



## Who Yaps Back?

Written by Kim Thompson

**Grade Level:** PreK-2

**GRL:** C **Lexile:** 150 L

**Subject:** Phonics

**Genre:** Fiction

**Key Idea:** Develop fluency by decoding story text with words that have the short **a** sound

**Standards Addressed:** RF.1.3.A-B Reading: Foundational Skills, RL.1.1 Reading Literature

### 1. Before Reading

#### Make Predictions

Look at the book's cover and title. Discuss what students see and what they think the book is going to be about. Invite personal connections.

#### Teach Phonics Skills

Copy pages 5 and 6 of this *Teacher Note* for each student. Ask students to cut apart the picture and letter cards. Make sure students understand the sound-symbol correspondences they will read in the story.

Say consonant sounds **/b/**, **/k/**, **/d/**, **/j/**, **/p/**, **/kw/**, **/s/**, and **/y/**. Ask students to hold up the corresponding letter cards **b**, **ck**, **d**, **j**, **p**, **qu**, **s**, and **y**. Point out that digraphs **ck** and **qu** represent just one sound.

Say the short **a** sound and ask students to repeat it after you. Say these word pairs, asking students to raise their **a** letter card when they hear the short **a** sound: *it/at*, *hat/hut*, *job/jab*, *dad/did*, *quack/quick*.

Slowly say and blend the sounds in *ad*, *back*, *sack*, *dad*, *jab*, *pad*, *quack*, *sad*, and *yap*. Ask students to raise a picture card to show the word they hear. Then, help students count and blend the sounds in each word as they use their letter cards to spell the words.

#### Teach High-Frequency Words

Make sure students know the high-frequency words they will find in the story. Spend extra time on irregular words, shown in **bold**, which do not follow common phonics patterns.

and

**does**

no

runs

**who**

at

is

not

**the**

will

but

like(s)

out

too

## Introduce the Genre

You can tell this book is fiction because it is about made-up characters and their adventures. The illustrations were drawn by an artist.

## Establish a Purpose for Reading

We will read to find out who talks to Jack the dog. We will practice reading words that have the short **a** sound.

# 2. During Reading

## Read Together

Chorally read the story aloud together as students point to each word. Or, have students read aloud independently, using quiet voices, as you monitor. When readers have difficulty, stop and provide feedback. Help students associate letters and sounds, blend sounds to read words, and reread sentences fluently.

## Check for Understanding

Ask questions about the story. Prompt students to support their answers with details from the text.

- Who is Jack?
- Where does the story take place?
- What does Jack want?
- What makes Jack sad?
- What is Dad paying attention to?
- Who is Bab?
- How does Bab show that she doesn't like Jack?
- Who is Dab?
- How do Jack and Dab talk to each other?
- How do you find friends to talk to?

## Reread and Retell

Ask pairs to reread the story to each other. Each partner may read the whole story, or students may alternate pages. Allow time for pairs to retell the story in their own words, using the illustrations as cues. Invite partners to discuss the story and give opinions about whether they liked it.

In a whole-group follow-up, discuss and agree on the story's characters (Jack, Dad, Bab, Dab), setting (backyard), and events (Jack yaps at the sack, etc.). What might happen to the story if just one character, setting, or event were different?

## 3. After Reading

- Add words from the story to classroom word walls or word lists.
- Build fluency by reading the story again tomorrow or in a few days.
- Read more stories that feature the short **a** sound, such as *Cat the Cat, Who Is That?* by Mo Willems.
- Plan to read nonfiction books about animal communication or pets.

### Follow-Up Lessons

- Have students glue the picture cards from page 5 of this *Teacher Note* to a sheet of paper to help show the order of events in the story. They can write words from the story to label the pictures.
- Guide students in writing short **a** words from the story to complete a Word Ladder. (See page 7 of this *Teacher Note*.)
- Prepare several Star Diagrams that each have the stem of a short **a** word family in the center (examples: **-ad**, **-ab**, **-ap**, **-ack**). Ask students to fill the spaces with words that belong to the family. (See page 8 of this *Teacher Note*.)

### Writing Activities

- Dictate phrases and sentences with short **a** words for students to write and illustrate. Use the phrases and sentences shown in the book on page 22.
- Rewrite the story in a comic book or graphic novel style.
- Write facts about how different animals communicate. Research as needed.

### School-to-Home Connection

- Send home the picture and letter cards from pages 5 and 6 of this *Teacher Note* along with the book.
- Send home the Word Ladder from page 7 of this *Teacher Note* along with the book.

## 4. ESE/SWD

- Spend extra time teaching and reviewing sounds, letters, and high-frequency words that will appear in the story.
- Do not hold students accountable for independently reading words with the **ck** and **qu** digraphs.
- Have students listen to an audio recording of the story prior to the whole-group lesson.
- Read each page of the text aloud and have students echo you as they point to each word.

## 5. ELL/ESOL

- Use visuals to represent spoken words. If needed, find photos and videos on the internet.
- Speak slowly and enunciate words clearly. Make sure to articulate each sound.
- Be mindful of your gestures and facial expressions to make sure they support understanding.
- Write words under the picture cards on page 5 of this *Teacher Note* to create a glossary for students. Encourage students to refer to it as they read and respond to the story.
- Use props and actions to demonstrate word meanings. For example, show a *sack* and act out what it means to *jab*.
- Ask students to share their background knowledge about yards, dogs, cats, and ducks.
- Help Spanish, Cantonese, and Vietnamese speakers articulate the short **a** sound, as these languages do not contain the sound or contain only an approximate transfer of the sound. Model correct mouth position and ask students to copy you. Provide handheld mirrors for support.
- Use a translation app to find words in students' primary languages. Compare the English words.



## NEW Digital Read-Alongs With Audio and Word Highlighting

### Tips for Teachers

- Connect to your SMART Board or projector for teacher and student interaction.
- Read aloud together standing up.
- Highlight, underline, and circle information (e.g., sight words, phonics, vocabulary).
- For each page, have a student be in charge of pointing to each highlighted word as it is read.
- Play "I Spy" and have students find sight words, phonics patterns, vocabulary words, punctuation, etc.
- Use with ELL/SWD as a center to listen and then practice reading for fluency.
- Share with parents at home so students can practice reading.

Visit our website for our complete collection of graphic organizers:  
<https://www.crabtreebooks.com/resources/graphic-organizers>

# Picture Cards

Name: \_\_\_\_\_

Cut the cards apart.  
Match them to words.

Date: \_\_\_\_\_



# Letter Cards

Name: \_\_\_\_\_

Cut the cards apart.

Use the letters to build words.

Date: \_\_\_\_\_

a

a

b

b

ck

d

d

j

p

qu

s

y

# Word Ladder: Who Yaps Back?

Name: \_\_\_\_\_

Write a word for each clue.

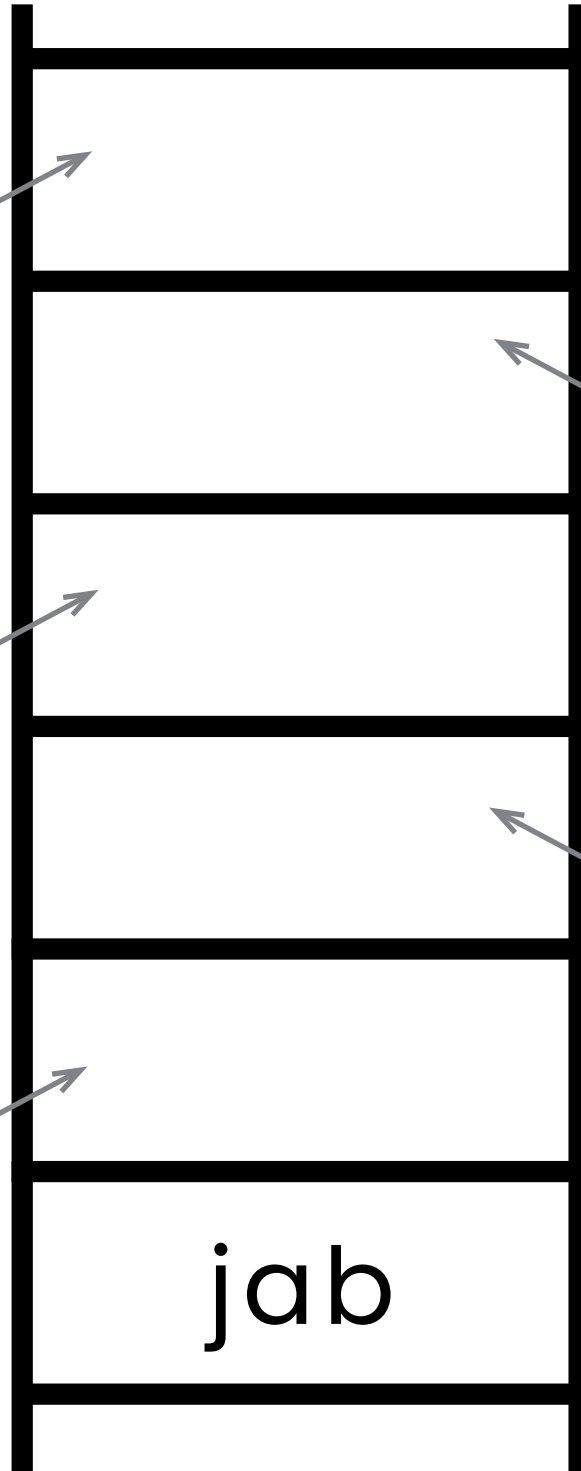
Climb from the bottom to the top.

Date: \_\_\_\_\_

Opposite of  
*happy*.  
Change one  
letter.

Opposite of  
*good*.  
Change one  
letter.

Says "quack."  
Change one  
letter.



Person who  
likes Jack.  
Change one  
letter.

Does NOT like  
Jack.  
Change one  
letter.

Answers: Dab, Bab, bad, dad, sad

# Star Diagram

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

Star diagrams are used to summarize ongoing information about a single topic.

