

# The Rat in the Pad! (CVC, /ă/, /ĩ/, /ö/, /ũ/, /ě/, \_s)

DAY 1	DAY 2												
<b>1) High-Frequency Words</b>	<b>1) High-Frequency Word Review</b>												
Students use the Map-It mat to map these words. <i>*heart word; irregular part(s) underlined</i>	Students practice building the high-frequency words introduced in Day 1 on the High-Frequency Word Forming mat (reusable if in sheet protector).												
<table><tr><td>y/ou</td><td>*t/o</td><td>*w/a/s</td></tr><tr><td>h/e</td><td>i/s</td><td>*th/e</td></tr></table>	y/ou	*t/o	*w/a/s	h/e	i/s	*th/e	<table><tr><td>you</td><td>to</td><td>was</td></tr><tr><td>he</td><td>is</td><td>the</td></tr></table>	you	to	was	he	is	the
y/ou	*t/o	*w/a/s											
h/e	i/s	*th/e											
you	to	was											
he	is	the											
<b>2) Phonemic Awareness</b>	<b>2) Skill Review</b>												
Students orally blend and segment words containing the focus phonics skill.	As needed, review and warm-up by repeating the Day 1 Skill Introduction exercises.												
<b>Blending Phonemes</b> EX: Say /p/ /ě/ /t/. What is the word? (pet)	<b>3) Word Chaining</b>												
/n/ /ö/ /t/ (not) /r/ /ũ/ /g/ (rug)	Students use the Make-It mat and paper letters (or magnetic letter tiles) to build each word in the word chain below.												
<b>Segmenting Phonemes</b> EX: Say the sounds you hear in sits. (/s/ /ĩ/ /t/ /s/)	<table><tr><td>1) rug</td><td>2) hug</td><td>3) hog</td></tr><tr><td>4) hot</td><td>5) cot</td><td>6) cots</td></tr></table>	1) rug	2) hug	3) hog	4) hot	5) cot	6) cots						
1) rug	2) hug	3) hog											
4) hot	5) cot	6) cots											
run (/r/ /ũ/ /n/) bad (/b/ /ă/ /d/)	<b>4) Decoding</b>												
<b>3) Skill Introduction</b>	Before reading, take note of the Language and Reading Comprehension discussion cards. Some items need to be addressed before reading.												
This lesson is a review of CVC short vowel words, as well as CVC words that end in _s. Use any of the included cards necessary to review any/all of the graphemes your students need to review.	<b>Decoding</b> Students choral, partner, or whisper read the book <i>The Rat in the Pad!</i> Students use a pencil or finger to underline the words as they read aloud.												
<b>Multisensory Practice</b> For any skill needing review, ask students to write the grapheme on a tactile surface while saying the sound aloud. Repeat 2-3 times.	<b>5) Language and Reading Comprehension</b>												
<b>Sky Writing</b> For any skill needing a review, ask students to sky write the grapheme by straightening the arm of their dominant hand and writing the grapheme in the air, saying the letter name(s) as they write it. Repeat 2-3 times. Then, drag a finger under the spaces where the letter(s) was sky written and read it.	Complete the remaining tasks from the Language and Reading Comprehension discussion cards. Students can complete the Reading Comprehension half sheet after the discussion.												
<b>4) Word Mapping</b>	<b>6) Progress Monitoring</b>												
Students use the Map-It mat to map these words.	<b>Comprehension</b> Use the online book quiz to assess general comprehension.												
<table><tr><td>h/i/t/s</td><td>r/u/t</td><td>s/i/t</td></tr><tr><td>p/a/d</td><td>y/e/s</td><td>g/o/t</td></tr></table>	h/i/t/s	r/u/t	s/i/t	p/a/d	y/e/s	g/o/t	<b>Decoding</b> Students read the high-frequency words, skill words, nonsense words and sentences on the Progress Monitoring sheet.						
h/i/t/s	r/u/t	s/i/t											
p/a/d	y/e/s	g/o/t											
<b>5) Decoding and Encoding</b>	<b>Encoding</b> Students write the dictated sentence below on lined paper.												
<b>Decoding</b> Students choral, partner, or whisper read the words, phrases, and sentences on the Focus Skill Practice half sheet. Students use a pencil or finger to underline the words as they read aloud.	<b>Bob lets his cat in Jen's pad.</b>												
<b>Encoding</b> Students write the dictated sentence below on lined paper. Check for proper spelling, sentence formation, and handwriting.	One Progress Monitoring data sheet is included. The student page can be laminated and reused to assess multiple students. One Progress Monitoring class data sheet is included to record student data.												
<b>It is a big rat!</b>													

# MAP-IT

Echo-It



Tap-It



Make-It



Write-It



Read-It



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abcdefghijklmnopqrstuvwxyz

Laminate for reuse.

## Map-It Activity Steps

- Echo-It:** Read the word aloud. Students repeat the word.
- Tap-It:** Students tap each sound they hear in the word with their fingers. Using their free hand, students count the phonemes by putting up a finger for each sound they hear. Students place that number of chips/counters in the Tap-It squares.
  - Teacher Model: At this point, write the word where students can see it and say it aloud as you underline the graphemes that represent the individual sounds you are saying. Conceal the word before students go to the next step.
  - Irregular Graphemes: When mapping words with irregular (and temporarily irregular) graphemes, take the time to teach about the tricky part(s) of each word. Whether explaining that the grapheme is one students haven't learned to decode yet, or whether it represents a "rule-breaker" (heart words), make sure students understand which part is tricky.
- Make-It:** Students look at the chips they placed inside the boxes and say the sound that corresponds with each chip. Then, they use letter tiles or magnets to spell the sounds they hear in each box.
- Write-It:** Once the word is built with letter tiles, students write the word on the handwriting lines.
  - Irregular Graphemes: Place a heart around the tricky part(s) of the word.
- Read-It:** Students read the word at least three times as they drag a finger under the written word.

a



a /ă/ apple

e



e /ě/ edge

i



i /ĩ/ iguana

o



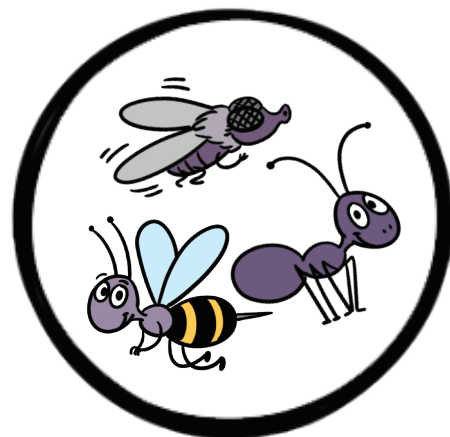
o / ɔ / otter

u



u / ʊ / up

s



s / z / bugs



# Focus Skill Practice

Words	High-Frequency Words			Skill Words		
	you	to	was	yes	rug	sits
	he	is	the	nap	run	not
Phrases	sees a rat		gets a pat		on the rug	
	get a big		the rat runs		rat is not	
Sentences	1. Jen sees a rat.					
	2. Pox gets a pat from Bob and Jen.					



# Reading Comprehension

## Main Idea

Jen has a rat in her pad.

## Detail #1

## Detail #2

## Detail #3



Practice creating each high-frequency word. Put this in a sheet protector and form each word on the lines below using modeling clay, or write the entire word with a dry erase marker. As you write each letter, say the letter name aloud. Once the word is written, trace your finger under the word and say the letter sounds aloud.

[illegible]



# Make-It

1

2

3

4

5

6

## Make-It Activity Steps

- Build-It:** Students use the left side work area to build the first word they hear.
- Read-It:** Once the word is built, they read it aloud.
- Write-It:** Students write the word on the first line to the right.
- Change-It & Repeat:** Students listen as a new word (that is similar to the first) is read. Students manipulate the letter tiles in the work area to spell the new word then read it and write it on the second line. The process repeats until all six words have been built.

r	u	g	h	s
o	t	c		



# Language & Reading Comprehension

Use the cards below to lead discussion before (B), during (D), and after (A) reading. Encourage student discussion and ask follow-up questions that encourage metacognition by requiring students to think critically about their own thought processes.

## (B) Activate Schema & Build Background Knowledge

Let's get our minds ready to read by discussing some important things.

1. The title of this book is *The Rat in the Pad!* What is a pad? (a home)
2. Two of the characters in this book are a cat and a rat. What do you know about cats and rats? (Answers will vary but may include the insight that cats are known to chase rats.)
2. A character in this book is exhausted. What does it mean to be **exhausted**? (extremely tired)

## (A) Language Structures

Reread page 6. (The cat gets a pat from Bob. "Pax cannot get a rat!") Who is speaking on this page? How does the dialogue make the story more interesting? (Bob is talking on this page. Dialogue helps the reader better understand the characters.)

## (B) Literacy Knowledge

1. Put your finger on the first word on page 4. What is the first letter in the word? (The first word is **Jen**. The first letter is "J.")
2. Put your finger on the last word on page 4. What is the last letter on the page? (The last word is **Pox**. The last letter is "x.")

## (A) Verbal Reasoning

Use inferring skills to answer these questions. (You might choose to have students write or draw to depict their responses.)

1. What do you think Pox will do the next time he sees a rat? (Answers will vary.)
2. What would be another good title for this book? Why? (Answers will vary.)

## (A) Vocabulary

Let's discuss some important words that have to do with the story. (You might choose to have students write or draw to depict their responses.)

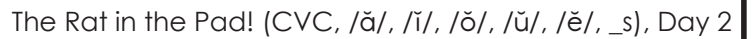
1. Before reading, we defined the word **exhausted**. How does this word tie into our reading? (Pox is exhausted after chasing the rat.)
2. Bob gives his cat a pat. What is a **pat**? (a tap or gentle stroke with the hand meant to soothe or to show affection or approval)

## (A) Reading Skills & Strategies

Let's practice identifying the **main idea and key details**. (Students draw or write their responses on the Focus Skill Reading Practice sheet.)

What was the main idea of this story? Support your answer using key details from the story. (Main idea: Jen has a rat in her pad. Detail: Jen asks Bob if Pox can get the rat. The rat runs from Pox. Pox chases the rat out of Jen's pad.)

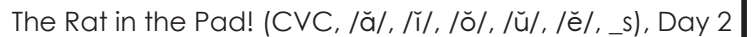




Irregular High-Frequency Words	you	Skill Words	hot	Nonsense Words	bot
	to		pad		fik
	was		fat		seg
	he		big		det
	is		get		pij
	the		runs		luf

Sentences	1. He runs to the rat.
	2. "Let the cat in the pad," says Jen.

[illegible]