



BEAR BAGS

Teacher Manual

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Goals/Objectives

English Language Arts Standard

Students will build phonological awareness and phonics/decoding skills by sorting words based on initial, medial, and final sounds.

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 (phonics) and apply knowledge of letter-sound relationships to the process of sounding out and reading words (phonics/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 their initial, middle, or final sounds (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...

- increase selective attention to detail
- increase confidence in the ability to parse words into component phonemes (phonemic awareness)
- enhance motivation for auditory processing tasks
- increase self-regulation

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 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.

5 Progress Meter

Tracks and celebrates every 10% of exercise content completion.

6 Go Button

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

7 Content

Shows a picture or word that the student must sort.

8 Points

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

- Correct answers: 1 point for each correct answer.
- Bonus points: 10 points after 11 correct answers.
- High score: Animates when the student surpasses the highest score ever achieved in one session.

9 Answer Buttons (Lunch Bags)

Presents possible answers. The student must choose the lunch bag that shows the correct answer.

10 Help (Speaker)

Presents the category description again.

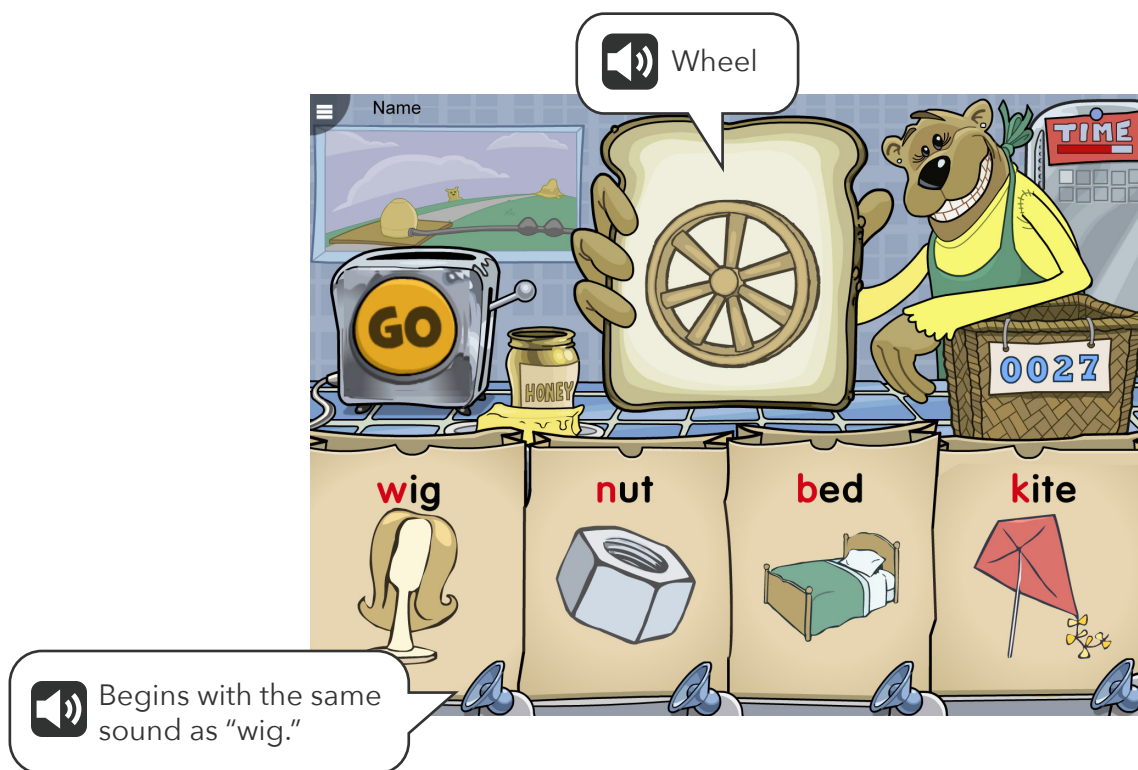
Exercise Overview

Task

In this exercise, the student sorts groups of words into sound-based categories that are represented by lunch bags. First, Bear Bags presents a set of lunch bags and introduces the sorting rules. For example, the rule for one bag might be: begins with the same sound as tub. Next, the exercise presents a series of 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 by the first sound in the words; later they sort by the last sound or middle sound.

The exercise presents each group of words in a few different ways:

- Pictures, Spoken Words: the student hears a word and sees a picture of the word.
- Spoken & Written Words: the student hears a word and sees the written word.
- Number of categories: the student sorts words into 2 categories, then into 4 categories.



Speed (Fluency) Round

Periodically, Bear Bags 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 increases the attention and memory demands of the task.

Did you know?

Over two decades of research shows that phonemic awareness is an essential foundational skill for learning to read. Through phonemic awareness activities, students learn to identify and develop an understanding of speech sounds, which directly impacts their spelling and writing. Phonemic awareness difficulties represent the most common cause of word-level reading difficulties. As a result, phonemic awareness helps all types of children improve their reading. Research has shown phonemic awareness instruction benefits normally developing readers, children at risk for future reading problems, disabled readers, preschoolers, children in Kindergarten through 6th grades across various social-emotional skill levels, and children learning to read in English (as well as other languages).

Content

Progression

In Bear Bags, students progress through increasingly more difficult content. For each type of content, supportive scaffolds (such as representing the words with pictures) are progressively removed, increasing the attentional and memory demands of the task as the student demonstrates mastery of the content.

	Presentation	Simple Categories & Words
Initial Consonants, Easy Alternatives	Pictures, Spoken Words	t: tub, tug, tag, top
	Spoken & Written Words	m: mop, moon, man, mug
Final Consonants, Easy Alternatives	Pictures, Spoken Words	g: pig, fig, dog, bag
	Spoken & Written Words	m: ram, jam, ham, him
Short Vowels	Pictures, Spoken Words	a: hat, ram, van, bat
	Spoken & Written Words	e: bed, jet, pen, red
Initial Consonants, Difficult Alternatives	Pictures, Spoken Words	b: bed, bus, but, bat
	Spoken & Written Words	p: pig, pit, pin, pen
Final Consonants, Difficult Alternatives	Pictures, Spoken Words	d: bed, red, head, bead
	Spoken & Written Words	b: tub, cab, bib, rib
Long Vowels	Pictures, Spoken Words	a: cake, lake, cave, bake
	Spoken & Written Words	e: feet, seed, jeep, deer

Facilitate and Encourage

Introduce

Engage

Before beginning this exercise, provide the students with word cards for tub, moon, and dog. 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 some words are made up of more than one sound? One word can be divided into a beginning, middle, and ending sound. We are going to review some words together. Listen to the beginning sound in the word mop. Repeat the word in isolation. Say: Mop. Hold the word up that has the same beginning sound as mop.* Review all of the student response cards. After reviewing the student responses, hold up the card with the word moon on it. Say: *Moon. Moon has the same beginning sound as mop.*
2. Next, repeat this process for ending sounds. Provide the students with the word cards for *fig, man, and top.* Say: *Listen to the ending sound in the word dog. Repeat the word in isolation. Say: Dog. Hold the word up that has the same beginning sound as dog.* Review all of the student response cards. After reviewing the student responses, hold up the card with the word *fig* on it: Say: *Fig. Fig has the same ending sound as dog.*
3. Then, provide the students with the word cards for *hat, jet, and ram.* Say: *Listen to the middle sound in the word hat. Repeat the word in isolation. Say: Hat. Hold the word up that has the same middle sound as hat.* Review all of the student response cards. After reviewing the student responses, hold up the card with the word *ram* on it. Say: *Ram. Ram has the same middle sound as hat.*
4. Conclude the exercise by providing positive feedback. Say: *Fantastic effort, everyone! In the Bear Bag exercise, you will practice noticing the sounds that make up one word.*

Facilitate and Encourage

Demo

1. Say: Today, we're going to practice sorting words by their beginning, middle, or final sounds. Together, we'll work on an exercise called Bear Bags. 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.
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 first sound in the words, you'll begin to focus on the last sound in the words. Later, you'll move to match the middle sound 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 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 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

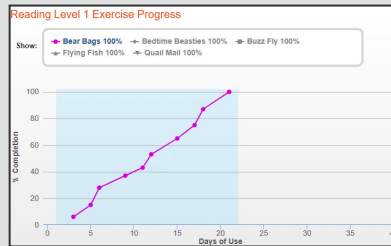
Monitor Student Progress

Review Bear Bags 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

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

Schedule		Minutes/Questions		Start Time		Total Minutes	
Days of Use	Date	Bear Bags	Bedtime Beasties	Buzz Fly	Flying Fish	Quail Mail	
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

Schedule		Minutes/Questions		Start Time		Total Minutes					
Days of Use	Date	Bear Bags	Bedtime Beasties	Buzz Fly	Flying Fish	Quail Mail					
		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.

Where to look...

PROGRESS: Progress Details - Bear Bags Progress

Category	Task	Progress Status	Percent Correct	Questions
Initial Consonants, Easy Alternatives	Pictures, Spoken Words	Complete, advancement criteria met	98%	80
	Spoken & Written Words	Complete, advancement criteria met	98%	80
Final Consonants, Easy Alternatives	Pictures, Spoken Words	Complete, advancement criteria met	98%	56
	Spoken & Written Words	Complete, advancement criteria met	95%	40
Short Vowels	Pictures, Spoken Words	In progress	80%	82

Percent Correct

Each sound-based category includes 40-80 words to sort, presented in groups of 20. After a warm-up activity where students sort 8 words without mistakes, students sort the 20 words in two ways: first as a picture, then as a written word. To make progress, the student must get the following percent correct scores for each task:

- Pictures, Spoken Words: 93% (includes warm-up)
- Spoken & Written Words: 90%

Questions

The typical number of questions varies by group and task. Note that the first task in each group of words includes the warm-up questions, thus is always slightly larger:

Initial Consonants, Easy Alternatives

- Pictures, Spoken Words: 116 - 140
- Spoken & Written Words: 80 - 100

Final Consonants, Easy Alternatives

- Pictures, Spoken Words: 56 - 100
- Spoken & Written Words: 40 - 60

Short Vowels

- Pictures, Spoken Words: 56 - 120
- Spoken & Written Words: 40

Initial Consonants, Difficult Alternatives

- Pictures, Spoken Words: 112 - 152
- Spoken & Written Words: 80 - 100

Final Consonants, Difficult Alternatives

- Pictures, Spoken Words: 56 - 104
- Spoken & Written Words: 40 - 60

Long Vowels

- Pictures, Spoken Words: 56 - 136
- Spoken & Written Words: 40

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 task within 3 attempts. If the student has answered more than the typical number of questions, or has red bars under Progress, 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.

Facilitate and Encourage

Where to look...

PROGRESS: Errors - Bear Bags

Bear Bags	Easy Alternatives		Difficult Alternatives	
	Errors	Errors / Questions	Errors	Errors / Questions
Initial Consonants				
/d/	8%	1 / 12		
/g/	11%	2 / 18		
/m/	20%	4 / 20		
/r/	14%	1 / 7		
Final Consonants				
/g/	3%	1 / 33		
/p/	18%	2 / 11		

What to look for... what it means

Are specific consonants highlighted in red?

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



Reading Level 1 Progress Monitoring Chart in [Student & Teacher Resources](#)

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 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.



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 1 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?

- 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



Does the student need additional support with identifying beginning, middle, or ending sounds?

Review the targeted sounds with the student. Use the table below and create your own word cards, or use the Bear Bags Word Cards worksheet in [Student & Teacher Resources](#). For example, say the sound /t/ and prompt the student to point to or hold up a word or word/picture card that contains the same beginning sound.

Initial Consonants	t : tan, take, tap, team m : more, mile, mix, men
Final Consonants	g : rug, dig, leg, fog m : yam, hum, team, room
Short Vowels	a : nap, gas, jam, back e : wet, pet, net, den
Initial Consonants	b : bin, bun, boat, bike p : pad, pack, pine, peg
Final Consonants	d : fed, road, hid, bud b : sob, cob, sub, rub
Long Vowels	a : make, late, save, fame e : reef, seen, deep, teen



Does the student need additional support with categorizing and sorting words based on beginning, middle, and ending sounds?

Replicate the Bear Bag exercise using pre-printed response cards and the table above, or use the Bear Bags Word Cards worksheet in [Student & Teacher Resources](#). Provide the student with three response options (adjust to include more or less options based on student need). Say the word and then prompt the student to choose the word card that has the same sound from the array of 3 options.

Facilitate and Encourage

Adjust Instruction/Intervene

Student Resources

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



Bear Bags 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 1 Completion Chart in [Student & Teacher Resources](#)

Students can self-monitor their progress in each Reading Level 1 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.