

EXPLICIT & SYSTEMATIC DECODABLE PASSAGES

CVC

t b g s d a d

The Bag
Teacher Lesson Plan

First Read:

The Bag
Teacher Lesson Plan

Focus Skills	
Decodable Words	can, bag, rat, D
Blending Lines	r n a g can cat rat ran bag rag gab cab cats rats cans bags Dad had a bag. Dad ran.
*adjust review lines to according to your phonics scope & sequence as needed	
Irregular High Frequency Words (Heart Words)	has, as, was, the, a
Preview & Predict	The title of our story is going to be about a rat. Academic word: exciting Definition: something that is very interesting Example: Bob's friend had a birthday party. Think about it: Can you think of something that surprised you?

Short a, CVC

Before Reading:

During Reading:

Dad had a bag.
A rat was in the bag.
"Aaaa! A rat!"
Dad ran. The rat ran as Dad ran!
Dad and the rat ran and ran!

After Reading:

After reading the story, write the words in the bag.

Day 2

Short a, CVC

The Bag

Before Reading: Circle the words with the short a sound.

During Reading: Read together.

Dad had a bag. "I can pack the bag."
A rat was in the bag.
"Aaaa! A rat!" The bag has a rat!
Dad ran. The rat ran as Dad ran!
Dad and the rat ran and ran!

After Reading: Answer the questions about the story.

1. What was in Dad's bag?
A rat was in Dad's bag.

2. What did Dad do after he saw the rat?
After Dad saw the rat Dad ran.

WITH AUDIO

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EXPLICIT PRACTICE

Name: _____

Day 1



The Bus

Before Reading: Circle the words with the short u sound.

During Reading: Read together.

Bud was on the bus.

The bus was fun. It was fun for the kids.

Bam! The bus hit a rock!

The kids got off the bus and had to run.

Bud put on his hat. It was hot to run in the sun.

After Reading: Answer the questions about the story.

1. What was Bud on?

Bud was on the

2. Who put on a hat?

put on a hat.

Short u, CVC

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QR CODES
TO HEAR THE
PASSAGE

CONTROLLED
TEXT

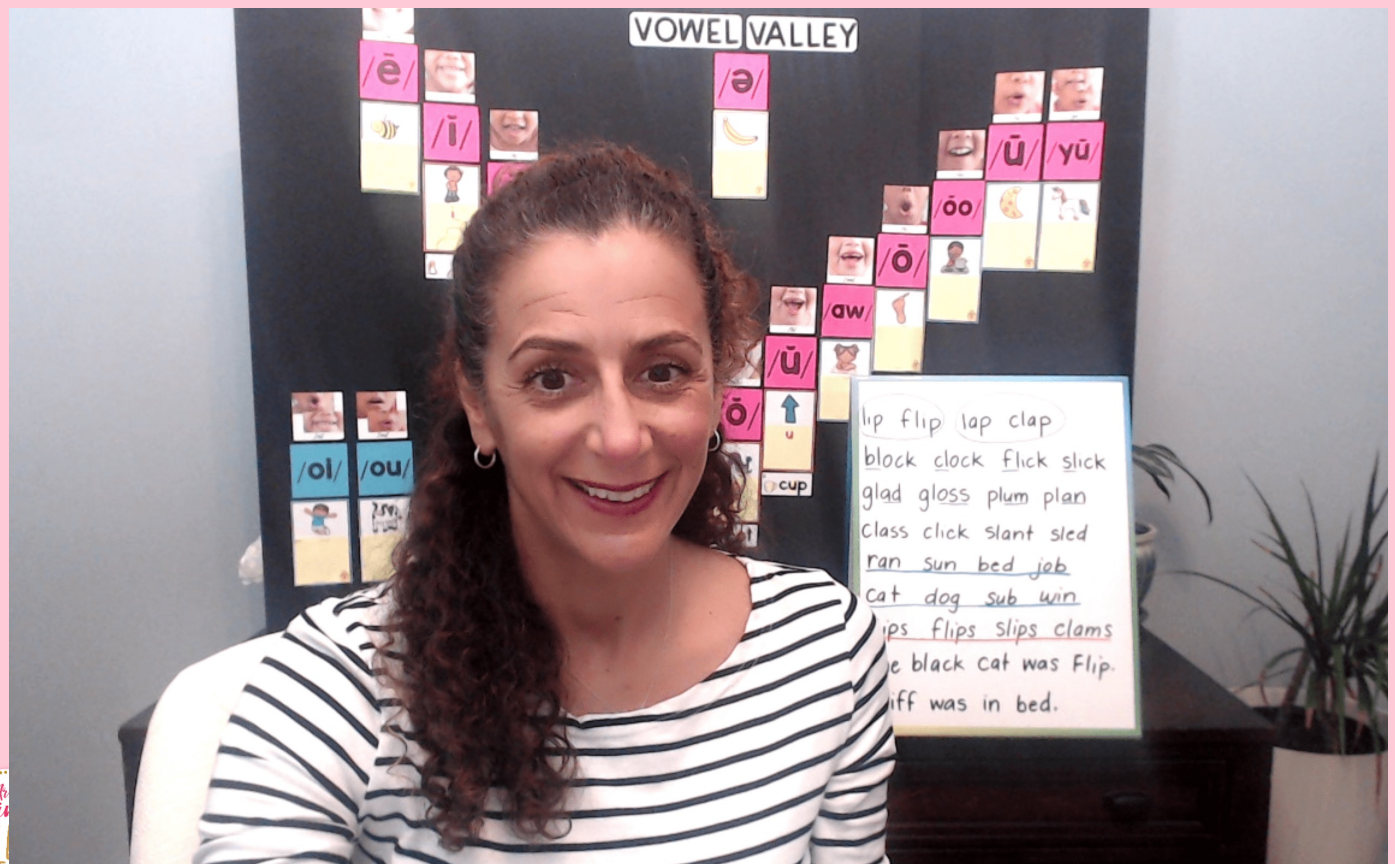
FOLDABLE
TO ALLOW
STUDENTS TO
FOCUS ON
PASSAGE

EXPLICIT
DIRECTIONS
FOR
BEFORE,
DURING,
AND AFTER
READING

AFTER READING
COMPREHENSION QUESTIONS



INSTRUCTIONAL VIDEO: HOW TO USE BLENDING LINES & DECODABLE TEXT EFFECTIVELY



Mrs.
Winter's
BLISS *♥♥*

EXPLICIT LESSON PLANS

The Bag			Short a
Teacher Lesson Plan			
Before Reading	Focus Skills	Today, we are going to learn the sound /a/ as in cat. The /a/ sound in this passage is spelled with the letter a. Can you think of any other words with a short /a/?	
	Decodable Words	can, bag, rat, Dad, ran, had	
	Blending Lines	r n a g can cat rat ran bag rag gab cab cats rats cans bags Dad had a bag. Dad ran.	
	*adjust review lines to according to your phonics scope & sequence as needed		
	Irregular High Frequency Words (Heart Words)	has, as, was, the, a	
	Preview & Predict	<p>"The title of our story is called 'The Bag'. What do you think is going to happen in our story?"</p> <p>Academic word to preteach: <i>surprised</i> Definition: something that happens unexpectedly Example: Bob's friends threw him a birthday party. Think about it: Can you think of a time you were surprised?</p>	

BEFORE READING

DURING READING

Short a

The Bag

Teacher Lesson Plan

During Reading	Read Together	First Read: Choral Read Echo Read	Second Read: Partner Read Whisper Read
	Routine for when a word is missed:	<ol style="list-style-type: none"> 1. Point to the missed sound-spelling 2. State the spelling and sound 3. Have children repeat the sound 4. Have children blend the word again with corrected sound 5. Reread sentence with correct word 	
After Reading	Comprehension Questions	What was in Dad's bag? (written answer)	phonics skill word
	What did Dad do after he saw the rat? (written answer)	text evidence	
	How do you think the rat got into the bag? (oral answer)	higher level	
	Why did the rat run after Dad? (oral answer)	higher level	
	Have you ever found something in a surprising place? (oral answer)	text-to-self connection	
	Write & Retell	What happened after Dad saw what was in the bag?	

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AFTER READING

2 DIFFERENTIATED VERSIONS OF EVERY PASSAGE

Name: _____ Day 1

The Bag

Before Reading: Circle the words with the short a sound.

During Reading: Read together.

Dad had a bag. "I can pack the bag."
A rat was in the bag.
"Aaaa! A rat! The bag has a rat!"
Dad ran. The rat ran as Dad ran!
Dad and the rat ran and ran!

After Reading: Answer the questions about the story.

1. What was in Dad's bag?

A _____ was in Dad's bag.

2. What did _____ After _____

Short a, CVC

Name: _____ Day 2

The Bag

Before Reading: Underline the words with the short a sound.

During Reading: Take turns reading with a partner.

Dad had a bag. "I can pack the bag."
A rat was in the bag.
"Aaaa! A rat! The bag has a rat!"
Dad ran. The rat ran as Dad ran!
Dad and the rat ran and ran!

After Reading: What happened after Dad saw what was in the bag?

After Dad saw what was _____
in the bag _____

PRIMARY RULED WITH SENTENCE STEMS

Short a, CVC

Name: _____ Day 1

The Bag

Before Reading: Circle the words with the short a sound.

During Reading: Read together.

Dad had a bag. "I can pack the bag."
A rat was in the bag.
"Aaaa! A rat! The bag has a rat!"
Dad ran. The rat ran as Dad ran!
Dad and the rat ran and ran!

After Reading: Answer the questions about the story.

1. What was in Dad's bag?

2. What did _____

Short a, CVC

Name: _____ Day 2

The Bag

Before Reading: Underline the words with the short a sound.

During Reading: Take turns reading with a partner.

Dad had a bag. "I can pack the bag."
A rat was in the bag.
"Aaaa! A rat! The bag has a rat!"
Dad ran. The rat ran as Dad ran!
Dad and the rat ran and ran!

After Reading: What happened after Dad saw what was in the bag?

SECONDARY RULED WITHOUT SENTENCE STEMS

Short a, CVC