Text: Nap on the Mat **Duration:** 8 days, 50-60 mins per session **Instructional Strategies** ● Segmenting and blending through chaining ● Partner reading ● Shared reading with teacher modeling ● Independent reading ● Class discussions ● Learning centers	**Word Work Focus:** ● Segment and blend CVC words ● Read sight words with automaticity in isolation and in context **Comprehension Focus** ● Read to infer for deeper meaning **Social-Emotional Focus** ● Work with a partner to build shared understanding ● Connect to main ideas about feelings and helpfulness
Materials ● Teacher text ● Student texts ● Red word/sight word cards ● Letter cards for finger-tapping ● Images of surfaces ● Sentence strips for sentence frames ● Chart paper ● Centers materials ● Board and writing utensil ● Student erasable boards ● Celebration materials	**Sight Words Taught:** ● no, the **Text-Specific Vocabulary Taught:** ● Zzzzz, “Oh, no!” **Oral Language Practice** ● Plural and singular nouns subject-verb agreement ● Preposition “on” **Phonics Skills/Concepts Taught:** ● Decoding CVC words, all short vowels **Assessment**

Note: Follow with EL Education’s Short A supplementary lessons.

Nap on a Mat (Stage 2, Day 1)
Time: 50-60 mins

Learning Focus: Decoding CVC Words

Skills:

- Segmenting and blending CVC words

Teacher Preparation

- One copy of "Nap on a Mat", large enough for student display
- One set of letter cards
- Red word/sight words flash cards (*NOTE: Red words/sight words can be written in red on a card, OR can be written on a red card.)*
- Oral language practice sentence strips
- Board
- Centers materials: see Centers document

Building Comprehension: Picture Walk (5-7 mins)

Display the cover page of "Nap on a Mat." In "Nap on a Mat," many characters wish to take a nap! *Take a picture walk, going through each page and name the characters with students (dog, cat, rat, bug, etc.).*

Word Work: Segmenting and Blending (5-7 mins)

Prior to the lesson, students should watch: **Introduction to finger tapping**
Prior to the lesson, students should watch: **Segmenting and blending with letter cards** ***Omit***

Take out your magnifying glass or any items that help you get "in character" as an inspector. Every word is made of letters and sounds. Today we will be sound inspectors, as we break apart sounds to read words.

Take out your magnifying glass, inspectors! These are special tools that help inspectors look VERY CLOSELY at things. We are going to look closely AND listen closely. *Act out taking a magnifying glass and looking through it closely. Have students act out taking their own invisible magnifying glasses and looking closely.*

Display title page.

Display three letter cards that spell "nap".

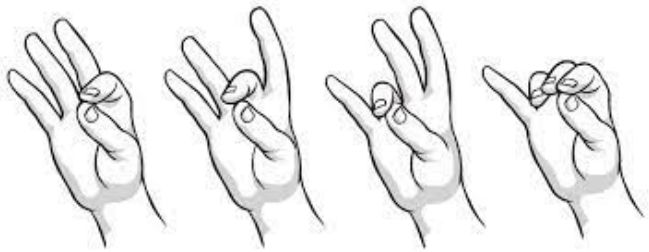
Every word and word part has a *very* important letter: a vowel. This word has the vowel "a" *(say the letter name)*. *Point to the "a" letter card.*

"a" says /a/ (*say the short vowel sound*).

What does the vowel "a" say? *Students should echo /a/ (short vowel sound).*

Let's break apart the sounds in words with the vowel "a" (*say the letter name).*

Teacher Model: Finger Tapping
(NOTE: arm tapping can be used as an alternative)
Face the class. If most of your students write with their right hand, use your left hand, so you are a mirror for the students. They will see you using your left hand and they will mirror you by tapping with their right hands.
Tap each sound. Point to each letter card as you tap.



/n/ /a/ /p/ /nap/

Your turn! *Repeat above, as students tap each sound and blend /n/-/a/-/p/, /nap/.*

Great job inspectors! Let's try a new word!
My turn!
Display letter cards for the word "mat".
Tap each sound. Point to each letter card as you tap. /m/-/a/-/t/, /mat/.
Your turn! *Repeat above, as students tap each sound and blend /m/-/a/-/t/, /mat/.*

Student Practice
Display letter cards for "cat".
Inspectors, think about the sounds in your head before we break the word apart! *NOTE: Once you are confident that students know the letters' sounds by sight, you no longer need to review with the "what sound?" prompts and can go straight to tapping and blending.*
Point to the c letter card. What sound? */k/*
Point to the a letter card. What sound? */a/*
Point to the t letter card. What sound? */t/*
Let's tap!
With students, finger tap each sound and blend: /k/-/a/-/t/, /cat/

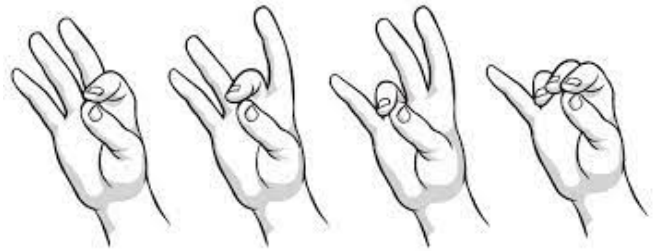
Great! One more word with the vowel “a”!
Display letter cards for the word “rat.”
Point to the r letter card. What sound? */r/*
Point to a letter card. What sound? */a/*
Point to the t letter card. What sound? /t/
Let’s tap!
With students, finger tap each sound and blend: /r/-/a/-/t/, /rat/
Amazing job inspectors!

Let’s try with a new vowel. *Point to the bug character on page 5.* This is a bug! We know that all words and word parts have vowels. What vowel does his name have? *Students should say the letter name, u.*

What sound does this vowel make? */u/ (short vowel sound).*

Yes, /u/! Let’s break apart the sounds in words with the vowel “u” (*say the letter name*).

Teacher Model: Finger Tapping
(NOTE: arm tapping can be used as an alternative)



/b/ /u/ /g/ /bug/

Your turn! *Repeat above, as students tap each sound and blend /b/-/u/-/g/, /bug/.*

Great job inspectors! Let's try a new word!
My turn!
Display letter cards for the word "cup".
Tap each sound. Point to each letter card as you tap: /k/-/u/-/p/, /cup/.
Your turn!
With students, finger tap each sound and blend: /k/-/u/-/p/, /cup/.

Wow! Let's try another!

Student Practice
Display letter cards for "sun". Here is a word part we will see in the book. Inspectors, think about the sounds in your head before we break the word apart!
Point to the s letter card. What sound? */s/*
Point to the u letter card. What sound? */u/*
Point to the n letter card. What sound?*/n/*
Let's tap!
With students, tap each sound and blend: /s/-/u/-/n/, /sun/.

Great! One more word with the vowel "u"!
Display letter cards for word "sud".
Point to the s letter card. What sound? */s/*
Point to the u letter card. What sound? */u/*
Point to the d letter card. What sound? */d/*

Let's tap!
With students, finger tap each sound and blend: /s/-/u/-/d/ /sud/.

Activity Reflection
Great job today, inspectors! Every word is made up of letters and sounds. We broke apart words into sounds so we could read them!
Turn page 7, the word list.
Take out those magnifying glasses. Does anyone spy one of the words we broke apart and read today!

Word Work: High Frequency Words (5 mins)

Daily focus words: no, the
Investigators, there are some words that we see so much in the English language, it helps to know them in a *snap*. *Snap your fingers.* We call these words Red Words. *Sometimes* red words don't follow the rules of English, so we have to use special strategies to know them in a *snap.*

Let's meet some Red Words that we will see in our book.

Say It/Spell It/Say It routine
Show Red Word card for "no."
This word is "no." Say it! *Students repeat: no.*
Spell it! n-o, no. *Students repeat: n-o, no.*
Air write it, n-o, no. *As you speak, write the letters in the air and say them out loud. When you say the whole word, underline it in the air. Students repeat air-writing.*
Show card. Say it! No! *Students repeat: no.*

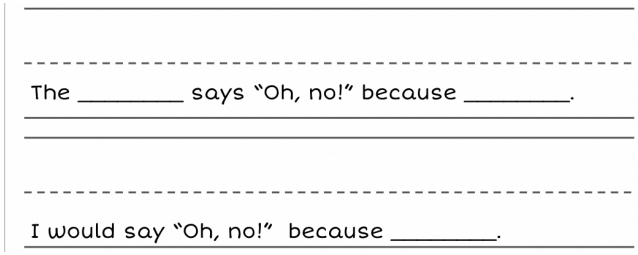
Display Red Word card for "the".

The word is “the.” Say it! *The!*
Spell it! t-h-e, the. *Students repeat: t-h-e, the.*
Air write it! t-h-e, the. *Students writing in the air as they say each letter, t-h-e, the.*
Say it! The! *Repeat: the*

Flash through both cards and ask students to say the word.

Oral Language Practice (5 mins)

Display page 6.
This word says “Oh!” *Arm tap and blend. Students repeat.*
“Oh!” is a word people say when they are surprised. Who is surprised?
Who says “Oh, no!”? *The elephant says “Oh, no!”*
Why does the elephant say “Oh, no!”? *Point to the sentence frame, posted on the board.*
Why would you say “Oh, no!”? *Point to the sentence frame, posted on the board.*



Have students act out or tell partners some things that would surprise them and make them say, “Oh, no!”

Independent Learning Centers (30 mins)

Monitoring

What skill did we learn today? *I can listen for each sound in a word and I can tap out each sound in a word.*
Which vowels did we use today? *Various answers.*
What sounds do they make? *Various answers (be sure to reinforce short vowel sounds).*
Why will breaking apart the words help us to be better readers?

Nap on a Mat (Stage 2, Day 2)
Time: 50-60 mins

Learning Focus: Decoding CVC Words

Skills:

- Segmenting and blending CVC words
- Identifying and defining story-specific words

Teacher Preparation

- One copy of "Nap on a Mat", large enough for student display
- One set of letter cards
- Board
- Images of surfaces (See "oral language practice" section)
- Sentence frames (See "oral language practice" section)
- Centers materials: see Centers document

Building Comprehension: Sequencing (3-5 mins)

Build knowledge of sequencing first, next, last. Take a picture walk, turning to each page in the book. Who naps on the dog first? Who naps next? Who naps last?

Word Work: Segmenting and Blending (5-7 mins)

Take out your magnifying glass or any items that help you get "in character" as an inspector. Every word is made of letters and sounds. We are sound inspectors - we break apart sounds to read words.

Take out your magnifying glass, inspectors! These are special tools that help inspectors look VERY CLOSELY at things. We are going to look closely AND listen closely. *Act out taking a magnifying glass and looking through it closely. Have students act out taking their own invisible magnifying glasses and looking closely.*

Display title page, character page. Say: This is "dog."

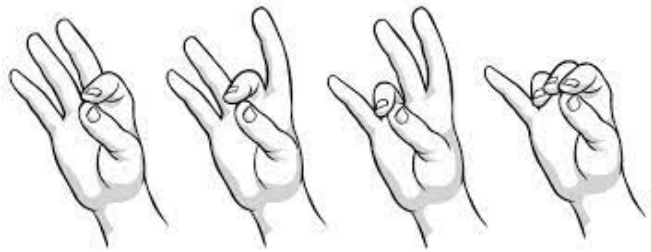
Display three letter cards that spell "dog."
Every word and word part has a *very* important letter: a vowel. This word has the vowel "o" *(say the letter name)*. *Point to the "o" letter card.*

"o" says /o/ (*say the short vowel sound*).

What does the vowel "o" say? *Students should echo /o/ (short vowel sound)*

Let's break apart the sounds in words with the vowel "o" (*say the letter name).*

Teacher Model: Finger Tapping
(NOTE: arm tapping can be used as an alternative)
Face the class. If most of your students write with their right hand, use your left hand, so you are a mirror for the students. They will see you using your left hand and they will mirror you by tapping with their right hands.



/d/ /o/ /g/ /dog/

Your turn! *Repeat above, as students tap each sound and blend /d/-/o/-/g/, /dog/.*

Great job inspectors! Let's try a new word!
My turn!
Display letter cards for the word "fog".
Tap each sound. Point to each letter card as you tap. /f/-/o/-/g/, /fog/.
Your turn! *Repeat above, as students tap each sound and blend /f/-/o/-/g/, /fog/.*

Student Practice
Display letter cards for "lot". Here is a word part we will see in the book. Inspectors, think about the sounds in your head before we break the word apart! *NOTE: Once you are confident that students know the letters' sounds by sight, you no longer need to review with the "what sound?" prompts and can go straight to tapping and blending.*
Point to the l letter card. What sound? */l/*
Point to the o letter card. What sound? */o/*
Point to the t letter card. What sound? */t/*
Let's tap!
With students, finger tap each sound and blend: /l/-/o/-/t/, /lot/.

Great! One more word with the vowel “o”!
Display letter cards for the word “pop.”
Point to the p letter card. What sound? */p/*
Point to the o letter card. What sound? */o/*
Point to the p letter card. What sound? /p/
Let’s tap!
With students, finger tap each sound and blend: /p/-/o/-/p/ /pop/.
Amazing job inspectors!

Activity Reflection
Great job today, inspectors! Every word is made up of letters and sounds. We broke apart words into sounds so we could read them!
Turn page 7, the word list.
Take out those magnifying glasses. Does anyone spy one of the words we broke apart and read today!

Oral Language Practice (5-7 mins)

This book follows a pattern. *Go through each page and underline “on the.” Tap out “on” with students, and read sight word “the” with automaticity. Reread fluently.*
What is the pattern? “*on the___”.*
“On the” tells where something is, or the position of something.
Where is the dog? *Point to the sentence frame, posted on the board.*
Would you nap on the _____? *Present images of different surfaces, like a carpet, a bed, a spaceship, and grass. Point to the sentence frame, posted on the board.*

The _____ is on the _____.

Yes, I would nap on the _____.

No, I would not nap on the _____.

Have students act out or tell partners the surfaces they would and would not nap on.

Independent Learning Centers (30 mins)

Monitoring

What skill did we learn today?

-I can listen for each sound in a word and I can tap out each sound in a word.

-I can use new words in a sentence.

Which vowel letters did we use today?

What sounds do they make?

Why does it help to find patterns in books?

Nap on a Mat (Stage 2, Day 3)
Time: 50-60 mins

Learning Focus: Decoding CVC Words in Context

Skills:

- Orally segment and blend CVC words
- Synthesize CVC decoding skills and sight word recognition to engage in shared reading
- Make inferences about characters' choices, feelings and actions
- Make connections to deeper meaning (sharing, reciprocity, learning new things)

Teacher Preparation

- One copy of "Nap on a Mat", large enough for student display
- Student copies of "Nap on a Mat"
- Red word/sight words flash cards
- Board and writing utensil
- Chart paper and images of the story's animals (see "Need to Know Words" section)

Building Comprehension (3-5 mins)

Readers, we have practiced breaking apart sounds to read words from this book. Today, we will read the book together!

Set the purpose: Reading is thinking! We will read to think about a big question: How does each animal feel? Why does each animal feel that way? Do their feelings change?

Word Work: "Need to Know" Words (10 mins)

Focus words: naps, zzzzz
Investigators, there are some words in this book that we may not be able to tap out. These are our "need to know" words.
Turn to page 6.
This says "Zzzzzz." This is a sound! Who is making the sound "Zzzzzz"? *The animals.*
Why are they making the sound? *Because they are asleep.*
Act out a time when you would make the sound "Zzzzzz." *Students act out napping at their desks, saying 'Zzzzzz'.*



This word repeats through the text. *Point to or underline "naps" on each page.* There is a word we know inside this word. What word do we know inside the word? *Nap!*
What is the difference between this word and the word "nap"? *That word has an "s" at the end.*
Scaffold: What is the final sound in nap? */p/.*
What letter makes that sound? *"P".*
What is the final letter in this word [point to "naps"]? *"s".*
What sound does it make? */s/.*
The words have different final sounds. Why?
In this story, the word "naps" is used when one animal is taking a nap.
Present subject-verb agreement -s rule. Work with students to chart the singular animal and add an -s to the verb "nap."
Who naps? *The dog naps; the cat naps; the bug naps; the rat naps.*
Why do the animals nap? *The animals nap because they are tired!*
Go over a few more examples using the verb "jump." Call one student to the front. Who jumps?
Call a different student to the front. Who jumps?
Call a group of students to the front. The boys/girls/students jump.

Shared Reading (15 mins)

See video.

Monitoring (5-10 mins)

What skill did we learn today? *I can tap out sounds in words and look for red words or snap words, to read books.*

Why will breaking apart the words help us to be better readers?

Facilitate discussion: How does each animal feel? What does each animal feel that way?

Nap on a Mat (Stage 2, Day 4)

Time: 50-60 mins

Learning Focus: Decoding CVC words in Context

Skills:

- Orally segment and blend CVC words
- Synthesize CVC decoding skills and sight word recognition to engage in shared reading
- Make inferences about characters' choices, feelings and actions
- Make connections to deeper meaning (sharing, reciprocity, learning new things)

Teacher Preparation

- One copy of "Nap on a Mat", large enough for student display
- Student copies of "Nap on a Mat"
- Board

Building Comprehension (1-2 mins)

Readers, yesterday we practiced reading "Nap on a Mat" together. Today, you will read with your partner!

Set the purpose: Reading is thinking! We will read to think about a big question: How does each animal feel? Why does each animal feel that way? Do their feelings change?

Partner Reading (15-20 mins)

Review partner reading routine: Today, you will read with your partner! As reading partners, you each have a very important job. Sometimes you will listen to your partner as they read the words. You will make sure your partner is pointing to the words as they read, and tapping and blending when they need to. You will congratulate your partner!

Sometimes you will be the reader! You will point to the words as you read. You will make sure to use a clear, inside voice so that your partner can hear you!

Have 2 students come to the front of the class and model partner reading on the first page.

1. Partner 1 reads the sentence, tracking the words with their finger.
2. Partner 2 helps and restates.
3. The partners reread in unison for fluency.
4. Partners switch roles on the next page: Partner 2 reads the sentence, tracking the words with their finger.
5. Partner 1 helps and restates.
6. The partners reread in unison for fluency.

Circulate to support partner reading. Closely monitor for the following:

Decoding Behaviors	Comprehension

Students are…	*Students understand…*
-using finger tapping to sound out unknown CVC words *Prompts to support:* *-What is the first letter? What sound does it make?* *-What is the next letter? What sound does it make?* *-What is the final letter? What sound does it make?* **-recognizing sight words in text** Prompts to support: *-This is one of our red words. Air-write it. Do you remember the red word?* *-Show the red word card.* **-using sentence and picture cues to decode** ***-****Look at the picture. What word makes sense?* *-Read the sentence, but skip the word. What word makes sense?* *-What is happening on this page? What word makes sense?*	**-sequencing in the text** *-What happened first? What happened next? What happened last?* *-What happens in the beginning, middle, and end?* **-characters' choices, thoughts and feelings** *-pg. 2: How does the dog feel? How can you tell?* *-pg. 3-5: What did the [ANIMAL] (cat, rat, bug) do? How might the [ANIMAL] feel? How can you tell? How might the dog's feelings change?* *-pg. 6: How does the elephant feel? Why?* *After reading: How did the animals work as a team? How could they work as a team to help the elephant?*

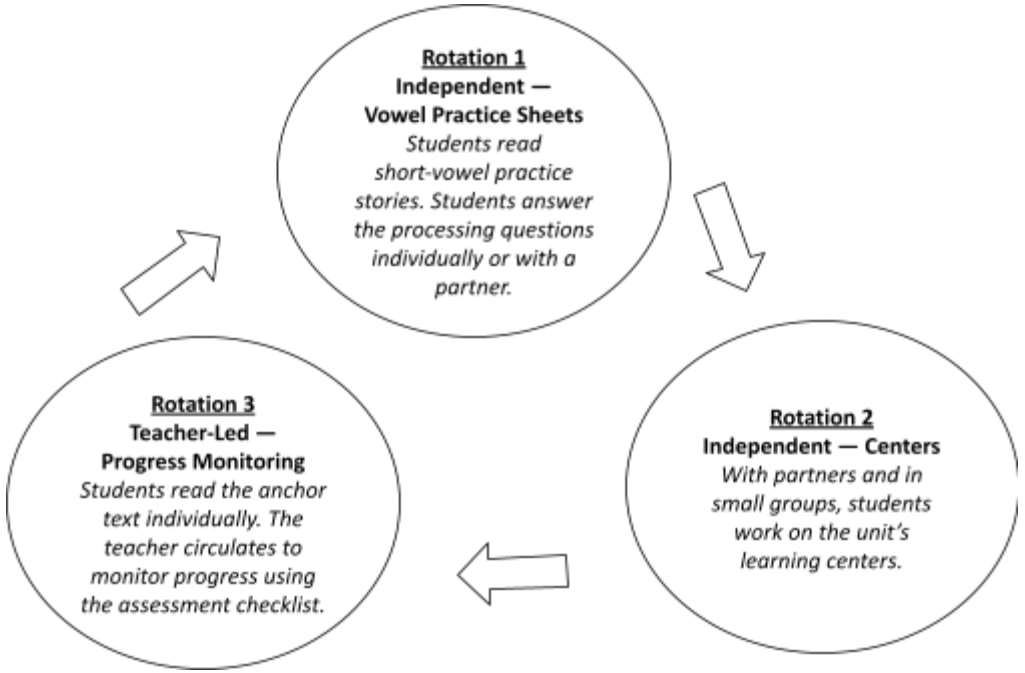
If partners finish reading, prompt them to reread.

Reflection (10 mins)

Wonderful job, partners. *Discuss animals' feelings throughout the story.* The animals help each other have a great nap. What can the animals do to help the elephant? *Divide the class into five groups: Dog, Cat, Rat, Bug and*

Elephant. Each group works together to come up with a solution for the elephant. Each group presents their solution to the class.
Monitoring (3-5 mins)
What skill did we learn today? *I can tap out sounds in words and look for red words or snap words, to read books.* How did your partner help you as a reader?

Day 5	**Day 6**	**Day 7**
—First 10 minutes of class: do a fun whole-class activity. *—Next, divide the class into three equal groups. Groups will work at one of the 3 rotations for 30-40 minutes.* *—Last 10 minutes of class: gather in a circle and ask students to reflect on the day. Questions may include:* — Who helped you today? How? — What is one new thing you learned today? — What is one way you were challenged today? How did you handle the challenge? — What went well today? What could have gone better? *—On Days 6 and 7, each group will move to the next rotation.*		



Nap on a Mat (Stage 2, Day 8)
Time: 45-60 mins

Learning Focus: Celebrating Reading

Skills:

- Reflect on reading skills and strategies in order to celebrate growth as a reader

Teacher Preparation

- One copy of "Nap on a Mat", large enough for student display
- Student copies of "Nap on a Mat"
- Various materials, depending on reading celebration

Shared Reading (5-10 mins)

Readers, you should be so proud! You have worked hard to read and understand "Nap on a Mat"! Let's read together!

Project the text. Call on students to fluently read each page.

Celebration (30 mins)

Today we will celebrate our hard work. How does each animal feel? Why does each animal feel that way?
Answers may include: At the beginning, the dog feels calm and peaceful, but maybe he feels less peaceful when all the animals sleep on him; all the animals feel tired, calm and peaceful, but the elephant feels upset because the elephant cannot fit!

The animals worked as a team to find a comfortable place to sleep!

Ways to celebrate reading:
-Community Share: Invite community members into the classroom. This can include caregivers, school staff, or anyone important to students. Have each pair conduct a read-aloud of the text for a community member

-Reading buddies: Connect students with a younger class. Have pairs read aloud the text to their younger schoolmates.

-Create a craft: Use paper bags, popsicle sticks, or any available materials to create puppets of the characters. Some students can create backgrounds on paper. Break the class into three or four groups and assign each group the beginning, middle or end of the book. Put on a show for one another!

-Letter to the author: Write a letter as a class. Include favorite parts, things we learned, and thanks.

-Write a sequel: Consider the question, What happens next? Have students work in pairs or small groups to write a sequel to the story. Share sequels with one another, and begin to build or add them to an existing classroom library.

-Take a field trip: Visit a zoo or area with many animals. How do the animals interact? Visit a rug or carpet shop to learn more about how the mat is made.

-**Star ceremony:** Each child receives a star in celebration of their reading achievements.

Monitoring (5-10 mins)

What strategies helped you read this book?

How do you feel after reading the book?

What can readers do to celebrate reading?

Why is it important to celebrate reading?