



Daily and Supporting Learning Targets

- Opening A: I can read the high-frequency words “do,” “much,” “yes.” (RF.1.3)
 - I can decode regularly spelled one-syllable words by mapping graphemes to phonemes.
 - I can read first-grade words that “don’t play fair” in isolation.
- Work Time A: I can segment, blend, and spell closed-syllable, two-syllable words like “dishrag” and “ribbon.” (RF.1.3, L.K.2, L.1.2)
 - I can identify vowel sounds in the spelling of a multisyllabic (more than one syllable) word.
 - I can identify the number of syllables in a word based on the number of vowel sounds.
 - I can decode (read) two-syllable words by thinking about the syllable type.
 - I can use what I know about common spelling patterns to correctly spell words with those common patterns.

Ongoing Assessment

- Observe students during Opening. Determine whether they can recognize the high-frequency words introduced in Lesson 67.
- Observe students during Work Time. Determine whether they can read each syllable separately and then blend syllables together to read the word accurately.

Agenda

1. **Opening (3–5 minutes)**
 - A. Mid-Cycle Review: High-Frequency Word Fishing: “do,” “much,” “yes,”
2. **Work Time (10 minutes)**
 - A. Spelling to Complement Reading
3. **Closing and Assessment (2 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 syllable board (one to display)
 - Student syllable boards (one per student; two lines separated for notation of syllable division; 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)
 - Syllable Cards (optional)
 - Snapshot Assessment (optional; one per student)

- 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

- syllable, decode (L)

Materials

- ✓ High-Frequency Word Cards (see supporting materials)
- ✓ Teacher syllable board (one to display)
- ✓ Student syllable boards (one per student; two lines separated for notation of syllable division; 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)
- ✓ 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: “do,” “much,” “yes”

- (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.
 4. Student volunteers read their word card and “release” (place) it back into the pond.
 5. Continue to play until all cards have been caught and identified.

Meeting Students’ Needs

- Consider using other high-frequency words from previous cycles for review.
- Because many high-frequency words are difficult to define (example: “do”), it is important that students hear the word in the context of a sentence to

understand and commit it to memory. As such, 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 (example: “do”), 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: “attic,” “catfish,” “tunnel,” “hangman,” “dishrag,” “ribbon.”
- Begin the Spelling to Complement Reading instructional practice:
 1. Using the **teacher syllable board**, teacher models the practice once, if necessary.
 2. Teacher distributes the **student syllable boards**, **whiteboard markers**, and **whiteboard erasers**.
 3. Teacher says the first word: “attic,” pronouncing each phoneme separately.
 4. Students say the word and pronounce each syllable separately.
 5. Teacher and students say the word again. Students point to the appropriate line on their syllable boards as they say each syllable.
 6. Students print the first syllable on the first line, tapping each phoneme as needed to segment the syllable.
 7. Students repeat step 6 with the second syllable on the next line.
 8. Teacher writes each syllable on the appropriate lines, and students compare what they have written.
 9. Teacher clarifies as needed.
 10. Students erase their boards.
 11. Repeat steps 3–10 with the remaining words as time allows.
 12. Teacher checks to see that students have erased their whiteboards, then repeats the first word.
 13. Students write the first word from memory on their whiteboard by pronouncing the whole word, saying the separate syllables, and writing the word below the boxes.
 14. Repeat step 12–13 with the 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.
- Some students who show mastery of short vowels in one-syllable words may become unsteady with the introduction of two different vowel sounds in these closed two-syllable words. Encourage these students to identify the vowel sound in each syllable before reading the syllable.
- After step 10, consider extending student word and syllable analysis by writing the words in a list on the board and inviting students to apply their Syllable Sleuth strategy:
 - Locate the vowels and identify the sound made by the vowels, and
 - Name where the two-syllable word is divided.

Closing and Assessment

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 syllable in a word and listen carefully for the vowel sound, that will help us know how to break longer words up to spell them.”)

Meeting Students' Needs

- For students who need additional support organizing their ideas: Provide sentence frames. Examples:
 - “When I made the sounds for the word _____, I _____.”
 - “When I heard the vowel sounds, I _____.”
 - “When I divided the syllables, I _____.”

Differentiated Small Groups: Work with Teacher

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 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 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.
- The Spelling to Complement Reading instructional practice can be used to work with CVC, CCVC, and CVCC words using one-syllable words from previous cycles.

Partial Alphabetic:

- For students working at the early to middle Partial (PA) Alphabetic phase, consider using closed and open one-syllable words (example: “hi” vs. “him”). This provides practice in seeing the patterns that produce those sounds and hearing the difference.
- For students working in the late PA phase, consider extending the Spelling to Complement Reading from Work Time to include any words from the suggested list that may not have been done.
- Check in on Accountable Independent Reading.
- Related Activity Bank suggestions:
 - An Activity Bank activity from the Syllable Pattern category (SP) or the High-Frequency Word category (HF)

Full Alphabetic:

- Extend the work from Spelling to Complement Reading to include any words from the suggested list (or from the list included in Lesson 66). If working with students in the Late Full/Consolidated Alphabetic phases, consider extending the Spelling to Complement Reading practice into a sentence dictation, using two- or three-syllable words (closed syllable), inflectional endings, and irregularly spelled high-frequency words (example: “That complement helped him think about what he did well”).
- Check in on Accountable Independent Reading.
- Review exit tickets from Lesson 66.