



Daily and Supporting Learning Targets

- Opening A: I can retell the events from the current edition of the *Sunnyside Gazette*: “Fire Chief Sparks Rescues Neighborhood Alley Cat from City Tree.”
- Opening B (optional): Using evidence from the text, I can answer questions about the current edition of the *Sunnyside Gazette*: “Fire Chief Sparks Rescues Neighborhood Alley Cat from Tree.”
- Work Time A: I can read high-frequency words and words that “don’t play fair”: “boy,” “only,” “open,” “once,” “tree.” (RF.2.3f)
 - I can read second-grade words that “don’t play fair” (irregularly spelled words).
- Work Time B: I can read the decodable text: “Stuck Up High.” (RF.2.3)
 - I can decode (regularly spelled) two-syllable words with long vowels.
 - I can decode words with common prefixes (part of the word at the beginning) and suffixes (part of the word at the end).
 - I can read second-grade words that “don’t play fair” (irregularly spelled words).

Ongoing Assessment

- Observe students during Work Time A. Determine whether they can read irregularly spelled high-frequency words and determine why they are irregular.
- Observe students during Work Time B.
 - Determine if they can independently find a given word.
 - Also determine if they can decode two-syllable words, words containing vowel teams (one- or two-syllable), and irregularly spelled high-frequency words.
- Exit ticket (see Differentiated Small Groups: Work with Teacher)

Agenda

1. **Opening (3–5 minutes)**
 - A. Engagement Text Read-aloud: “Fire Chief Sparks Rescues Neighborhood Alley Cat from Tree”
 - B. Comprehension Conversation (optional)
2. **Work Time (10 minutes)**
 - A. Snap or Trap: “boy,” “only,” “open,” “once,” “tree”
 - B. Decodable Reader: Partner Search and Read: “Stuck Up High”
3. **Closing and Assessment (2 minutes)**
 - A. Reflecting on Learning
4. **Differentiated and Small Group Instruction (40–45 minutes)**

Teaching Notes

In advance:

- Prepare:
 - Snap or Trap T-chart
 - Snap or Trap Word Cards (write the following words on index cards: “boy,” “only,” “open,” “once,” “tree,” “again,” “but,” “by,” “what”)
 - Interactive Word Wall (one to display)
 - Comprehension Conversation questions (if different from suggested questions)
- Pre-determine partnerships for retelling during Opening A and Work Time B.
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher).

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- comprehension, grapple, responsibility, retelling (L)
- located at, alerted, responded, lure, supplies, bullhorn, aerial ladder (T)

Materials

- ✓ Enlarged Engagement Text: “Fire Chief Sparks Rescues Neighborhood Alley Cat from Tree”
- ✓ Snap or Trap Word Cards (one of each; see Teaching Notes, “In advance,” above)
- ✓ Snap or Trap T-chart (on whiteboard or chart paper; Snap on one side and Trap on the other; see Supporting Materials for example)
- ✓ Enlarged Decodable Reader: “Stuck Up High” (one to display)
- ✓ Interactive Word Wall (one to display)
- ✓ Decodable Reader: “Stuck Up High” (one per student)
- ✓ Highlighters (one per student and one for teacher)
- ✓ Highlighter tape (optional; for the teacher to use to highlight the Decodable Reader)
- ✓ Tape, magnet, or other material to fasten Snap or Trap Word Cards to the Snap or Trap T-chart

Opening

A. Engagement Text Read-aloud: “Fire Chief Sparks Rescues Neighborhood Alley Cat from Tree”

- (Suggested transition song, sung to the tune of “The More We Get Together”):

“Gather round together, together, together. It’s time to hear a story, a story, a story. It’s time to hear a story and say what you’ve learned.”

- Display **Enlarged Engagement Text**: “Fire Chief Sparks Rescues Neighborhood Alley Cat from Tree”
- Introduce the read-aloud of the Engagement Text: “Fire Chief Sparks Rescues Neighborhood Alley Cat from Tree”:
 1. Teacher says: “Listen carefully as I read today’s edition of the *Sunnyside Gazette*: ‘Fire Chief Sparks Rescues Neighborhood Alley Cat from Tree.’ After I am finished reading, you will retell the story to a partner and answer some questions about it.”
 2. Teacher reads text without interruption, pointing out the accompanying illustrations.
 3. Students turn to an elbow partner and retell the events in the *Sunnyside Gazette* article: “Fire Chief Sparks Rescues Neighborhood Alley Cat from Tree.”

Meeting Students’ Needs

- For ELLs and students who need extra support: Consider providing them with picture cards of nouns in “Fire Chief Sparks Rescues Neighborhood Alley Cat from Tree” to support comprehension.
- Consider providing sentence frames or transition words and phrases to facilitate organization of retelling. Example:
 - “First, _____. After that, _____. Next, _____. Then, _____. Finally, _____.”

B. Comprehension Conversation (optional)

- Teacher asks the following suggested comprehension questions:
 1. Recall:
 - “*What happened yesterday morning in Sunnyside City Park?*” (A cat was found stuck in a tree, and the fire chief rescued him.)
 - “*What were some ways the fire chief tried to get the cat down?*” (tried using a trap, called his name)
 - “*How did the chief finally get the cat down?*” (a ladder, an “aerial” ladder)
 2. Vocabulary and Language:
 - “*In the article, it says, ‘Chief Sparks first tried to lure the cat down with traps.’ What must ‘lure’ mean?*” (try to make him want to come down to get the trap, bribe, coax, encourage)
 - “*In the article, it says, ‘Two neighborhood children alerted the Sunnyside Fire Department.’ What must ‘alerted’ mean?*” (told, let them know)
 - “*In the article, it says, ‘Chief Sparks responded to the scene.’ What does ‘responded to the scene’ mean?*” (went to the place where the cat was)
 3. Digging Deeper: Extension Questions:
 - “*At the end of the article, after the cat was rescued, the chief said, ‘All in a day’s work!’ What do you think she meant by that?*” (Answers will vary. Example: It’s just part of her job; she does lots of different things in her job, not just fighting fires.)
 - “*What do we know about fire departments based on this article?*” (Answers will vary. Example: Fire departments do more than just fight fires; they are helpful.)

Meeting Students' Needs

- Consider drawing students' attention to how the language of reporting sounds. Encourage students to articulate how this differs from other types of writing. Examples from the text:
 - "Two neighborhood children alerted the Sunnyside Fire Department."
 - "Chief Sparks responded to the scene."

Work Time

A. Snap or Trap: "boy," "only," "open," "once," "tree"

- Begin the Snap or Trap instructional practice:
 1. Teacher says: "We know some words can be hard to read and spell because they don't look and sound like they should. We call those words 'words that don't play fair.' Today we're going to look at some words like this and figure out what makes them hard to read and spell."
 2. Teacher shows students a list of **Snap or Trap Word Cards** ("boy," "only," "open," "once," "tree," "again," "but," "by," "what") and a **Snap or Trap T-chart**.
 3. Teacher says: "All of these words are high-frequency words, which means we see them a lot when we read and use them a lot when we spell. Some of them are regularly spelled; they 'play fair.' Some of them are irregularly spelled or include spelling patterns that we don't see a lot, so they don't 'play fair.' We will figure out which ones should go in the Snap column (words that do play fair) and which ones go in the Trap column (words that don't play fair)."
 4. Teacher reads all the words aloud.
 5. Teacher reads "once."
 6. Teacher says: "I heard a /w/ at the beginning of this word, but I don't see a 'w' anywhere. The word 'once' goes in the Trap column."
 7. Teacher puts the "once" card in the Trap column.
 8. Teacher asks:

"Can anyone see any other trap words? This is a difficult job because we need to use all that we know about letters and sounds to figure out if the word is snap or trap. You might be unsure about the answer. That's okay! We will help one another as a class think about the words and back up our ideas with evidence." ("only" is a trap word.)
 9. Teacher asks:

"Great! Why do you think it's a trap word?" (because the "o" doesn't make the sound I would expect, /o/)

10. Teacher says: “Yes! ‘only’ is a trap word because it doesn’t make the sound we would expect /o/ to make in the closed syllable ‘on.’ We might expect this word to be pronounced ‘on’-‘lee.’ It belongs in the Trap column.”
11. Teacher adds “only” to the Trap column.
12. Students and teacher complete steps 8–11 until all trap words are found.
13. Students and teacher chorally read list of trap words together.

Meeting Students’ Needs

- Encourage students to grapple with their knowledge of letter sounds to decide if a high-frequency word is a snap or a trap word.
- Encourage students to read a high-frequency word as a whole word. Analyze the word after reading it.
- Some students may notice that the word “once” looks and sounds almost like “one.” Draw students’ attention to this, as it can be a helpful mnemonic device for remembering the spelling of both of these irregularly spelled words.
- The word “boy” uses the vowel diphthong (one vowel gliding into another) “oy.” This pattern will be taught in Cycle 7.
- The words “by” and “only” both end in “-y” as a vowel. Draw students’ attention to this. Remind them that “-y” at the end of a one-syllable word says /ī/ (“by”), and at the end of a two-syllable word it makes the long “e” sound (“only”).

B. Decodable Reader: Partner Search and Read: “Stuck Up High”

- (Suggested transition song, sung to the tune of “The More We Get Together”):
“Now you will read a story, a story, a story. Now you will read a story with words that you know.”
- Begin the Decodable Reader: Partner Search and Read instructional practice:
 1. Teacher displays the **Enlarged Decodable Reader: “Stuck Up High.”**
 2. Teacher says: “First we read an article from the *Sunnyside Gazette*: ‘Fire Chief Sparks Rescues Neighborhood Alley Cat from Tree.’ Now we will read a story about characters from Sunnyside: ‘Stuck Up High.’ This story is filled with words that YOU can read! There are decodable words, and there are some words that don’t play fair, like ‘once’ and ‘only.’”
 3. Teacher draws students’ attention to words on the **Interactive Word Wall**.
 4. Teacher distributes the **Decodable Reader: “Stuck Up High”** and **highlighters** to each student.
 5. Teacher says: “Before you read the book with your partner, we are going to be detectives. We are going to look for some of the high-frequency words. Remember, some of these words ‘don’t play fair,’ which means they are not easily decodable.”
 6. Teacher models, thinking aloud as he or she notices one of the high-frequency words. Teacher highlights it with a highlighter or **highlighter** tape in the book. Model again as needed.

7. Partners search for high-frequency words in the Decodable Reader: “Stuck Up High” together and highlight in their own book.
8. Teacher circulates to help partners find words as needed, focusing especially on those words that “don’t play fair.”
9. Teacher says: “Now you are ready to read ‘Stuck Up High’ with your partner. Some of the words in the story will be familiar because you have learned them in previous lessons. And some of the words you will see for the first time, but don’t worry: Each of the words that you will see for the first time includes only spelling patterns that you have learned. So, you just need to say the sound that goes with each of the patterns you see in the word, then blend them together to read the word. There are two-syllable words in the story as well, so remember you can be syllable sleuths, too!”
10. Students read “Stuck Up High” with a partner. Partners may take turns (by page or whole text), read in unison, or both.

Meeting Students’ Needs

- If readers in the Partial Alphabetic phase have trouble finding the high-frequency words, consider allowing a reader in the Full or Consolidated Alphabetic phase to help them. Or consider asking them to find the beginning letter of the word instead of the whole word.
- If readers have trouble with words that “don’t play fair,” direct them to the Interactive Word Wall. Or have them read the rest of the sentence and think about which high-frequency word would make sense in the blank.

Closing and Assessment

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 or how they plan to take responsibility during differentiated small group instruction. Example:
 - “I found all of the irregularly spelled words in the Decodable Reader and highlighted them.”

Meeting Students’ Needs

- For students who need additional support organizing their ideas: Provide sentence frames. Examples:
 - “When reading the words for Snap or Trap, I ____.”
 - “When I work by myself during small group instruction, I will ____.”

Differentiated Small Groups: Work with Teacher

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).

All Groups:

Either today or another day this week after the Decodable Student Reader has been introduced, follow the Decodable Student Reader routine with each group. Differentiate the routine as needed based on students' microphase. See Lesson 7 or Independent and Small Group Work document for full routine. See Supporting Materials for Decodable Student Reader Planning and Recording Template.

Partial Alphabetic:

- Students complete exit ticket:
 - Students read the Decodable Reader: “Stuck Up High.”
 - Students highlight each word that contains the spelling patterns from the current cycle: “igh” and “ie.”

Or:

- Students highlight words with spelling patterns they are working on (CVC, CCVC, etc.).
- Look over the exit tickets with student(s). 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.

Full Alphabetic:

- Students complete exit ticket:
 - Students read the Decodable Reader: “Stuck Up High.”
 - Students highlight each word that contains the spelling patterns from the current cycle: “igh” and “ie.”

Or:

- Students work with teacher to write a new page in the Decodable Reader: “Stuck Up High” using words with spelling patterns from the current cycle: “igh” and “ie.”

Or:

- Students work with teacher or in pairs to provide a written response to the prompt:
What are some other ways you think the fire department might help the city?
- Look over the exit tickets with student(s). Analyze words that were more challenging and discuss why.

Consolidated Alphabetic:

- Students complete exit ticket:
 - Students read the Engagement Text: “Fire Chief Sparks Rescues Neighborhood Alley Cat from Tree.” Students provide a written response to the prompt:
What are some other ways you think the fire department might help the city?
 - Students should try to use words with the spelling patterns from the current cycle: “igh” and “ie.”
 - Students should use a Writing Checklist (example found in Supporting Materials) to self-check or partner-check writing conventions.
 - Look over the exit tickets with student(s). Analyze words that were more challenging and discuss why.
- Additional Supporting Materials:
 - Writing Checklist