

Camp Is a Blast (Short a Advanced Review)

DAY 1	DAY 2												
1) High-Frequency Words	1) High-Frequency Word Review												
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>*w/<u>a</u>/s</td><td>y/ou</td><td>*s/<u>ai</u>/d</td></tr><tr><td>m/e</td><td>*d/<u>o</u></td><td>l</td></tr></table>	*w/ <u>a</u> /s	y/ou	*s/ <u>ai</u> /d	m/e	*d/ <u>o</u>	l	<table><tr><td>was</td><td>you</td><td>said</td></tr><tr><td>me</td><td>do</td><td>l</td></tr></table>	was	you	said	me	do	l
*w/ <u>a</u> /s	y/ou	*s/ <u>ai</u> /d											
m/e	*d/ <u>o</u>	l											
was	you	said											
me	do	l											
2) Phonemic Awareness	2) Skill Review												
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.												
Blending Phonemes EX: Say /k/ /r/ /ă/ /f/ /t/. What is the word? (craft)	3) Word Chaining												
 /b/ /r/ /ă/ /n/ (bran) /k/ /ă/ /m/ /p/ (camp)	Students use the Make-It mat and paper letters (or magnetic letter tiles) to build each word in the word chain below.												
Segmenting Phonemes EX: Say the sounds you hear in stands. (/s/ /t/ /ă/ /n/ /d/ /s/)	<table><tr><td>1) yam</td><td>2) ram</td><td>3) ramp</td></tr><tr><td>4) camp</td><td>5) lamp</td><td>6) clamp</td></tr></table>	1) yam	2) ram	3) ramp	4) camp	5) lamp	6) clamp						
1) yam	2) ram	3) ramp											
4) camp	5) lamp	6) clamp											
fast (/f/ /ă/ /s/ /t/) grab (/g/ /r/ /ă/ /b/)	4) Decoding												
3) Skill Introduction	Before reading, take note of the Language and Reading Comprehension discussion cards. Some items need to be addressed before reading.												
Display the “a” card. Explain that we are focusing on the sound /ă/. Explain that short /ă/ can also make a nasal sound when followed by “m” or “n” like in the words “ham” and “man.” Practice saying each sound for short /ă/. Repeat 2-3 times.	Decoding Students choral, partner, or whisper read the book <i>Camp Is a Blast</i> . Students use a pencil or finger to underline the words as they read aloud.												
Multisensory Practice On desks or a tactile surface (i.e., sand or on fabric), each student writes “a” with a finger while saying /ă/ aloud. Repeat 2-3 times.	5) Language and Reading Comprehension												
Sky Writing Each student straightens the arm of their dominant hand and writes the letter(s), saying the letter name(s) aloud as they write it (them). Repeat 2-3 times. Then, drag a finger under the space(s) where the letter(s) was (were) sky written and read it (them).	Complete the remaining tasks from the Language and Reading Comprehension discussion cards. Students can complete the Reading Comprehension half sheet after the discussion.												
4) Word Mapping	6) Progress Monitoring												
Students use the Map-It mat to map these words.	Comprehension Use the online book quiz to assess general comprehension.												
<table><tr><td>h/a/n/d</td><td>s/l/a/b</td><td>g/l/a/d</td></tr><tr><td>c/a/m/p</td><td>s/a/n/d</td><td>g/r/a/b</td></tr></table>	h/a/n/d	s/l/a/b	g/l/a/d	c/a/m/p	s/a/n/d	g/r/a/b	Decoding Students read the high-frequency words, skill words, nonsense words and sentences on the Progress Monitoring sheet.						
h/a/n/d	s/l/a/b	g/l/a/d											
c/a/m/p	s/a/n/d	g/r/a/b											
5) Decoding and Encoding	Encoding Students write the dictated sentence below on lined paper.												
Decoding 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.	I stamp and clamp.												
Encoding 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.												
I am fast on the slab!													

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

Laminate for reuse.



Focus Skill Practice

Words	High-Frequency Words			Skill Words			Preview Words
	was	you	said	slam	bran	flat	(none)
	me	do	I	hand	grab	lamp	
Phrases	can be the best			I am glad			the hand to
	Pam was flat			do a camp			grab and mix
Sentences	1. Pam was flat in the sand.						
	2. I can be the best at camp!						



Reading Comprehension

In the Text	Text-to-Self
Sam thinks camp is a blast.	
Sam helps Pam.	



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.

y

a

m

r

p

c

i



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 characters in this book are at camp. Have you ever been to a camp before? Tell us about it. (Answers will vary.)
2. The characters in this book are competitive. What does **competitive** mean? (inclined, desiring, or suited to compete)
3. At camp, the characters do some arts and crafts. What does this mean? (Arts and crafts are activities that involve making something by hand, such as coloring, pottery, or making jewelry.)

(B) Literacy Knowledge

1. Go to page 4. Read the first sentence. Identify the first word and punctuation mark on the page. (The first word is camp. The author used an exclamation mark after the last word.)
2. How do the illustrations contribute to your understanding of the story? (The pictures show the emotion of the characters. For example, Sam is smiling and enjoying camp. He is nervous before the race but happy after the race.)

(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 the book, we defined the word **competitive**. How does this word tie into the book? (Both Pam and Sam want to be the best at all of the camp events.)
2. On page 6, the book said, "I mix the bran fast!" What is **bran**? (Bran is the hard outer layer of whole cereal grains such as oats, wheat, rice, and corn. It can be used to bake muffins and bread.)

(A) Language Structures

Reread page 4. (Camp is a blast! I can be the best at camp!) Why does the author end both sentences with an exclamation mark? (The exclamation marks show the excitement the character feels about camp.)

(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 is one word you could use to describe Sam and Pam? (Answers will vary, but one possible answer is competitive.)
2. How might the story be different if Sam had not helped Pam up? (Sam would have won the race, and they may not have ended up as friends.)

(A) Reading Skills & Strategies

Let's practice making a **text-to-self connection**. (Students draw or write their responses on the Focus Skill Reading Practice sheet.)

A text-to-self connection is when you connect the story to events in your life. What text-to-self connection can you make to this story? (Reference the book to ensure students are connecting to events from the story.)



Irregular High-Frequency Words	was	Skill Words	sand	Nonsense Words	samp
	you		camp		fand
	said		fast		bast
	me		grab		fram
	do		hand		clag
	I		slam		brap

Sentences	1. I grab and mix. I mix the bran fast!
	2. Pam said, "I am the best at camp!"

[illegible]