



### Daily and Supporting Learning Targets

- Opening A: I can tell what I learned from the text “Dino Sized.”
- Opening B (optional): Using evidence from the text, I can answer questions about the text “Dino Sized.”
- Work Time A: I can read high-frequency words: “animal,” “between,” “favorite,” “heard,” “let’s,” “that’s.” (RF.2.3f)
  - I can read second-grade words that “don’t play fair” in isolation.
- Work Time B: I can read the decodable text “Animals, Big and Small.” (RF.2.3)
  - I can use context to help me decode words that have common sounds with different spelling patterns.
  - I can read second-grade words that “don’t play fair” in text.
  - I can read grade-level texts independently.

### Ongoing Assessment

- Observe students during Work Time A. Determine whether they can read high-frequency words and explain their identification as regularly or irregularly spelled.
- Observe students during Work Time B.
  - Determine whether they can independently find a given word.
  - Also determine whether they can decode words spelled with “-ous” and “-us,” multisyllabic words, 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: “Dino Sized”
  - B. Comprehension Conversation (optional)
2. **Work Time (10 minutes)**
  - A. Snap or Trap: “animal,” “between,” “favorite,” “heard,” “let’s,” “that’s”
  - B. Decodable Reader: Partner Search and Read: “Animals, Big and Small”
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:
  - Snap or Trap T-chart
  - Snap or Trap Word Cards (write the following words on index cards: “animal,” “between,” “favorite,” “heard,” “let’s,” “that’s”)

- Interactive Word Wall (one to display)
- Comprehension Conversation questions (if different from suggested questions)
- Predetermine 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

(W): Vocabulary Used in Writing

- comprehension, grapple, responsibility, retelling (L)
- Barosaurus, Compsognathus, Corythosaurus, dinosaur, nearly, scientists, room to spare, Triceratops, Tyrannosaurus rex (T)

## Materials

- ✓ Enlarged Engagement Text: “Dino Sized” (one to display)
- ✓ 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; from Lesson 97)
- ✓ Interactive Word Wall (one to display)
- ✓ Enlarged Decodable Reader: “Animals, Big and Small” (one to display)
- ✓ Decodable Reader: “Animals, Big and Small” (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: “Dino Sized”

- (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: “Dino Sized.”**
- Begin a read-aloud of the Engagement Text: “Dino Sized”:
  1. Teacher says: “Listen carefully as I read this text: ‘Dino Sized.’ After I am finished reading, you will retell the main points to a partner and answer some questions about it.”
  2. Teacher reads text without interruption, pointing out the accompanying illustrations.
  3. Students turn to a partner and tell what they learned from the text “Dino Sized.”

## Meeting Students' Needs

- For students who need additional help, including ELLs: Consider providing picture cards of nouns in "Dino Sized" to support comprehension.
- Consider asking students to make connections to the text for activating background knowledge, such as with other familiar texts or movies.

## Opening

### B. Comprehension Conversation (optional)

- Teacher asks the following suggested comprehension questions:
  - Recall:
    - "What type of text is this?" (nonfiction; informational)*
    - "How do you know?" (Answers will vary.)*
    - "What is the purpose of this text?" (to describe different dinosaurs)*
  - Vocabulary and Language:
    - "The text starts by saying: 'Plant-eating Triceratops was shorter than T. rex but probably weighed more. Some scientists think it was nearly twice as heavy as T. rex.' What does the word 'nearly' mean?" (almost)*
    - "What was nearly twice as heavy as T. rex?" (the Triceratops)*
    - "The text says that the giraffe is almost as tall as a two-story house. What does 'two-story' mean?" (two floors or two levels)*
    - "In the text it says that a five-year-old kid could lie down in a T.rex's mouth and 'have room to spare.' What does 'have room to spare' mean?" (Have extra room, extra space; the T.rex could still fit more in its mouth.)*
  - Digging Deeper: Extension Questions:
    - "Why do you think the largest dinosaurs were plant eaters?" (Answers will vary.)*
    - "Does it tell us in the text?" (no)*
    - "Why do you think dinosaurs became extinct?" (Answers will vary.)*
    - "Does the text tell us?" (no)*

## Work Time

### A. Snap or Trap: "animal," "between," "favorite," "heard," "let's," "that's"

- 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 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** (“animal,” “between,” “favorite,” “heard,” “let’s,” “that’s”) 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, so they ‘don’t play fair.’ We will figure out which ones should go in the Trap column (words that don’t play fair) and which ones go in the Snap column (words that do play fair).”
4. Teacher reads all words aloud.
5. Teacher reads “animal.”
6. Teacher says: “Take a minute to think about this word and read it to yourself.”
7. Teacher asks:  
*“Do you think this is a snap or trap word?” (snap)*  
*“And who would like to share why this is a snap word?” (Because it is spelled just as it sounds; it follows the spelling patterns we know.)*
8. Teacher adds word to the Snap column on the chart.
9. Repeat steps 5–8 with remaining words until all words are identified as snap or trap.
10. Students and teacher chorally read list of snap and trap high-frequency words together.
11. Teacher places any new words on the **Interactive Word Wall**.

### Meeting Students’ Needs

- Encourage students to grapple with their knowledge of letter sounds to decide if high-frequency word is a snap or trap word.
- Encourage students to explain their thinking when identifying words as snap or trap.
- Encourage students to read each high-frequency word first and then analyze the word after reading it.
- Encourage students to share their thinking when identifying words as snap or trap. This analysis will support future learning in morphology.
- Consider drawing students’ attention to the /it/ sound spelled “i-t-e” at the end of “favorite.” Explain that this is actually the schwa sound and remind them of the work they did in Cycle 23 with the “a-t-e” pattern in words such as “pirate.”

## Work Time

### B. Decodable Reader: Partner Search and Read: “Animals, Big and Small”

- (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: “Animals, Big and Small.”**
  2. Teacher says: “First we read the text ‘Dino Sized’ together. Now we will read a related text, ‘Animals, Big and Small.’ This text is filled with words that YOU can read! There are decodable words, and there are some words that ‘don’t play fair,’ like ‘another.’”
  3. Teacher draws attention to high-frequency words (“animal,” “between,” “favorite,” “heard,” “let’s,” “that’s”) on the Interactive Word Wall.
  4. Teacher distributes the **Decodable Reader: “Animals, Big and Small”** and **highlighters** to each student.
  5. Partners search for high-frequency words in the Decodable Reader: “Animals, Big and Small” together and highlight in their own book.
  6. Teacher circulates to help partners find words as needed, focusing especially on those words that “don’t play fair.”
  7. Students read “Animals, Big and Small” 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 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 need help 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.
- Consider reminding students of the Syllable Sleuth instructional practice as needed to decode multisyllabic words:
  - Locate the vowels and put a dot under them.
  - Look between the vowels to divide.
  - Identify the syllable types and use that knowledge to decode each syllable.
  - Blend the syllables to read the word.

## 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).*

### **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: “Animals, Big and Small.”
  - Students highlight each word that contains “-ous” or “-us.”
- 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 daily small group instruction.

### Full Alphabetic:

- Students complete exit ticket:
  - Students read the Decodable Reader: “Animals, Big and Small.”
  - Students highlight each word that contains “-ous” or “-us.”
- Or:
  - Students work with teacher to write a new page in the Decodable Reader: “Animals, Big and Small” using words that contain “-ous” or “-us.”
- Or:
  - Students work with teacher or a partner to provide a written response to the prompt:  
***Which animal would you like to learn more about? Why?***
  - 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: “Dino Sized.” Students provide a written response to the prompt:  
***Describe what it would be like if these dinosaurs were still roaming the earth today.***
  - Students should try to use words that contain “-ous” or “-us.”
  - 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 (one per student)