



### Daily and Supporting Learning Targets

- Opening A: I can identify the vowel spellings in a word to help me determine how many syllables are in the word and use that information to decode it. (RF.1.3, RF.2.3)
  - I can decode a word with a vowel team (two vowels that make a long vowel sound) in the middle.
  - I can identify vowel sounds in the spelling of a multisyllabic (more than one syllable) word and identify how many syllables are in the word.
  - I can decode (regularly spelled) two-syllable words with long vowels.
- Work Time A: I can segment a two-syllable word to identify each syllable type. I can read a two-syllable word. (RF.1.3)
  - I can identify the five or six types of syllables in written words.
  - I can look at written multisyllabic words and identify the syllable pattern.

### Ongoing Assessment

- Observe students during Opening A.
  - Determine whether they can identify the number of syllables by identifying the vowel sounds in the word.
  - Also determine whether they can divide the word and identify the syllable types in order to decode it.
- Observe students during Work Time A. Determine whether they can segment syllables and identify the syllable type as open or closed.
- Exit ticket (see Differentiated Small Groups: Work with Teacher)

### Agenda

1. **Opening (3–5 minutes)**
  - A. Syllable Sleuth: “repair,” “gateway,” “painter,” “complain,” “maintain,” “baygain,” “ronday”
2. **Work Time (10 minutes)**
  - A. Introducing Word Workout: Identify and Match
3. **Closing and Assessment (2 minutes)**
  - A. Reflecting on Learning
4. **Differentiated and Small Group Instruction (40–45 minutes)**

### Teaching Notes

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#### In advance:

- Prepare:
  - Copies of the Syllable Sleuth Word List (one per pair)
  - Enlarged Word Workout: Identify and Match Word Cards: “robot,” “token,” “napkin,” “shellfish”

- Copy and cut apart Word Workout: Identify and Match Word Cards (for student use).
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher).

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- identify, workout, exercise, segment (L)

## Materials

- ✓ Syllable Sleuth Word List in a transparent sleeve (one per pair)
- ✓ Whiteboards or clipboards (one per student)
- ✓ Whiteboard markers (one per student)
- ✓ Whiteboard erasers (or tissues, socks, etc.; one per student)
- ✓ Enlarged Word Workout: Identify and Match Word Cards: “robot,” “token,” “napkin,” “shellfish” (one set for teacher use)
- ✓ Word Workout: Identify and Match Word Cards (one per student; see supporting materials)

## Opening

### A. Syllable Sleuth: “repair,” “gateway,” “painter,” “complain,” “maintain,” “baygain,” “ronday”

- (Suggested transition song, sung to the tune of “I’ve Been Workin’ on the Railroad”):
 

***“We’ve been workin’ on some long words, sound by sound by sound. We’ve been workin’ on some long words, so we can read more words aloud. We take a word like ‘maybe’ and break it into parts. ‘May’ plus ‘be’ makes ‘maybe,’ and now it’s time to start!”***
- Begin the Syllable Sleuth instructional practice:
  1. Teacher says: “It’s time to be syllable sleuths. We are going to find some clues to help us figure out how to break longer words into parts so we can read them. Let’s start with a new word.”
  2. Teacher displays the word on an index card or sentence strip: “repair.”
  3. Teacher models the Syllable Sleuth instructional practice aloud:
    - Look for the vowels, and put a dot below each.
    - Look for the consonants between the vowels.
    - Divide the word (in this case dividing it both before and after the consonant; “repair” and “re-pair,” and listening for which division results in a known word).
  4. Teacher draws a swoop under the first syllable and asks:
 

***“What do we notice about this syllable?” (it is open; vowel is not closed by a consonant)***

***“What does that tell us about the sound of the ‘e’?” (long because it is open)***

***“So how do we pronounce this first syllable?” (“re”)***

5. Teacher draws a swoop under the second syllable and asks:
  - “How do we pronounce this syllable?” (“pair”)*
  - “How do you know?” (the “a” (/long a/) in this syllable because it is spelled with the “ai” vowel team)*
6. Teacher says: “Remember, a sleuth is a detective. When you’re a syllable sleuth, your job is to search for the clues that let you know you have found a syllable. As a syllable sleuth, you will look for vowel sounds to see how to divide the words into syllables to read them.”
7. Teacher distributes **Syllable Sleuth Word List in a transparent sleeve, whiteboards or clipboards, whiteboard markers, and whiteboard erasers.**
8. Teacher reminds students (if needed) of the steps in the Syllable Sleuth instructional practice that were just modeled:
  - Locate the vowels, and put a dot below each one.
  - Look for the consonants between the vowels.
  - Divide the word into syllables.
  - Pronounce each syllable according to the spelling pattern (i.e., closed, open, magic “e,” r-controlled, and vowel team).

### Meeting Students’ Needs

- When working with words such as “repair,” where there is one consonant between the vowels, the division usually occurs before the consonant. Encourage students to try it both ways, listening for which way results in a known word.
- When working with words such as “repair,” where two vowels are used to indicate one sound, remind students that every syllable has one vowel sound (as opposed to one vowel *letter*).
- When working with words with suffixes (example: “painter”) remind students that the word is divided between the base word (“paint”) and the suffix (“-er”).
- Consider annotating the letters in a vowel team by placing a dot under each and drawing a straight line between the dots. This can serve as a visual, reinforcing the fact that while there are two vowels, they make just one sound.
- Consider annotating the magic “e” by drawing an arrow from below the magic “e” back to the vowel it gives its voice to. This can serve as a visual, reinforcing the role of the magic “e” and the fact that even though there are two vowel letters in that syllable, there is just one vowel *sound*.
- Step 8 can be done in a variety of ways, including:
  - Students apply Syllable Sleuth steps to one word at a time. After each word, the teacher models the division and decoding, and students check their work.
  - Students work through the list independently or in pairs. After a set period of time, the teacher models the division and decoding of each word while students check their work.
- See the Syllabication guidance document as needed (see K–2 Skills Resource Manual). Below is the syllable division for words used in Opening A: “gate-way,” “paint-er,” “com-plain,” “main-tain,” “bay-gain,” “ron-day.”

## Work Time

### A. Introducing Word Workout: Identify and Match

- (Suggested transition song, sung to the tune of “The Muffin Man”):
 

***“Do you know the words we’ll read, the words we’ll read, the words we’ll read? Do you know the words we’ll read with each other today?”***
- Introduce the Word Workout: Identify and Match instructional practice:
  1. Teacher says: “Who knows what a ‘workout’ is?” (Answers may vary.)
  2. Teacher says: “That’s right. Athletes use their workout routine to practice skills to become better at their sport. For example, a basketball player might have a workout that includes exercises to have stronger arms and fast-moving feet. A soccer player might have a workout that includes exercises to have stronger legs and be able to run for a long time. Since we want to become better readers and writers, we are going to build our own ‘Word Workouts’ with exercises to be stronger readers and writers.”
  3. Teacher says: “Today we will learn a new exercise for our Word Workout called Identify and Match. Here’s how this exercise goes: You will first identify something, then match with a partner. I’ll show you how.”
  4. Teacher displays **Enlarged Word Workout: Identify and Match Word Cards**: “robot,” “napkin,” “token,” “shellfish.”
  5. Teacher asks:
 

***“What do you notice about these words?” (They have two syllables; they have open and closed syllables.)***
  6. Teacher asks:
 

***“Who would like to segment the syllables in ‘robot’ for us?”***
  7. Volunteer student segments “robot” into “ro-bot” on the Word Card.
  8. Teacher asks:
 

***“And what kind of syllable is ‘ro’?” (open)***

***“How do you know?” (because the vowel is open; the final sound is a vowel sound)***
  9. Teacher asks:
 

***“And what kind of syllable is ‘bot’?” (closed)***

***“How do you know?” (because the vowel sound is closed in by a consonant sound; because the syllable ends in a consonant sound)***
  10. Teacher says: “Right! So, this word has two syllables: an open syllable and then a closed syllable: ‘ro-bot.’”
  11. Teacher asks:
 

***“When we look at the other words, do we see another two-syllable word that has an open syllable followed by a closed syllable?” (token)***
  12. Teacher says: “Right! ‘Token’ has two syllables. The first is open: ‘to,’ followed by a closed syllable: ‘ken.’ So, ‘robot’ and ‘token’ would be a match because they have the same pattern of syllables.”
  13. Teacher says: “Now let’s try with ‘napkin.’”
  14. Repeat steps 6–12 with “napkin” and “shellfish.”

15. Teacher says: “Great! We made two matches with words that had the same syllable patterns. Now you will get to practice this exercise. After you receive your Word Card, you will read the word and segment the syllables to identify the syllable patterns you need to match. For example, if my word has open/closed syllables, I need to find someone who also has an open/closed word. When I find a match, my partner and I will read and check our words together. Let’s get our workout started!”
16. Distribute one **Word Workout: Identify and Match Word Card** to each student.

### Meeting Students' Needs

- For students who may quickly find matches, consider inviting them to create descriptive oral sentences that contain both words.

## Closing and Assessment

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### A. Reflecting on Learning

- Emphasize that successful learners take responsibility for their own learning. Invite students to reflect on ways they took responsibility for their learning during whole group instruction or how they plan to take responsibility during differentiated small group instruction.
- Invite a volunteer to share. Afterward, invite any students who did something similar to indicate that in an interactive way (example: give a thumbs-up).

### Meeting Students' Needs

- For students who need additional support organizing their ideas: Provide sentence frames. Examples:
  - “During the Word Workout, I \_\_\_\_.”
  - “When I work by myself during small group instruction, I will \_\_\_\_.”

## Differentiated Small Groups: Work with Teacher

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*Suggested Plan: Teacher works with students in the Partial Alphabetic and Full Alphabetic groups. If possible, teacher should also meet with the Consolidated Alphabetic group at least once per week.*

*Note: Groups not working with the teacher at a given time should be engaged in purposeful independent rotation work. Refer to the Independent and Small Group Work Guidance document for more details (see K–2 Skills Resource Manual).*

### Partial Alphabetic:

- Students complete exit ticket:
  - Students sort Syllable Word Cards into open or closed syllable types.
  - Students write a list of words sorted as an exit ticket.
  - Follow up with exit tickets. Analyze words that were more challenging and discuss why.

- Use the Assessment Conversion chart to determine appropriate Grade 1 lessons and Activity Bank ideas to use in differentiated small group instruction.
- Check in with Accountable Independent Reading.
- Additional Supporting Materials:
  - Syllable Word Cards
  - Syllable Word Sort

**Full Alphabetic:**

- Students complete exit ticket:
  - Students complete Syllable Slice (see supporting materials).
  - Follow up with Word Lists and exit tickets. Analyze words that were more challenging and discuss why.
- Consider working with an appropriate common text, making connections to “ay” and “ai” words, and holding text-based comprehension conversations.
- Check in with Accountable Independent Reading.
- Additional suggested activities:
  - Vowel Slides
  - Find Your Corner
- Additional Supporting Materials:
  - Syllable Slice

**Consolidated Alphabetic:**

- Students complete exit ticket:
  - Students complete Syllable Slice (see supporting materials).
  - Follow up with Word Lists and exit tickets. Analyze words that were more challenging and discuss why.
- Check in with Accountable Independent Reading.
- Consider inviting students to write an article for the *Sunnyside Gazette*, using as many “ay” and “ai” words as they can.
- Additional Supporting Materials:
  - Syllable Slice