



### Daily and Supporting Learning Targets

- Opening A: I can sort words with the /ō/ and /ā/ vowel sounds. (RF.1.3)
  - I can identify long and short vowel sounds in a single-syllable word that I hear.
  - I can decode a word with a vowel team (two vowels that make a long vowel sound) in the middle.
- Work Time A: I can collaborate with my teacher to edit a sentence with vowel team words, words with “y” ending, and high-frequency words. (RF.1.1, RF.1.2, RF.1.3)
  - I can look at each letter and say its sound.
  - I can point to where a sentence begins and ends.
  - I can find the capital letters in a sentence.
  - I can say a two-phoneme or three-phoneme word and segment it (break it apart) into individual phonemes (sounds) (in order).
  - 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 differentiate among the vowel team patterns and read each word correctly.
- Observe students sharing the pen (or following along) during Work Time. Determine whether they can recognize spelling mistakes and identify the graphemes needed to correctly spell the word.

### Agenda

1. **Opening (3–5 minutes)**
  - A. Reviewing Skills and Knowledge: Sort It Out
2. **Work Time (10 minutes)**
  - A. Interactive Editing: Editing a Sentence with Words with “oo,” “ee,” “y” Endings, and High-Frequency Words
3. **Closing and Assessment (2 minutes)**
  - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40 minutes)**

### Teaching Notes

#### In advance:

- Prepare:
  - T-chart: “ee” vs. “oo” OR words with “y” endings (long /ē/ with long vs. words with “y” endings (long /ē/ sound)
  - Sort It Out Word Cards with the following words: (“oo” vs. “ee”): “tool,” “goof,” “doom,” “goon,” “zoo,” “proof,” “seed,” “deep,” “cheek,” “bee,” “street,” “screen” OR

(“y” long /ī/ vs. “y” long /ē/): “my,” “by,” “fry,” “try,” “sky,” “fly,” “puppy,” “study,” “ugly,” “belly,” “mommy,” “windy”

- Snapshot Assessment (optional; one per student)
- Predetermine sentences to be used for the Interactive Editing instructional practice.  
Examples:
  - Suggested correct sentences: “I see the cartoon will be on shortly,’ said the little girl.”  
“Sweep under the rug with the broom to get ready for the party.”
  - Suggested Work Time Sentence Edit: “I se the carton wil be om shortli,’ said the liddle girl.”  
“Swep unden the rup with the brom to get readi for the parta.”

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- interact, interactive, proficient (L)

## Materials

- T-chart (“oo” column and “ee” column and/or /ī/ and /ē/)
- Sort It Out Word Cards
- Work Time Sentence to Edit inside sheet protector on top of cardboard (one per student or pair)
- Whiteboard markers (one per student)
- Whiteboard erasers (or tissues, socks, etc.; one per student)
- Snapshot Assessment (optional; one per student)

## Opening

### A. Reviewing Skills and Knowledge: Sort It Out

- (Suggested transition song, sung to the tune of “Sound Off” or “Cadence Count/Duckworth Cadence”):
 

***“Sorting words is lots of F-U-N (fun!). We made a change to R-U-N (run). A different vowel changes run to ran. We can find some rhymes like can and tan. Look for words that sound the same. That’s how we’re going to play a sorting game.”***
- Begin the Sort It Out instructional practice. See Interactive Writing Lessons from Modules 1–2 for a more detailed description of the procedure.
- Words to Use (“oo” vs. “ee”): “tool,” “goof,” “doom,” “goon,” “zoo,” “proof,” “seed,” “deep,” “cheek,” “bee,” “street,” “screen.”
- Words to use (“y” long /ī/ vs. “y” long /ē/): “my,” “by,” “fry,” “try,” “sky,” “fly,” “puppy,” “study,” “ugly,” “belly,” “mommy,” “windy.”

### Meeting Students' Needs

- Consider asking student volunteers to lead step 5. Full or Consolidated Alphabetic students may lead this instructional practice once it is learned.
- Consider using one of the suggested sorts during lesson and the additional sort in differentiated small groups.
- Encourage students to analyze how many syllables are in each of the y endings words. The long /ī/ "y" ending is typically one-syllable. The long /ē/ "y" ending is typically two-syllable.

### Work Time

#### A. Interactive Editing: Editing a Sentence with Words with “oo,” “ee,” “y” endings, and high-frequency words

- (Suggested transition song, sung to the tune of “The More We Get Together”):
 

*“Now let’s all be editors, editors, editors. Now let’s all be editors to make the writing make sense. Look at the sentence, the sentence, the sentence. Look at the sentence, we will change it as a group.”*
- Optional: Teacher distributes the **Work Time Sentence to Edit inside sheet protector on top of cardboard, whiteboard markers, and whiteboard erasers** (or have students follow along by skywriting).
- Begin the Interactive Editing instructional practice:
  1. Teacher shows students the sentence to be edited.
  2. Teacher invites a student(s) to read the sentence exactly as it is written.
  3. Teacher asks:
 

*“Has this writer communicated the message clearly? Can we easily read and understand it?” (no) “Why not?”*
  4. Teacher says: “Let’s fix this sentence so that it is easy to read and understand.”
  5. Teacher says: ““I se the carton wil be om shortli,” said the liddle girl.”
  6. Teacher asks:
 

*“What do you think the writer is trying to say here?” (I see the cartoon will be on shortly.)*
  7. Teacher says: “That sounds better. I am going to cross out the words ‘se,’ ‘carton,’ ‘wil,’ ‘om,’ and ‘shortli,’ and write the correct words above it.”
  8. Teacher asks:
 

*“Who can help me write the new word?”*
  9. Teacher chooses a student to share the pen (marker) and write the word “see” above the word “se.” Remaining students follow along on their own paper or skywrite.
  10. Repeat the steps 8 and 9 with “cartoon,” “will,” “on,” and “shortly”
  11. Students read the sentence with new words.
  12. Teacher asks students to look at the sentence again.

13. Teacher asks:  
*“What else needs to be edited?”*
14. Teacher chooses a student to explain what needs to be corrected and why.
15. Teacher asks:  
*“What needs to be edited?”*  
*“Why do you think it needs to be edited?”*  
*“How should the sentence be edited?”*
16. Student volunteer uses shared pen (marker) to fix the mistake. Use the suggested key to edit parts of sentences:
  - Edit spelling: Student puts a line through the incorrect word and writes the correctly spelled word above it.
  - Edit capitalization: Student puts a line through the incorrectly capitalized or lower-cased word and writes the correctly capitalized or lowercased word above it.
  - Edit punctuation: Student puts a line through incorrect punctuation and adds correct punctuation mark next to incorrect mark (?! ) or adds punctuation mark if it is missing entirely.
17. Remaining students follow along on their own paper or skywrite.
18. Repeat the process until all parts of the sentence have been edited. Teacher may fix misspellings, capitalization, or punctuation errors to speed up the process if necessary.
19. Teacher points to each word as he or she reads the completed sentence aloud.
20. Students read the completed sentence aloud.

### Meeting Students' Needs

- Consider inviting students to identify punctuation and mechanics in the sentence.
- Ask students to identify nouns and verbs in the sentence during Interactive Editing. This will support students in their own writing as they develop knowledge of the structure of the English language.
- For students who are ready for more challenge, use a more complex sentence, similar to one from the Decodable Reader or a sentence aligned with content from the Integrated Literacy Block that does not necessarily stick exclusively to patterns introduced in this cycle. Invite students to contribute parts (example: a high-frequency word, a beginning phoneme) that they know and then model and fill in the rest. Doing this allows for vocabulary and content learning reinforcement.
- For ELLs: Consider using pictures to clarify any nouns or verbs in the sentence that may be new. Act out verbs for clarification. Letter-sound connections are strengthened when students see that they are tools that allow them to communicate an idea.
- If students are writing words that they have read previously, remind them that these are familiar words and they should try to remember how the words were spelled when they read them. This supports the goal of automaticity with letter-sound connections.

- Consider asking students to figure out why quotation marks are used within the sentence. Tell them it indicates someone is talking.
- Consider using the suggested alternate sentence during small group differentiated rotations.

### Closing and Assessment

---

#### A. Reflecting on Learning

- Emphasize that effective 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 become more proficient readers.
- Remind students that today they reviewed spelling patterns they've learned for the long "i" sound and irregularly spelled words, practiced decoding, and used the skills they've been learning to edit a sentence together.
- Invite students to reflect independently. Ask:

***"What did you do today that is helping you become a more proficient reader?"***
- Invite a volunteer to share. Afterward, invite any students who did something similar to indicate that in an interactive way (examples: stand and turn in place, hop up and down excitedly).

#### Meeting Students' Needs

- For students who need additional support organizing their ideas: Provide sentence frames. Examples:
  - "When I saw two vowels together, I \_\_\_\_."
  - "When I wrote the letter \_\_\_\_, I \_\_\_\_."
  - "When I heard the sound \_\_\_\_, I \_\_\_\_."

### Differentiated Small Groups: Work with Teacher

---

*Suggested Plan: Teacher works with students in the Pre-Alphabetic, Partial Alphabetic, and Consolidated Alphabetic groups. Teacher will not work with students in the Full Alphabetic group 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).*

#### 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.

- Lead an Interactive Editing experience using a different sentence, focusing on vowel sounds and letter formation.

**Partial Alphabetic:**

- Extend or create a new Interactive Writing or Editing piece focusing on vowel team patterns taught so far. This may include a new sentence related to the Decodable Reader or the content in the Integrated Literacy block or a sentence that naturally follows the one written during Work Time.
- For students working at the early to middle Partial Alphabetic phase, consider working with a sentence that uses patterns from a previous cycle that may better match their needs. Consider using the Assessment Conversion chart to determine an appropriate cycle.
- Related Activity Bank suggestions:
  - An Activity Bank Activity from the Affix category (A) or from the Vowels category (V)

**Consolidated Alphabetic:**

- Extend work with Interactive Writing by inviting students to compose sentences or a short informational piece related to the Engagement Text: “A Little Seed” (consider making a copy for each student). Give individualized feedback to students on conventions of print (including spelling patterns and grammar). Have students share out sentences/written pieces and reflect on new learning.
- Follow up with the Lesson 121 Word List and exit ticket.
- Check in on Accountable Independent Reading.