



## Daily and Supporting Learning Targets

- Opening A: I can read the high-frequency words “all,” “could,” “said,” “then.” (RF.1.3)
  - I can decode regularly spelled one-syllable words by mapping graphemes and phonemes.
  - I can read first-grade words that “don’t play fair” in isolation.
- Work Time A: I can segment, blend, and spell CCVCC words and with an “-ed” ending like “skill” and “passed.” (RF.1.2, RF.1.3, L.K.2, L.1.2)
  - I can blend two or three phonemes to form a spoken word.
  - I can identify and say the first, middle, and final phoneme (sound) in a one-syllable word.
  - I can say a two-phoneme or three-phoneme word and segment it (break it apart) into individual phonemes (sounds) in order.
  - I can read words with an “-ed” ending.

## Ongoing Assessment

- Observe students during Opening A.
  - Determine whether they can match grapheme to phoneme, phoneme to grapheme, and blend phonemes together to make a word.
  - Determine whether they can explain how letter-sound knowledge helps identify high-frequency words.
- Observe students during Work Time A. Determine whether they can segment a given word, isolate each sound in a given word, and write the grapheme for each phoneme in a word.

## Agenda

1. **Opening (3–5 minutes)**
  - A. Mid-Cycle Review: High-Frequency Word Fishing: “said,” “could,” “all,” “then”
2. **Work Time (10 minutes)**
  - B. Spelling to Complement Reading
3. **Closing and Assessment (3–5 minutes)**
  - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40 minutes)**

## Teaching Notes

### In advance:

- Prepare:
  - High-Frequency Word Cards (see supporting materials)
  - Teacher sound board (one to display)
  - Student sound boards (one per student; horizontal row of three boxes on one side and four on the other; can be printed and laminated or put in a sheet protector sleeve; students can then write on them with whiteboard markers; see supporting materials for a template)

- Predetermine a method for identifying students to “catch” high-frequency words in the Opening. Consider including at least one card per student so all students can “catch” one. Alternatively, consider including a few cards for selected students to “catch.”

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- decode, segment (L)

## Materials

- ✓ High-Frequency Word Cards (one card per word; see Lesson 47 supporting materials)
- ✓ Teacher sound board (one to display)
- ✓ Student sound boards (one per student; horizontal row of three boxes on one side and four on the other; can be printed and laminated or put in a sheet protector sleeve, and students can then write on them with whiteboard markers; see supporting materials for a template)
- ✓ Whiteboard markers (one per student)
- ✓ Whiteboard erasers (or tissues, socks, etc.; one per student)
- ✓ Snapshot Assessment (optional; one per student)

## Opening

### A. Mid-Cycle Review: High-Frequency Word Fishing: “said,” “could,” “all,” “then”

- (Suggested transition song, sung to the tune of “The More We Get Together”):  
*“Ga-a-ther around to-gether, to-gether, to-gether. “Ga-a-ther around to-gether, to-gether, let’s go. Stand up in a circle to think about what we’ve learned. Let’s make some great connections with letters and sounds.”*
- Randomly place **High-Frequency Word Cards** in the “pond” (center of circle).
- Begin the High-Frequency Word Fishing instructional practice:
  1. Students stand in a circle.
  2. Teacher says: “In our last lesson, we learned some new high-frequency words. If we can read and write these words automatically, it will help us be more proficient readers because they are words that we see a lot in reading and use a lot in writing.”
  3. Depending on teacher’s management choice (see Teaching Notes), student volunteers “catch” a word card.
  4. Student volunteers read the word card and place it back into the pond.
  5. Continue to play until all word cards have been caught and identified.

### Meeting Students' Needs

- Because many high-frequency words are difficult to define (e.g., "said"), it is important for students to hear the word in the context of a sentence to understand it and commit it to memory. Consider extending this activity by asking students to provide a sentence (or to create one with a partner and share out) for the word.
- Because many high-frequency words are also irregularly spelled (e.g., "could"), encourage students to notice unfamiliar spellings and patterns. Ask:  
*"How did you know that \_\_\_\_\_ is a word that doesn't play fair?"*
- Remind students that the letter-sound connections can help them read and memorize the word.

## Work Time

### A. Spelling to Complement Reading

- (Suggested transition song, sung to the tune of "The More We Get Together"):  
*"No-o-w it's time to lis-ten, to lis-ten, to lis-ten. No-o-w it's time to listen for each sound in some words. We hear sounds to spell words, and then we can read words. It's time to say some words now. Look how smart we can be!"*
- Words to use (in no particular order): "smell," "spill," "skill," "sniff," "still," "stall," "stiff," "buzz," "buzzed," "passed," "flossed," "boss."
- Begin the Spelling to Complement Reading instructional practice:
  1. Using the teacher sound board, teacher models the practice once if necessary.
  2. Teacher distributes the **student sound boards**, **whiteboard markers**, and **whiteboard erasers**.
  3. Teacher says the first word: "smell," pronouncing each phoneme separately.
  4. Students say the word and pronounce each phoneme separately.
  5. Teacher and students say the word again. Students move their index finger into the appropriate box as they say the sound. (Note: Students should use one finger for the /l/ phoneme as represented by the "ll" graphemes.)
  6. Students print a letter in each box for each phoneme in the word.
  7. Students erase the word.
  8. Repeat steps 3–7 with the remaining words as time allows. (Note: Teacher should instruct students to write suffix "-ed" outside the sound box to visually separate the base word from the ending.) With "buzzed," "passed," and "flossed," teacher asks:  
*"How does adding the '-ed' to a base word (e.g., 'buzz') change the meaning of the word?" (When "-ed" is added, it makes the word past tense.)*
  9. Teacher checks to see that students have erased their whiteboards, then repeats the first word.
  10. Students write the first word from memory on their whiteboard by pronouncing the whole word, saying the separate phonemes, and writing the word below the boxes.
  11. Repeat step 9–10 with remaining words as time allows.

### Meeting Students' Needs

- Invite students to practice each letter before writing it in the box by extending their arm and writing it in the air.
- Depending on your students' needs, stop after the sound boxes. To provide more targeted support and feedback, invite students to write the spoken words from memory during differentiated small groups instead.
- Consider allowing students to use sound boxes as a scaffold as they write spoken words from memory.
- Consider extending this activity to include more words with the "-ing" suffix if students can. Examples: "smelling," "spilling," "sniffing," "buzzing," "passing," "bossing."
- If extending this activity, instruct students to write the "-ing" suffix outside the sound box. Remind students that the "twin power" of the double consonant at the end of the base word protects the short vowel sound.

## Closing and Assessment

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### A. Reflecting on Learning

- Emphasize that successful learners keep track of and reflect on their own learning. Point out that they are doing this each time they consider how what they did today helps them to become more proficient readers.
- Invite students to reflect and share with a partner (or whole group). Ask:  
***"What did you do today that is helping you become a more proficient reader?"***  
***(Responses will vary. Examples: "If we say each sound slowly and think about what sound is in the beginning, middle, or end, we will get them in the right order," or "If we think about how the sounds feel in our mouth, it will help us know what letter to write.")***

### Meeting Students' Needs

- For students who need additional support organizing their ideas: Provide sentence frames. Examples:
  - "When I segmented the sounds of the word \_\_\_\_, I \_\_\_\_."
  - "When I spelled the word \_\_\_\_, I \_\_\_\_."
  - "When I pronounced the high-frequency word \_\_\_\_, I \_\_\_\_."

## Differentiated Small Groups: Work with Teacher

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*Suggested Plan: Teacher works with students in the Pre-Alphabetic, Partial Alphabetic, and Full Alphabetic groups. Students in the Consolidated Alphabetic group do not work with the teacher today.*

*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. Refer to the Independent and Small Group Work guidance document (see K–2 Skills Resource Manual) for full routine and the Planning and Recording Template.

### Pre-alphabetic:

- Aim small group instruction at building students' knowledge and skills of letter identification and phonological awareness.
- Use the Assessment Conversion chart to determine appropriate Kindergarten lessons and Activity Bank ideas to use in daily small group instruction (see Assessment Overview).
- The Spelling to Complement Reading instructional practice can be used to work with VC words using a vowel that students are working on paired with a single consonant from this cycle or previous cycles.

### Partial Alphabetic:

- Extend the work from Spelling to Complement Reading to include any words from the suggested list that may not have been done or new words that use the phonemes and graphemes taught to this point. For students processing words at the early to middle Partial Alphabetic phase, continue with short-vowel CVC words. For those at the middle to late Partial Alphabetic phase, consider beginning with CVC words and then moving to CCVC (initial consonant clusters), providing support with articulatory gestures for students to distinguish between the feeling and sound of the two letters in the consonant blend.
- Check in on Accountable Independent Reading.
- Related Activity Bank suggestions:
  - An Activity Bank activity from the Decoding and Encoding category (DE) or Phonological Manipulation category (PM)

### Full Alphabetic:

- Extend the work from Spelling to Complement Reading to include words with more complex clusters and/or with suffixes “-ed,” “-s,” “-es,” or “-ing.” Use the Word List from Lesson 46 as a guide. Students must analyze the word carefully to determine which graphemes to use. Consider also using two-syllable decodable words (closed syllable to start, e.g., “clam/shell”) with reciprocal instruction on where to break the word when decoding (e.g., VCCV—locate the vowels and look between them; if there are two consonants, break it there).
- Note to Teacher: See the Syllabication Guidance document to learn more about syllable types and application. Also see the Phases document to determine which syllable types to focus on with students in this group (see K–2 Skills Resource Manual).