

Tad's Bag (Short a 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><i>*o/f</i></td><td><i>b/e</i></td><td><i>a/n/d</i></td></tr><tr><td><i>*th/e</i></td><td><i>h/e</i></td><td><i>*are</i></td></tr></table>	<i>*o/f</i>	<i>b/e</i>	<i>a/n/d</i>	<i>*th/e</i>	<i>h/e</i>	<i>*are</i>	<table><tr><td>of</td><td>be</td><td>and</td></tr><tr><td>the</td><td>he</td><td>are</td></tr></table>	of	be	and	the	he	are
<i>*o/f</i>	<i>b/e</i>	<i>a/n/d</i>											
<i>*th/e</i>	<i>h/e</i>	<i>*are</i>											
of	be	and											
the	he	are											
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 /b/ /ă/ /g/. What is the word? (bag)	3) Word Chaining												
<i>/m/ /ă/ /p/ (map)</i> <i>/w/ /ă/ /ks/ (wax)</i>	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 <u>hat</u> . (/h/ /ă/ /t/)	<table><tr><td>1) dab</td><td>2) lab</td><td>3) lap</td></tr><tr><td>4) map</td><td>5) mat</td><td>6) Max</td></tr></table>	1) dab	2) lab	3) lap	4) map	5) mat	6) Max						
1) dab	2) lab	3) lap											
4) map	5) mat	6) Max											
<i>lab (/l/ /ă/ /b/)</i> <i>rag (/r/ /ă/ /g/)</i>	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/. Practice saying /ă/. Repeat 2-3 times.	Decoding Students choral, partner, or whisper read the book <i>Tad’s Bag</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>b/a/g</td><td>f/a/t</td><td>t/a/p/s</td></tr><tr><td>w/a/x</td><td>l/a/b</td><td>y/a/p/s</td></tr></table>	b/a/g	f/a/t	t/a/p/s	w/a/x	l/a/b	y/a/p/s	Decoding Students read the high-frequency words, skill words, nonsense words and sentences on the Progress Monitoring sheet.						
b/a/g	f/a/t	t/a/p/s											
w/a/x	l/a/b	y/a/p/s											
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.	Tad has a map in his bag.												
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.												
Tad has a big bag.													

MAP-IT

Echo-It



Tap-It



Make-It



Write-It



Read-It



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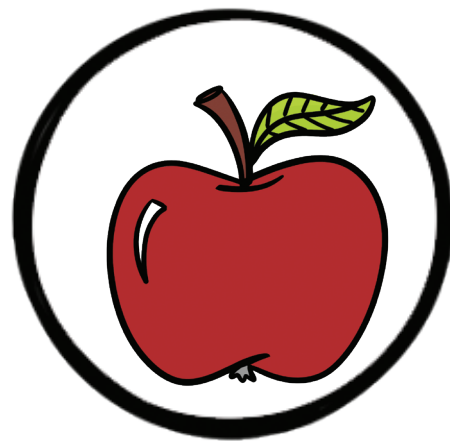
abcdefghijklmnopqrstuvwxyz

Laminate for reuse.

Map-It Activity Steps

1. **Echo-It:** Read the word aloud. Students repeat the word.
2. **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.
3. **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.
4. **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.
5. **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
	of be and the he are	lab rag cat map wax taps	(none)
Phrases	cat and bag yaps and yaps bag is at the dab of wax taps his map are at the lab		
Sentences	1. Tad has a rag in his bag. 2. It is a dab of wax.		



Reading Comprehension

Reading Skills & Strategies	Cut out the cards on the right. Glue the cards into the boxes to show the order in which they happened in the story.		
	First	<i>glue here</i>	Tad is glad to be at the lab.
	Next	<i>glue here</i>	Tad packs his bag.
	Then	<i>glue here</i>	Tad goes to the lab.
	Last	<i>glue here</i>	Tad puts a cat in his bag.



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.

d

a

b

l

p

m

t

M

x



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 character in this story has a map. What is a map used for? (Maps show us how to get to unknown places.)
2. In this story, the main character has a collection of things in his bag. What does **collection** mean? (an accumulation of objects gathered)
3. Have you ever been to or heard of a lab before? Explain. (Answers will vary.)

(B) Literacy Knowledge

1. How does the title relate to the story? (The story tells about what is in Tad's bag.)
2. What does the picture on the front cover tell us about the story? (Answers will vary but might include that the front cover has a picture of Tad with his cat. It tells us that Tad takes his cat to the lab.)

(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 story, we discussed what a **collection** is. How does this tie into the story? (Tad has a collection of things in his bag like a map, a hat, some wax, and even a cat!)
2. Tad takes his cat to a lab. What is a **lab**? (Lab is short for laboratory. It is a place for experimentation, observation, or practice in a field of study.)

(A) Language Structures

Reread page 5. Why does the author use the word "his" instead of "Tad" on this page? (The author used the pronoun "his" instead of reusing the name "Tad" to avoid repeating Tad's name because repeating his name too many times could be distracting.)

(A) Verbal Reasoning

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

1. How do you think Tad feels about his cat? (Answers will vary, but a possible answer may be that he likes his cat because he is trying to find a food that it likes.)
2. How might this story be different if Tad had a dog instead of a cat? (A dog may be too big to take to the lab in a bag.)

(A) Reading Skills & Strategies

Let's practice **sequencing events**. (Students draw or write their responses on the Focus Skill Reading Practice sheet.)

What happened first in this story? What happened next? What happened after that? (Reference the book to ensure events are being told in the correct order. Encourage students to use time-order words (first, next, then, last) as they retell the events of the story.)



Tad's Bag (Short a Review), Day 2