



Daily and Supporting Learning Targets

- Opening A: I can use form a contraction with familiar words and “are.” (L.2.2)
 - I can use an apostrophe to form contractions with familiar words.
- Work Time A: I can write a sentence using words compound words, “are” contractions, and high-frequency words. (L.2.2d)
 - I can use context to help me decode words that have common sounds with different spelling patterns.
 - I can use context to help me spell words that have common sounds with different spelling patterns.
 - I can use an apostrophe to form contractions with familiar words.

Ongoing Assessment

- Observe students during Opening A. Determine whether they can correctly use an apostrophe to form contractions with familiar words.
- Observe students during Work Time A. Determine whether they can correctly spell compound words, “are” contractions, and high-frequency words from this cycle.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Agenda

1. **Opening (3–5 minutes)**
 - A. Word Parts: Forming “are” Contractions
2. **Work Time (10 minutes)**
 - A. Interactive Writing: Writing a Silly Sentence with Words Spelled with Compound Words and Contractions with “are”
3. **Closing and Assessment (2 minutes)**
 - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40–45 minutes)**

Teaching Notes

In advance:

- Prepare possible silly sentence examples (students may also generate their own; optional): “They’re putting sunglasses on a snowman in the driveway!” “You’re not going to believe this but Grandmother has a haircut shaped like a hedgehog.”
- Cut apart Word Parts Cards.
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher).

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- apostrophe, contraction (L)

Materials

- ✓ Word Parts Cards: “they,” “we,” “you,” “re”
- ✓ Whiteboards (one per student)
- ✓ Whiteboard markers (one per student)
- ✓ Whiteboard erasers (or tissues, socks, etc.; one per student)

Opening

A. Word Parts: Forming “are” Contractions

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

Teacher: *“Can you build a word from scratch, a word from scratch, a word from scratch? Can you build a word from scratch, using many parts?”*

Students: *“Yes, we’ll build a brand new word, a brand new word, a brand new word. Yes, we’ll build a brand new word by using many parts.”*

- Begin the Word Parts instructional practice:
 1. Teacher displays the **Word Parts Cards** randomly on the board: “we,” “they,” “you,” “re.” Teacher says: “We have pronouns and one apostrophe ‘re’ displayed here. Look closely at the words and think about what word is incomplete, represented as an ‘re.’ Turn to an elbow partner and share your thinking.” (“are”)
 2. Teacher says: “Right. ‘Re’ has been shortened from ‘are.’ When ‘are’ is joined with another word, it is called a contraction and the ‘a’ is replaced with an apostrophe. Now I’ll pull these Word Parts Cards down and then put them together to make a new word. Read the word to yourself and think about what it means.”
 3. Teacher makes the word “we’re” with Word Parts Cards.
 4. Teacher invites a student to share his or her thinking about the meaning of “we’re.” (It means “we are.”)
 5. Teacher says: “Right! So when I replace the ‘a’ in ‘are’ with an apostrophe and join it with the pronoun ‘we,’ it means ‘we are.’ Let’s learn more about how to make contractions.”
 6. Teacher pulls down the Word Parts Card “they.”
 7. Teacher says: “The next word we will use is ‘they.’”
 8. Teacher asks:

“What would I do to say ‘they are’ going to the zoo?” (add an apostrophe “re”)
 9. Teacher says: “Right, to make the contraction ‘they are,’ we would add the apostrophe ‘re’ to ‘they.’ Now let’s practice with some more contractions.”
 10. Teacher distributes **whiteboards, whiteboard markers, and whiteboard erasers.**

11. Teacher says: “The next word we will use is ‘you.’”
12. Students write “you” on their whiteboards.
13. Teacher says: “Now change this word to make it the contraction of ‘you are,’ as in ‘You are a second-grade student.’”
14. Teacher asks:
“What word did you write?” (“you’re”)
15. Teacher leads students in reading all words together.

Meeting Students' Needs

- Consider supporting students if they spell a word incorrectly by reminding them to check their word with the Word Parts Card displayed.

Work Time

A. Interactive Writing: Writing a Silly Sentence with Words Spelled with Compound Words and Contractions with “are”

- (Suggested transition song, sung to the tune of “The Muffin Man”):
Teacher: “Do you know the words we’ll write, the words we’ll write, the words we’ll write? Do you know the words we’ll write on our boards today?”
Students: “Yes, we know the words we’ll write, the words we’ll write, the words we’ll write. Yes, we know the words we’ll write on our boards today!”
- Begin the Interactive Writing instructional practice:
 1. Teacher says: “Today we will use the words we know to make a silly sentence. We will use the compound words we know. Let’s think of words we can use!”
 2. Teacher asks:
“Who can remind us of what a compound word is?” (two separate words that come together to make a new word)
“Great! Who can share a compound word with us?”
 3. Teacher invites students to offer a few compound words, records them on the board, and repeats them.
 4. Teacher says: “Great! Now it’s time to use your whiteboards to record the words. After we make our list, we will be writing a silly sentence together. The sentence has to have as many compound words as possible. If we want our sentence to be really silly, we want to have lots of words to choose from. So we are going to work together to think of as many words as we can. You can now think of as many of these words as you can and write them on your whiteboard.”
 5. Students write words individually or in pairs for 1–2 minutes.
 6. Volunteers share out words from their list. If a student spells a word incorrectly, teacher guides student to correct the mistake.
 7. Teacher adds the students’ words to the word list.

8. Teacher says: “Wow! Look at all the words we’ve listed! Now we are ready to write a silly sentence. I think we should use a word or two from our work with Word Parts and a few high-frequency words, too. I will use the Interactive Word Wall to find some more words for our sentence.”
9. Teacher says: “A silly sentence makes us laugh because we use words that don’t usually go together, it gives us a funny picture in our head, or it sounds really silly.”
10. Teacher says silly sentence. Example (use student-generated words): “They’re putting sunglasses on a snowman in the driveway!”
11. Teacher asks:
“How many words are in the sentence?” (nine)
12. Teacher says: “Yes! We will write this sentence with nine words together.”
13. Teacher and students share the pen to take turns interactively writing the sentence (see Interactive Writing lessons in Grade 1, Modules 1–2 for more details). Teacher stops to review punctuation rules as needed.
14. When sentence is finished, teacher says: “Let’s read our silly sentence we wrote from the words we know.”
15. Students and teacher read sentence together.

Meeting Students’ Needs

- Observe students as they write. Encourage them to correct the spellings of words as they review what the teacher has written.
- Consider providing student predetermined partners for management concerns, if needed.
- If time is a consideration, shorten the lesson by calling on students to suggest words instead of writing on their individual whiteboards.
- If students need, allow them to air-write words instead of writing on whiteboards.
- For students who need support: Consider providing a sentence frame to help them generate a silly sentence.
- Consider creating a structure for celebrating the silly sentences. As the classroom generates more silly sentences, consider making them into a silly poem.

Closing and Assessment

A. Reflecting on Learning

- In the Closing, students reflect on what it means to be an independent reader and how they can become increasingly more independent during whole group instruction and differentiated small group instruction. Consider asking one or more of the following questions to support students’ understanding of independence (encourage specificity in responses):

“What does it mean to be independent?” (examples: be able to do something on your own, be able to help myself with something)

“What does it mean to be an independent reader?” (examples: have knowledge and skills to problem solve words, have “stamina” or the ability to stick with reading for an extended period of time, know your strengths and weaknesses)

- Consider reviewing reflections from Modules 1–3 to remind students that throughout the year they have learned many skills needed to be an independent reader. They took responsibility for their learning, set goals for themselves, and collaborated with their peers throughout the year. Consider asking one or more of the following questions (encourage specificity in responses):

“What knowledge and skills do you have now that you did not have earlier in the year?”

“How did you acquire that knowledge/skill?”

Meeting Students' Needs

- For students who need additional support organizing their ideas: Provide sentence frames. Examples:
 - “One thing an independent reader has to be able to do is ____.”
 - “As an independent reader, I can ____.”
 - “I can show independence by ____.”

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

The Reader’s Toolbox routine should be used with every group today or another day this week. Teacher may also choose to use a flex day to teach the routine in whole group. See Lesson 28 or Independent and Small Group Work document for full routine and see supporting materials for Reader’s Toolbox Planning and Recording Template.

Partial Alphabetic:

- Students complete exit ticket:
 - Students work with teacher to interactively create a new silly (or normal) sentence, possibly using CVC, CCVC, and CVCC words OR compound words.
- Use the Assessment Conversion chart to determine appropriate Grade 1 lessons and Activity Bank ideas to use in daily small group instruction.

Full Alphabetic:

- Students complete exit ticket:
 - Students work with teacher or in pairs to interactively create new silly (or normal) sentences with compound words. Teacher provides immediate feedback and support.
 - Consider using a Writing Checklist (see Lesson 117 supporting materials) modified for the needs of this group. Encourage students to peer or self-edit their sentences based on the checklist criteria.

Consolidated Alphabetic:

- Students complete exit ticket:
 - Students write their own silly (or normal) sentences with compound words.
 - Students use the Writing Checklist (see Lesson 117) to peer or self-edit their writing.
 - Consider keeping these sentences to be used for fluency practice with the Full and Partial Alphabetic students during differentiated small group instruction for the Fluency lesson (Lesson 119).
- Use leveled readers for fluency practice. (Refer to Independent and Small Group Work Guidance document for guidance; see K–2 Skills Resource Manual.)
- **Additional Supporting Materials:**
 - If silly sentences are being used for fluency practice in Lesson 119, have students write the sentences on chart paper or sentence strips.