mystery. In this series, we use only words that your little reader will be able to break down into standard phonemes. This will build reading confidence while strengthening their phonics foundation.

### **Is this the right level for my little reader?**

If your reader can decode about 90% of the words in this book independently, this will be an appropriate platform to begin their study of phonics. By understanding a majority of the words, a reader can use context to decode new terms. If a reader breezes through, you might need to take them up another level. If this level is still a bit too tricky for them, get your reader to try some of the earlier levels first. Challenges can be good, but too much too quickly could overwhelm your reader. Take things slow and steady. Enjoy the books and the journey together!

### **How can I be a good learning buddy for my reader?**

If you are helping somebody to read this book, there are plenty of ways that you can go about it. Do the initial exercises together before you begin to read so that you have both experienced the isolated sounds and discussed them. If the reader gets stuck, cover up all but the first phoneme in the word so that the sound can be isolated again. Slowly move along and reveal more phonemes. Once they can say each individual part of the word, you can focus on blending. Say the words so that they can hear them, and get them to repeat it out aloud several times. To consolidate knowledge after you finish a page, talk about what happened and what is in the picture. Then, try saying some of the words on the page and see if the reader can identify them. Get the reader doing this as well, saying words which you need to find. Above all, you should be patient. Create a safe place to make mistakes so that the reader is willing to give things a go.

### **Special Words**

This book has some special words that you should take your reader through before you begin. Many special words are those that we use in day-to-day conversation. Unfortunately, a lot of their phonetic structures do not conform to rules that your reader has learned. These words can be frustrating and confusing, but they are also a part of natural reading, writing, and conversation.

**explore, she, really, finding, the, no, there, to, before, into, could, words, of,  
so, they, unicorn**

Say each word to your reader a few times so that they can get used to its sound. Get them to repeat it back to you. Afterwards, see if your reader can think of any words that rhyme with this sound in order to help lock in how to pronounce it. Finally, think of some basic sentences that use this word. For example, if the word is 'the' you can create basic sentences with a subject, verb, and object: "The hat is on the table."



Ella likes exploring.  
She really likes  
reading maps and  
finding new places.

Ella looked at a map. The map showed no forest. But there was a huge forest next to Ella.

No explorers had found this huge forest before. Ella decided that it grew by magic.

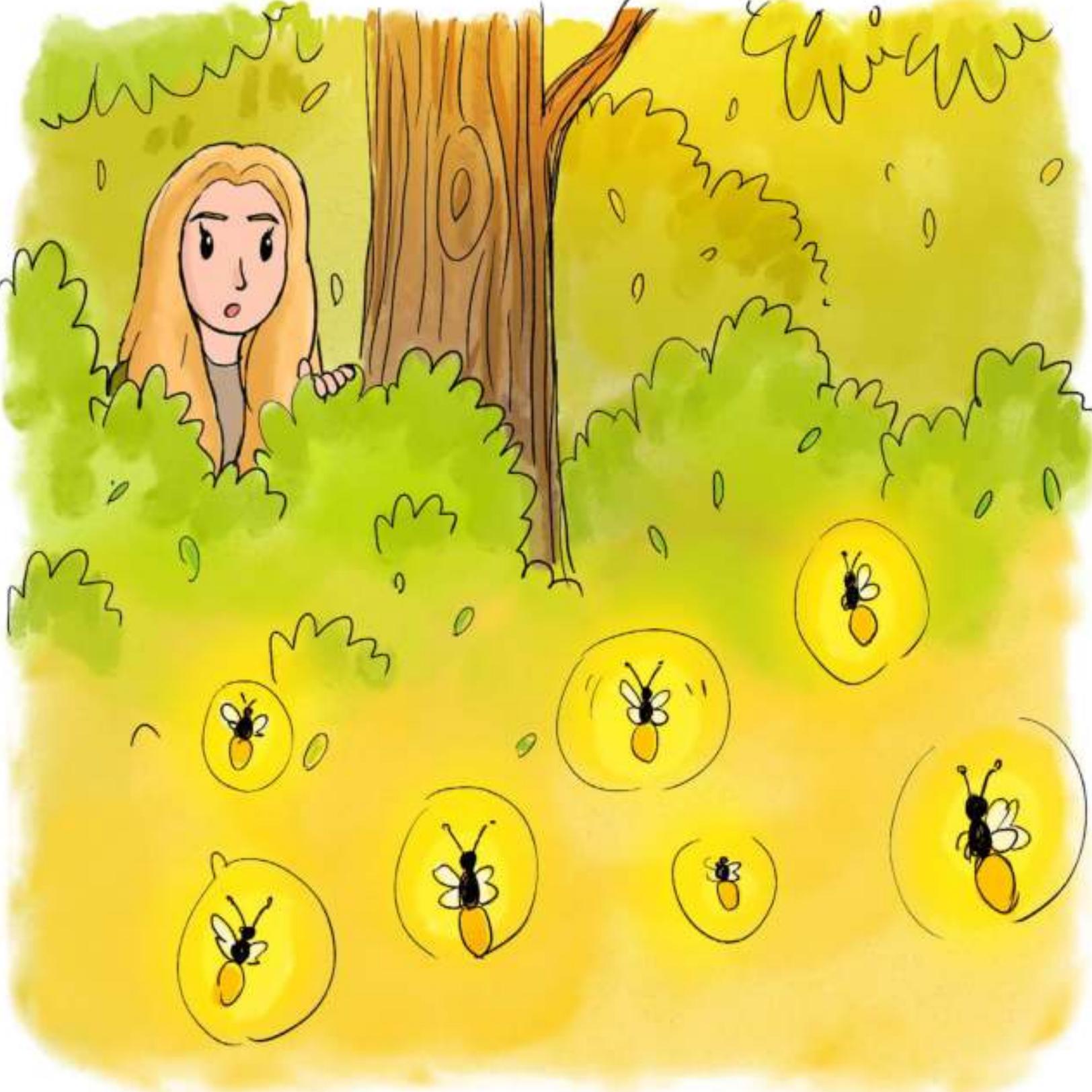
She walked into the magic forest.

At first, Ella saw no animals in the magic forest.

She saw trees with leaves and bark that had sparkles.

Ella saw flowers that floated.





Then, Ella saw magic bugs.

The bugs had wings with lights.

The magic bugs could spell with words of light. Ella could read the words in the magic bug lights.

The bugs told Ella to walk deeper into the magic forest.





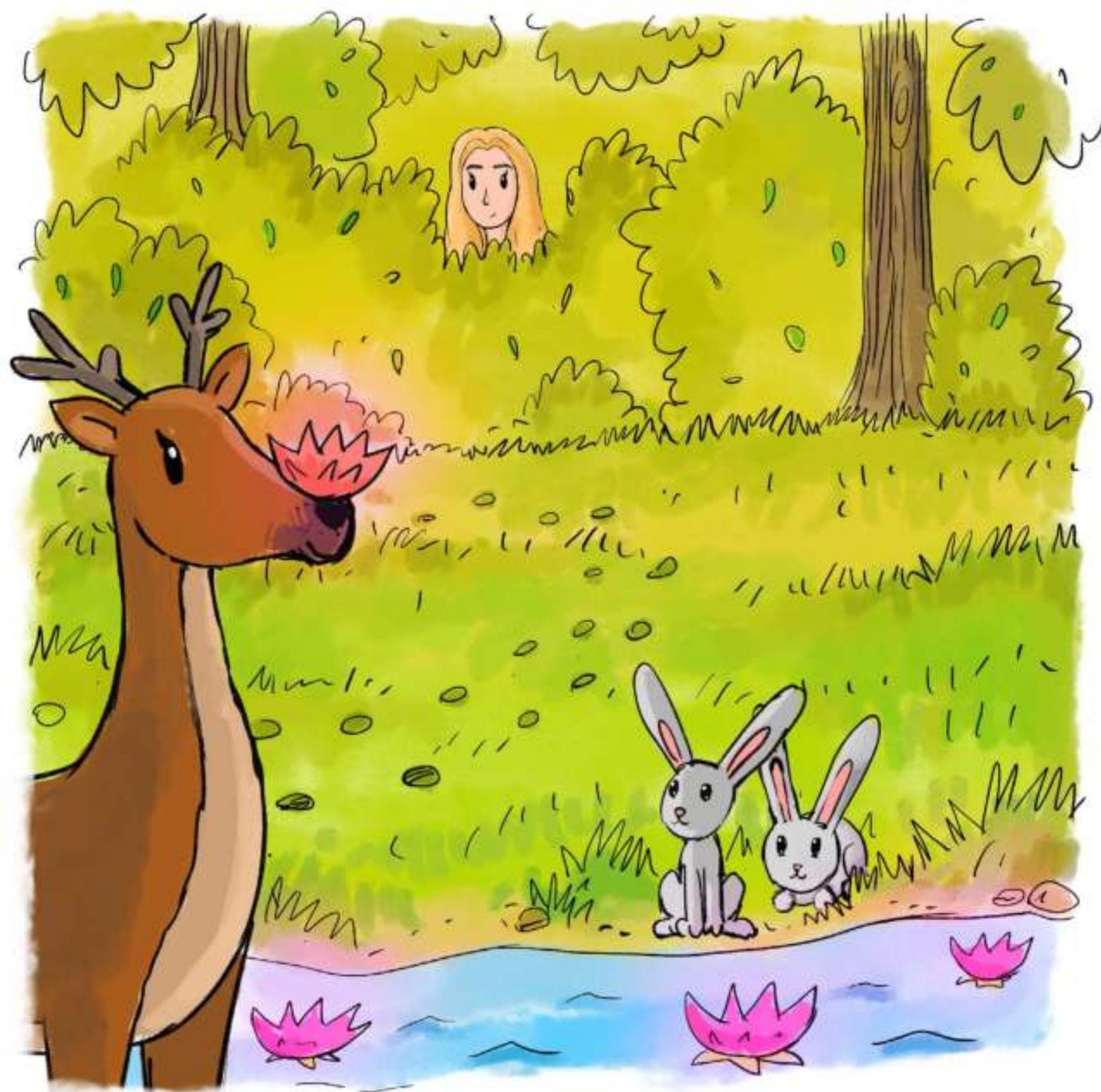
Ella saw magic birds. The magic birds sang magic songs that had no notes. The songs were made with art - the magic birds painted in the air.

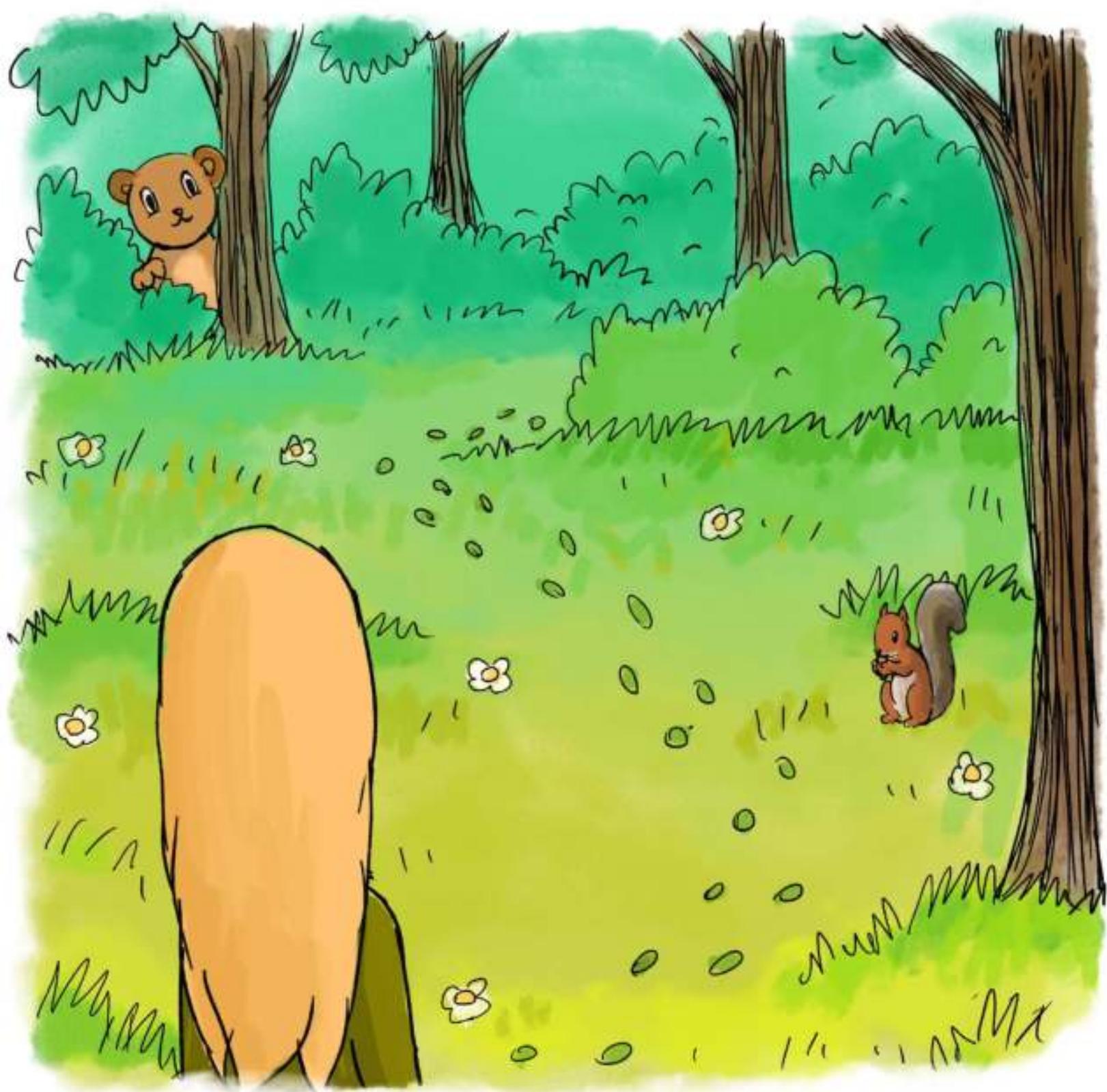
Ella could see long arrows so she followed the arrows.



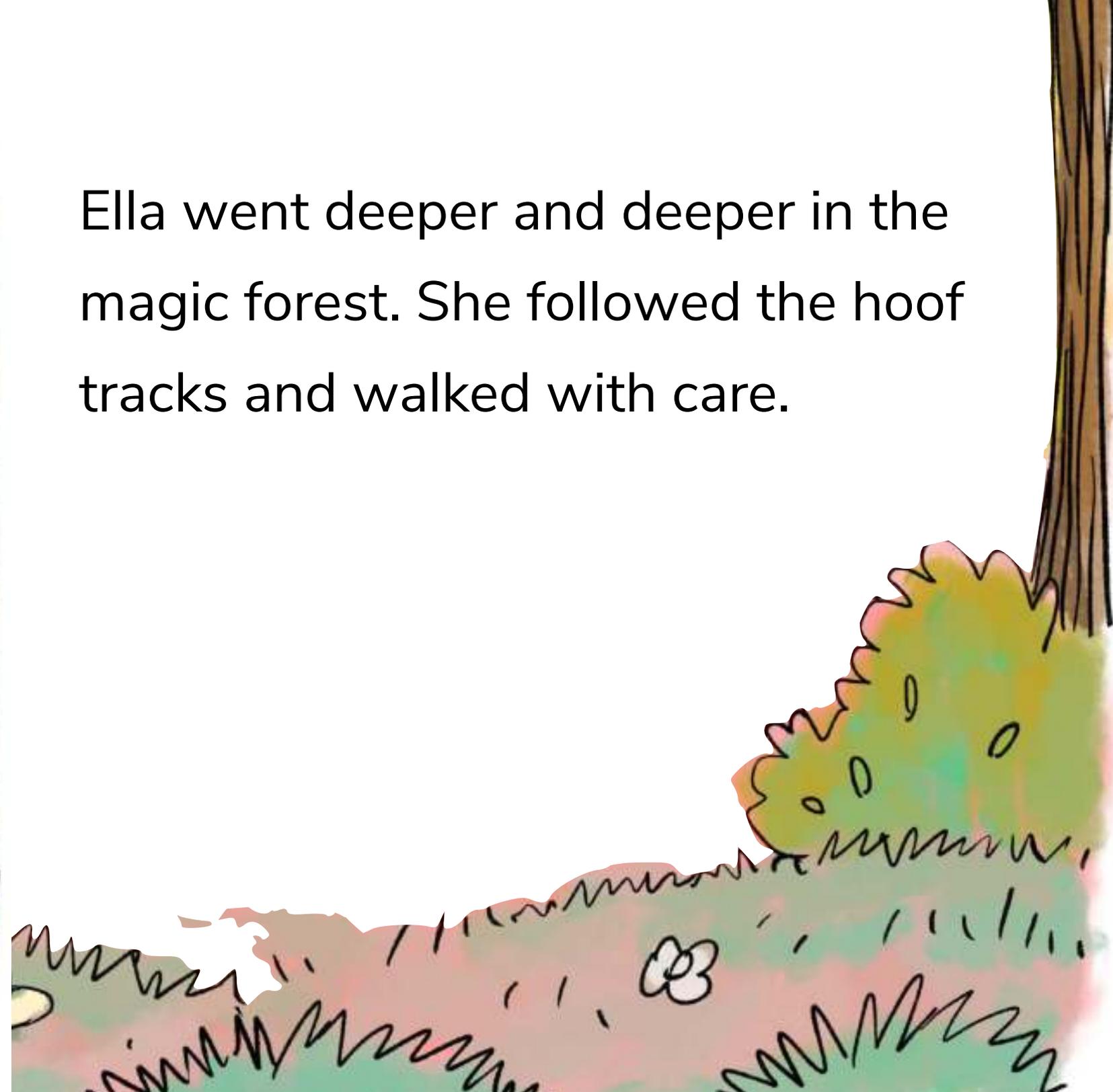
Ella saw magic deer and magic rabbits playing in the flowers that float.

Then Ella saw tracks. They were hoof tracks. She looked at the deer hoofs but they were not the same. These were not deer tracks.



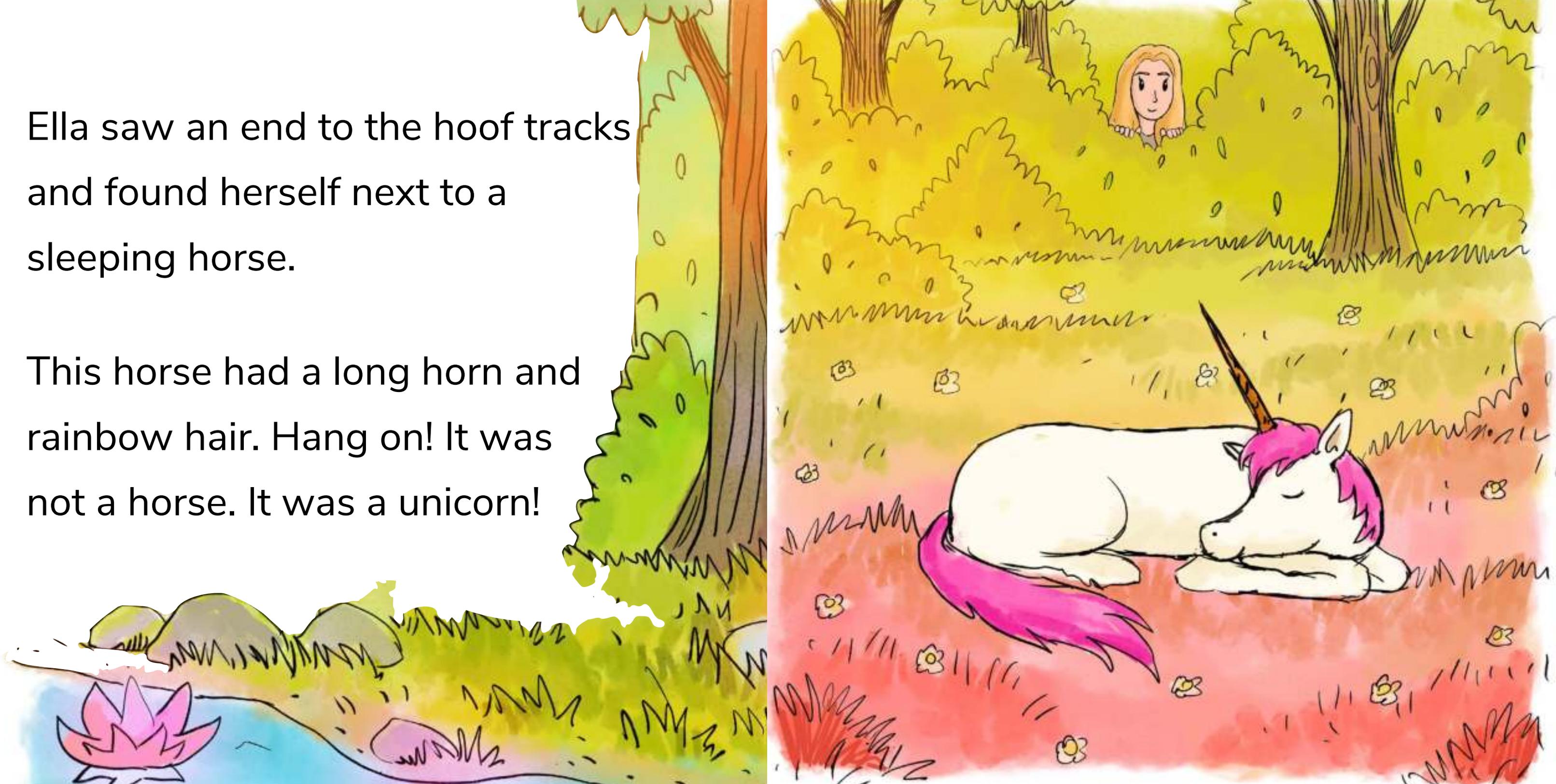


Ella went deeper and deeper in the magic forest. She followed the hoof tracks and walked with care.



Ella saw an end to the hoof tracks and found herself next to a sleeping horse.

This horse had a long horn and rainbow hair. Hang on! It was not a horse. It was a unicorn!





The unicorn got up and let Ella get on its back.

Ella and the unicorn walked around the magic forest with the animals.

Ella and the unicorn are pals.





Ella and her unicorn had found a magic land.



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## I'M FREE! HERE'S HOW...

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