



BEAR BAGS: MORE LUNCH

Teacher Manual

Contents

| | |
|---------------------------------|----------|
| Goals/Objectives | 2 |
| Exercise Overview | 3 |
| Exercise Screen | 3 |
| Task | 4 |
| Content | 4 |
| Facilitate and Encourage | 6 |
| Introduce: Engage and Demo | 6 |
| Monitor Student Progress | 8 |
| Adjust Instruction/Intervene | 10 |
| Differentiation Activities | 10 |
| Student Resources | 13 |

Goals/Objectives

English Language Arts Standard

Students will build phonological awareness and phonics/decoding skills by sorting words based on the sounds at their beginning, middle, or ending, including morphological endings, complex sounds such as consonant blends, and complex spelling patterns such as consonant digraphs and vowel digraphs.

Language/ Reading Skills

Students will...

- discriminate between sounds and correctly identify sounds and sound sequences (listening accuracy)
- recognize and manipulate units of sound in spoken language such as words, syllables, onset and rime, and phonemes (phonological/phonemic awareness)
- relate speech sounds to specific letters and spelling patterns (phonics) and apply knowledge of letter-sound relationships to the process of sounding out and reading words (decoding)
- recognize and apply knowledge of words and word parts such as morphemes and phonemes (word structure & knowledge)

Cognitive Skills

Students will...

- hold words in working memory while comparing the sounds at their beginning, middle, or ending (memory)
- focus on specific information about words, sustain that focus, and ignore distractions while carrying out a task (attention)
- rapidly interpret and integrate auditory information to identify words (processing)

Social-Emotional/ Executive Function Skills

Students will...

- build confidence in reading accuracy through enhanced phonological working memory skills
- increase automaticity of phonological processing through graphophonemic (sound-symbol relationship) knowledge
- enhance self-regulatory skills through independent practice with increasingly more challenging phonemic awareness activities

Icon Key



Audio



Download



English Learner



Quick Check



Settings



Video

Exercise Screen



1 Menu

Shows:

- Time Spent / Time Scheduled for the exercise.
- Network connection status.
- Exit: Returns student to the Assignments screen.
- Continue: Returns student to the exercise.

2 Time

Bar fills in from left to right to show time spent in the exercise.

3 Number of Streaks (Honey bears)

A honey bear is added after the student makes nine 3-in-a-row streaks in the session. Up to 16 honey bears can be earned.

4 Progress Meter

Tracks and celebrates every 10% of exercise content completion.

5 Current Streak (Honey)

Lumps of honey in the tube show the current consecutive correct answers. Resets after 3 correct in a row or an incorrect answer.

6 Content

Shows a picture or word that the student must sort.

7 Go Button

Presents a question (picture or word). The student can click Go as many times as needed to hear the question again.

8 Points

Shows total points awarded across all of a day's sessions.

- Correct answers: 2 points for each correct answer.
- Bonus points: 10 points after 24 correct answers.
- High score: Animates when the student surpasses the highest score ever achieved in one session.

9 Answer Buttons (Bags)

Presents possible answers. The student must choose the lunch bag that shows the correct category to sort the picture or word.

10 Help (Speaker)

Presents the category description again.

Exercise Overview

Task

In this exercise, the student sorts groups of words into sound-based categories that are represented by lunch bags. Bear Bags: More Lunch starts by introducing a set of lunch bags and their sorting rules. For example, the rule for one bag might be: has the same beginning as *tractor* and *true*. As a memory cue, that bag shows a picture of a tractor. Next, the exercise presents a series of written and spoken words to be sorted into the bags. The student must click the correct lunch bag to sort the word into the proper category. Early on, students sort each word by its onset (for example, the /tr/ consonant blend at the beginning of *tractor*); later they sort by the word ending or the middle vowel sound.

To help students remember the sorting rule, and to call attention to the spelling patterns that represent these sounds, the relevant letters in the words are highlighted in red (for example, when the word *treat* is to be sorted based on onset, the letters /tr/ will appear in red).

Usually, students are presented with four sorting categories. However, when a new sorting rule is introduced, students are presented with two categories until they demonstrate that they understand the rule.

Speed (Fluency) Round

Periodically, Bear Bags: More Lunch presents a speed round, which gives the student an opportunity to review the material at a faster pace and earn extra points. The student performs the same tasks as before, but faster; they only have a few seconds to sort each word. The round automatically ends after one minute and returns to the regular exercise. By requiring students to respond more rapidly while maintaining high accuracy, Bear Bags: More Lunch increases the attention and memory demands of the task.

Content

Progression

In Bear Bags: More Lunch, students progress through increasingly difficult content, increasing the attentional and memory demands of the task as the student demonstrates mastery of the content.

| Target Sounds / Spelling Patterns | Response Alternatives | Sample Categories & Words |
|---|------------------------|---------------------------|
| Initial Consonant Blends and Digraphs | Easy Alternatives | tr: trade vs. gl: glade |
| | Difficult Alternatives | tr: tries vs. dr: dries |
| Final Consonants, Blends, Digraphs, Doubles & Grammatical Endings | Easy Alternatives | ng: rang vs. ft: raft |
| | Difficult Alternatives | ng: bring vs. nk: brink |
| Long Vowel Digraphs & Silent E | Easy Alternatives | oa: loaf vs. i_e: life |

Did you know?

Two interrelated cognitive capacities are essential components of phonological awareness and decoding: *phonological working memory* and *phonological processing*. In contrast to short-term memory, which is a passive information storage system, working memory is an active process that enables the simultaneous storing and processing of information. Our phonological system has a dedicated, domain-specific pool of working memory resources which aid in understanding spoken language. This is called phonological working memory, and researchers have found that it is related to many aspects of reading achievement, from foundational reading skills such as phonological awareness and decoding all the way to reading comprehension.¹ Phonological working memory is essential for phonological awareness tasks like breaking down words into onsets and rimes, or manipulating phonemes. Furthermore, research indicates that the importance of working memory in reading increases with grade level. So building phonological working memory in early grades is essential for later reading achievement. For these reasons, contemporary reading scientists recommend that domain-specific working memory activities be a focus in the early stages of reading instruction.²

The Bear Bags: More Lunch exercise provides activities that consistently challenge students' phonological working memory. Students must identify complex sound/spelling patterns in different positions within words, working with both single and multisyllabic words. Each time they demonstrate mastery for a given set of sorting categories, they are presented with a speeded fluency round to increase the cognitive demands.

1. Torgesen, J.K., Wagner, R.K., Rashotte, C.A., Rose, E., Lindamood, P., Conway, T., & Garvan, C. (1999). Preventing reading failure in young children with phonological processing disabilities: Group and individual responses to instruction. *Journal of Educational Psychology*, 91(4), 579-593. <https://doi.org/10.1037/0022-0663.91.4.579>

2. Peng, P., & Goodrich, J. M. (2020). The cognitive element model of reading instruction. *Reading Research Quarterly*, 55, S77-S88.

Facilitate and Encourage

Introduce

Engage

Before beginning this exercise, provide the students with word cards for *trip*, *most*, *chirp*, and *wash*. The students will use these word cards as responses during this activity.

1. To introduce this exercise to your students, start by saying: *Did you ever notice that sometimes two letters make one sound and sometimes they make two sounds? We are going to review some of these words together. Listen to the beginning of the word try. Repeat the word in isolation. Say: This word begins with the letters t, r and when you say try, you can hear both of these sounds. Try. Hold the word up that has the same beginning as try. Review all of the student response cards. After reviewing the student responses, hold up the card with the word trip on it. Say: Trip. Trip has the same beginning as try.*
2. Next, repeat this process with an ending blend. Say: *Listen to the end of the word fast. Fast. Hold the word up that has the same ending as fast. Review all of the student response cards. After reviewing the student responses, hold up the card with the word most on it. Say: Most. Most has the same ending as fast.*
3. Then, repeat this process with an initial blend. Say: *Listen to the beginning of the word chase. Repeat the word in isolation. Say: This word begins with the letters c, h but when you say chase, there is only one sound at the beginning. The letters c, h combine to make a blend, the /ch/ sound. Chase. Hold the word up that has the same beginning as chase. Review all of the student response cards. After reviewing the student responses, hold up the card with the word chirp on it. Say: Chirp. Chirp has the same beginning as chase.*
4. Conclude the exercise by providing positive feedback. Say: *Fantastic effort, everyone! In the Bear Bags: More Lunch exercise, you will practice noticing the sounds that are made when two letters come together in a word.*

Facilitate and Encourage

Demo

1. Say: Today, we're going to practice sorting words by their beginnings, middles, or endings sounds. Together, we'll work on an exercise called Bear Bags: More Lunch. I'll get us started, and then I'd like for you to try.
2. Project the "Introduction - English or Spanish" demo for Bear Bags: More Lunch.
3. Follow along with the demo, which explains how the exercise works.
4. Demo the keyboard shortcuts:
 - Go button = Space bar
 - Possible answers (left to right) = Number keys 1 - 4

Notes

Speed (Fluency) Round Demo - Say: When the go button turns into a timer, the speed round begins. Work on the exercise as before, but faster. You can earn points by getting as many correct answers as possible in the time allowed.

Content Demo - Say: After you get good at doing the beginnings of the words, you'll begin to focus on word endings. Later, you'll move to match the middle sounds in the words. You are good listeners, so I know you can do it!

Direct students to log in and work individually on the Bear Bags: More Lunch Demo for approximately 10 minutes. This time period mimics the timing of the exercise once it's assigned. Debrief with students to ensure they understand the task and objective of the exercise. Ask: [What did you notice?](#) Have students share anything that they have questions about.



Bear Bags: More Lunch includes instructional audio for the exercise introduction and instructions. By default, these are presented in English. You can, however, select Spanish instructions for all, some, or individual students on the Manage page in mySciLEARN.

Facilitate and Encourage

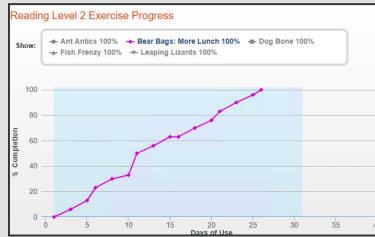
Monitor Student Progress

Review Bear Bags: More Lunch reports regularly to monitor student progress. Use the data to determine which students are succeeding and which students might be struggling to make progress.

Where to look...

PROGRESS: Reading Readiness Exercise Progress - Bear Bags: More Lunch

The colored line shows student progress and their percent complete. Each dot indicates a day the student worked on the exercise.



What to look for... what it means

Is the line going up?

The student is completing content accurately and making progress.

Is the line flat across several dots?

The student may be struggling and you need to find out why.

Are there long lapses between dots?

The student may be skipping this exercise.

USAGE: Usage Details - Schedule

| Usage Details | | Schedule | | Minutes/Questions | | Start Time | | Total Minutes | |
|---------------|------------|------------|-----------------------|-------------------|-------------|-----------------|--|---------------|--|
| Days of Use | Date | Ant Antics | Bear Bags: More Lunch | Dog Bone | Fish Frenzy | Leaping Lizards | | | |
| 22 | 04/06/2021 | | | | | | | | |
| 21 | 04/05/2021 | ● | | | | ● | | | |
| 20 | 04/01/2021 | | | | | | | | |
| 19 | 03/30/2021 | | | | | | | | |
| 18 | 03/29/2021 | ● | | | | | | | |
| 17 | 03/26/2021 | ● | | | | | | | |

Schedule

See if the student has met their daily schedule, and check what's planned for the next few days.

- Time completed
- Time not completed
- Exercise Skipped
- Planned for day

Do you see half-filled gray circles?

The student is working on this exercise, but not meeting the scheduled time. Make sure that they have time to complete their daily schedule. If fatigue is an issue, add some breaks to their schedule.

Do you see red circles?

The student is skipping this exercise. Provide support to help them re-engage.

USAGE: Usage Details - Minutes/Questions

| Usage Details | | Schedule | | Minutes/Questions | | Start Time | | Total Minutes | |
|---------------|------------|------------|-----------------------|-------------------|-------------|-----------------|------|---------------|------|
| Days of Use | Date | Ant Antics | Bear Bags: More Lunch | Dog Bone | Fish Frenzy | Leaping Lizards | | | |
| | | Min | Ques | Min | Ques | Min | Ques | Min | Ques |
| 22 | 04/06/2021 | - | - | - | - | 30 | 33 | - | - |
| 21 | 04/05/2021 | 15 | 111 | - | - | 15 | 65 | - | - |
| 20 | 04/01/2021 | - | - | - | - | 15 | 75 | 15 | 34 |
| 19 | 03/30/2021 | - | - | - | - | 15 | 69 | 15 | 124 |
| 18 | 03/29/2021 | 15 | 130 | 15 | 19 | - | - | - | - |
| 17 | 03/26/2021 | 9 | 88 | 10 | 22 | 11 | 46 | - | - |
| 16 | 03/25/2021 | - | - | 15 | 29 | - | - | 15 | 156 |
| 15 | 03/22/2021 | 15 | 136 | - | - | 15 | 64 | - | - |
| 14 | 03/18/2021 | - | - | 11 | 24 | 11 | 41 | 8 | 84 |
| 13 | 03/16/2021 | - | - | 10 | 2 | 10 | 28 | 10 | 76 |

Are many days highlighted in red?

The student is not meeting their daily schedule. Check the Schedule tab in this report to investigate further.

Is the student answering fewer questions than usual?

They may be distracted or losing focus. In comparison to their previous activity, a low number of questions to minutes may indicate the student is not applying themselves to the task.

Is the student answering more questions than usual?

They may be rushing. In comparison to their previous activity, a high number of questions to minutes may indicate that the student is trying to amass points or progress through the content without actually learning it. Remind them that making progress depends on accuracy, not speed.

Facilitate and Encourage

Where to look...

PROGRESS: Progress Details - Bear Bags More Lunch

Bear Bags: More Lunch Progress

- Complete, advancement criteria met
- In progress
- Not started
- Advancement criteria not met*

| Category | Easy distractors | Difficult distractors | Percent Correct | Questions |
|---|------------------|-----------------------|-----------------|-----------|
| Initial Consonant Blends and Digraphs | 172 | | | |
| Final Consonants, Blends, Digraphs, and Grammatical Endings | 216 | | | |
| Long Vowel Digraphs and Silent-e | | 104 | 99% | |

Percent Correct

Usually, students must get 90% correct to make progress. In the standard task students sort groups of 20 words into 4 categories, and must get at least 18 of the 20 words correct. Occasionally, students sort groups of 8 words into 2 categories, in which case they must get 100% correct.

Questions

Each sound-based category includes 168-172 questions. Additional questions are presented during the fluency round, but do not count towards progression.

The typical number of questions needed to pass a category is 168 - 200.

If content must be repeated, the student may only be required to repeat a subset of the questions.

What to look for... what it means

Are there red bars under Progress?

If a student doesn't answer enough questions correctly, they will repeat the task. Red bars indicate that the student was unable to pass a task after 3 attempts, and will revisit that content after some practice. Make sure that the student remains focused and motivated.

Is percent correct well below 90%?

The student may be struggling with recognizing the sounds in words. Check the Errors section of this report to determine where the student needs additional support.

Has the student answered too many questions without passing?

Students typically complete a category within 200 questions. If the student has answered more than the typical number of questions, or has red bars under Progress (indicating that they have made three attempts at that category, without passing), they may need help. Check the Errors section of this report to determine where the student needs additional support.

See the "Adjust Instruction/Intervene" section in this teacher manual for suggestions on supporting struggling students.

PROGRESS: Errors - Bear Bags: More Lunch

Content the student is struggling with the most is indicated in red.

| Category | Easy Alternatives | | Difficult Alternatives | |
|----------------------------|-------------------|--------------------|------------------------|--------------------|
| | Errors | Errors / Questions | Errors | Errors / Questions |
| Initial Consonant L-Blends | | | | |
| pl | | | 17% | 2 / 12 |
| Initial Consonant R-Blends | | | | |
| dr | | | 13% | 2 / 15 |
| fr | | | 11% | 1 / 9 |
| Initial Consonant S-Blends | | | | |
| sc | 17% | 1 / 6 | | |
| sp | | | 25% | 2 / 8 |

Are specific consonants highlighted in red?

Consider providing the student with instruction on the consonants with which they are struggling the most.

See the "Adjust Instruction/Intervene" section in this teacher manual for suggestions on supporting struggling students.



Reading Level 2 Progress Monitoring Chart in [Student & Teacher Resources](#)

Facilitate and Encourage

Adjust Instruction/Intervene

Differentiation Activities

Differentiating instruction requires continually striving to know and to respond to each student's needs in order to maximize learning. Use the data in Bear Bags: More Lunch reports to adjust instruction to meet each student's needs and respond to variance among learners. The activities below are suggestions to support students who might be struggling with their progress in Bear Bags: More Lunch.



Does the student understand the exercise goal/task?

After initially reviewing the exercise goal/task with the student, if the student is demonstrating difficulty, consider clarifying the instructions, setting a goal based on student area of need, and modeling and practicing self-monitoring to encourage accuracy, confidence, and independence.

- First, start by setting a clear goal:
 - Set a goal in student-friendly language prior to beginning the exercise. The goal should be positively stated, written using clear and concise language, and be observable and measurable.
 - Review the goal with the student and check for understanding.
- Next, introduce and model how the student will monitor their goal:
 - Choose or create a self-monitoring chart for students to track their progress (aligned with the Reading Level 2 Progress Monitoring Chart found in Teacher Resources). Use the chart to motivate, encourage, and allow the student to practice self-monitoring. Include the goal on the self-monitoring chart.
 - Explain and model the steps needed to complete and interpret the self-monitoring chart.
 - Practice completing and interpreting the self-monitoring chart with the student.
- Then, clarify the expectations by modeling and reviewing the specific steps required to complete the exercise:
 - Review the steps of the activity with the student.
 - Model or explain the steps of the activity.
 - Practice completion of the task with the student.
 - Encourage the student to explain or show you how to complete the task.
 - Monitor independent practice and provide feedback and prompts as needed.

Facilitate and Encourage



Is the student on task and engaged with the activity?

When a student is struggling to stay on-task and engaged, consider the strategies below as a starting point to increasing student engagement.

- Adjust the pacing or duration of instruction.
- Provide built-in breaks as well as allow the student to request breaks as needed. Involve the student in determining their preferred and most successful work schedule. Some students prefer longer work periods and longer breaks while others prefer shorter work periods and more frequent breaks. Adjust as needed to increase student momentum, success, and confidence.
- Consider student motivation. Motivation can be intrinsic and extrinsic. How to motivate the student is largely dependent on their learning needs, preferences, and reinforcers. Student observation, reinforcer surveys, rapport building, and parent and student questionnaires can be helpful in determining how to increase student motivation.



Are there words in the task (prompt and response) that the student doesn't know?

- Have the student write down any unfamiliar words.
- Define and review key vocabulary used in the task.
- Display key vocabulary words and definitions.
- Promote student practice with vocabulary sentence strips, guided-notes, response cards, or note cards.

Facilitate and Encourage



Is the student having a difficult time sorting words by beginnings, endings, and medial vowels?

Have the student practice sorting words. Use the table below and create your own word cards, or use the Bear Bags: More Lunch Word Cards worksheet in [Student & Teacher Resources](#).

| | |
|----------------------------|---|
| Initial Consonant Blends | tr: troop, trend, tried, trim pl: place, plot, pluck, plush |
| Initial Consonant Digraphs | sh: shin, shoe, she, shook th: that, then, there, this |
| Final Consonant Blends | mp: limp, ramp, stamp, bump nk: sink, sunk, rink, rank |
| Final Consonant Digraphs | ch: stitch, touch, peach, pooch sh: push, mash, wash, fish |
| Final Consonant Doubles | ss: toss, mess, lass, hiss ll: call, fill, pull, well |
| Grammatical Endings | ed: started, wanted, planted, worded ing: running, jumping, hopping, looking |
| Long Vowel Digraphs | ee: sleep, feet, seen, deep oa: goal, moat, boast, soap |
| Long Vowel Silent E | a_e: blade, grace, shake, tale i_e: bite, line, mice, ripe |

Adjust Instruction/Intervene

Student Resources

You may decide to use the following worksheet with your students:



Bear Bags: More Lunch Word Cards in [Student & Teacher Resources](#)

Use this sheet to help students review words with targeted sounds, or have students use this sheet on their own to practice reading and identifying words with these sounds. Students will need one copy.



Reading Level 2 Completion Chart in [Student & Teacher Resources](#)

Students can self-monitor their progress in each Reading Level 2 exercise by filling in the bar each day with their actual completed percentage. This provides students with an overall view of how much content they've completed compared to how much they have left to do. Students will need one copy.