



Daily and Supporting Learning Targets

- Opening A: I can read and spell compound words. (RF.2.3, L.2.2)
 - I can use knowledge of vowel sounds to help me decode words with different spelling patterns.
 - I can identify spelling patterns based on vowel sounds.
- Work Time A: I can use my knowledge of vowel sounds and syllables to read and spell compound words. (RF.2.3, L.2.2)
 - I can use knowledge of vowel sounds to help me decode words with different spelling patterns.
 - I can identify spelling patterns based on syllable type.
 - I can identify spelling patterns based on vowel sounds.

Ongoing Assessment

- Observe students during Opening A. Determine whether they can correctly read and spell compound words.
- Observe students during Work Time A. Determine whether they can apply knowledge of sounds and syllables in the selected exercise.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Agenda

1. **Opening (3–5 minutes)**
 - A. Word Workout: Make a Word
2. **Work Time (10 minutes)**
 - A. Word Workout: Exercise Practice
3. **Closing and Assessment (2 minutes)**
 - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40–45 minutes)**

Teaching Notes

In advance:

- Copy and cut apart Make a Word: Word Cards.
- Copy Make a Word Word List recording sheet.
- Prepare any materials necessary for exercise in Work Time A.
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher).

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- compound, exercise, identify, workout (L)

Materials

- ✓ Make a Word: Word Cards (one set per pair)
- ✓ Make a Word: Word List (one per pair)
- ✓ Exercise materials for Work Time A

Opening

A. Word Workout: Make a Word

- (Suggested transition song, sung to the tune of “The Muffin Man”):
 - “Do you know the sound we’ll hear, the sound we’ll hear, the sound we’ll hear? Do you know the sound we’ll hear sneaking in today?”*
- Begin the Word Workout: Make a Word instructional practice:
 1. Teacher says: “We are going to learn a new exercise called Make a Word.”
 2. Teacher asks:
 - “Can anyone remind us what a compound word is?” (two smaller words that make a larger word)*
 3. Teacher says: “Right! We have been learning about compound words, and today you will practice reading and spelling those compound words. Here’s how we will practice compound words today: I will say two words and you will decide if they can go together to make a compound word. If it is a compound word, you will say, ‘It’s a new word.’ If it is not a new word, you will say, ‘It’s not a word.’”
 4. Teacher says the words “barn” and “yard” and asks:
 - “Is it a word?” (Yes! “Barnyard” is a compound word. It’s a new word.)*
 5. Teacher says: “Yes, it’s a new word. I am going to write that word so I can practice spelling it correctly.”
 6. Teacher writes the word “barnyard” on the board as the first word in a list.
 7. Teacher says: “Now let’s try this one. ‘Table’ and ‘cloth.’” (Yes! It’s a new word.)
 8. Teacher says: “Yes, ‘tablecloth’ is a cloth you put on the table to eat. The word ‘table’ and ‘cloth’ go together to make a word.”
 9. Teacher says: “Now let’s try these words: ‘art’ and ‘port.’” (No. “artport” is not a word.)
 10. Teacher says: “Right! ‘Artport’ is not a word. The words ‘art’ and ‘port’ don’t have a new meaning when they are put together. Now you will practice with a partner. You will have Word Cards and a Word List. You will each take a turn reading a word, and your partner will decide if they can be put together to make a compound word. Once decided, your partner will write it on the Word List. You will take turns reading and writing as many compound words as you can.”
 11. Teacher distributes **Make a Word: Word Cards** and **Make a Word: Word List** to student partners.
 12. Students practice the exercise.

Meeting Students' Needs

- Consider extending the Opening to allow adequate time for students to move through the majority of the Make a Word: Word Cards as time allows.
- Consider reminding students that a compound word has only one new meaning when put together.
- Consider providing students with sentence frames to help them prove the word is a compound word. Example:
 - “_____ is a compound word because it means _____.”

Work Time

A. Word Workout: Exercise Practice

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

“Do you know the exercise, the exercise, the exercise? Do you know the exercise to practice words today?”
- Begin the Word Workout: Exercise Practice:
 1. Teacher introduces the selected review exercise from Modules 1–2 for student practice.
 2. Teacher says: “Now you will practice a familiar exercise in your Word Workout: (name of exercise).”
 3. Teacher reminds students of exercise instructions as needed.
 4. Teacher distributes **exercise materials**.
 5. Students practice review exercise(s).

Meeting Students' Needs

- For students who quickly complete the exercise practice: Consider inviting them to create descriptive oral sentences that contain the words from their Word Cards.

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: Consider providing 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).

Partial Alphabetic:

- Students complete exit ticket:
 - Students cut Segment the Syllables Word Cards into syllables.
 - Students glue divided syllables onto Segment the Syllables recording sheet.
 - Follow up with exit tickets. Analyze words that were more challenging and discuss why. Ask students to identify the syllable types.
- Use the Assessment Conversion chart to determine appropriate Grade 1 lessons and Activity Bank ideas to use in daily small group instruction.
- Check in with Accountable Independent Reading.
- **Additional Supporting Materials:**
 - Segment the Syllables Word Cards (one per student)
 - Segment the Syllables recording sheet (one per student)

Full Alphabetic:

- Students complete exit ticket:
 - Students complete Syllable Slice (see supporting materials).
- Consider working with an appropriate common text, making connections to compound words, and holding text-based comprehension conversations.

- Follow up with Word Lists and exit tickets. Analyze words that were more challenging and discuss why.
- Check in with Accountable Independent Reading.
- Additional suggested activities:
 - An Activity Bank activity from the Fluency category (F) or from the Affix category (A)
- **Additional Supporting Materials:**
 - Syllable Slice (one per student)

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 compound words as they can.
- **Additional Supporting Materials:**
 - Syllable Slice (one per student)