◤ Daily and Supporting Learning Targets

- Opening A: I can identify the vowel spellings in a word to help me determine how many syllables are in the word and use that information to decode it. (RF.1.3, RF.2.3)
  - I can decode a word with a vowel team (two vowels that make a long vowel sound) in the middle.
  - I can identify vowel sounds in the spelling of multisyllabic (more than one syllable) word and identify how many syllables are in the word.
  - I can decode (regularly spelled) two-syllable words with long vowels.
- Work Time A: I can read, identify the syllable type, and spell words with the spelling patterns "ai" and "ay." (RF.1.3, RF.2.3, L.2.2)
  - I can decode a word with a vowel team (two vowels that make a long vowel sound) in the middle.
  - I can decode (regularly spelled) two-syllable words with long vowels.
  - I can identify spelling patterns based on syllable type.

Ongoing Assessment

- Observe students during Opening A.
  - Determine whether they can identify the number of syllables by identifying the vowel sounds in the word.
  - Also determine whether they can divide the word and identify the syllable types in order to decode it.
- Observe students during Work Time A.
  - Determine whether they can identify syllable types of /ā/ words spelled with "ay" and "ai."
  - Also determine whether they can apply spelling patterns in writing words on whiteboards.
- Exit ticket (see Differentiated Small Groups: Work with Teacher)

Agenda

1. **Opening (3–5 minutes)**

   A. Introducing Syllable Sleuth: Two-Syllable Words: "mu-sic," "he-ro," "dis-play," "tak-ing," "re-mem-ber," "pa-per," "up-stake," "mig-pot."

2. **Work Time (10 minutes)**

   A. Introducing Words Rule: /ā/ Words Spelled with "ai" and "ay": "may," "stay," "play," "wait," "paid," "chain"

3. **Closing and Assessment (2 minutes)**

   A. Reflecting on Learning

4. **Differentiated and Small Group Instruction (40–45 minutes)**

Teaching Notes

In advance:

- Copy the Syllable Sleuth Word List (one per pair).

- Copy and cut apart Words Rule Word Cards for Work Time A (one set for teacher display; one set per pair).

- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher).

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- syllable, similar, patterns (L)

Materials

- ☑ Syllable Sleuth Word List in a transparent sleeve (one per pair)

- ☑ Whiteboard markers (one per student)

- ☑ Whiteboard erasers (or tissues, socks, etc.; one per student)

- ☑ Clipboards (optional; one per student if not sitting at a desk)

- ☑ Words Rule Word Cards (one set for teacher display; one set per pair)

- ☑ Whiteboards (one per student if not working at a desk)

- ☑ Cycle 2 Assessment (Optional)

Opening

A. Introducing Syllable Sleuth: Two-Syllable Words: "mu-sic," "he-ro," "dis-play," "tak-ing," "re-mem-ber," "pa-per," "up-stake," "mig-pot"

- Suggested transition song, sung to the tune of "I've Been Workin' on the Railroad":

  "We've been workin' on some long words, sound by sound by sound. We've been workin' on some long words, so we can read more words aloud. We take a word like 'maybe' and break it into parts. 'May' plus 'be' makes 'maybe,' and now it's time to start!"

- Introduce the Syllable Sleuth instructional practice:

  1. Teacher says: "It's time to be Syllable Sleuths. We are going to find some clues to help us figure out how to break longer words into parts so we can read them. Let's start with a new word."

  2. Teacher displays on an index card or sentence strip the word **"mistake."**

  3. Teacher models the Syllable Sleuth instructional practice aloud:

     — Look for the vowels and put a dot below each.

     — Look for the consonants between the vowels.

     — Divide the word (in this case between the two consonants).

4. Teacher draws a swoop under the first syllable and asks:

   "What do we notice right after the letter 'i'?" (the letter "s")

   "What does that tell us about the sound of the 'i'?" (short because it is a closed syllable)

   "So how do we pronounce this first syllable?" ("mis")

5. Teacher draws a swoop under the second syllable and asks:

   "How do we pronounce this syllable?" ("take")

   "How do you know?" (The "a" says /long a/ in this syllable because it has the magic "e.")

6. Teacher says: "Remember, a sleuth is a detective. When you're a syllable sleuth, your job is to search for the clues that let you know you have found a syllable. As a syllable sleuth, you will look for vowel sounds to see how to divide the words into syllables to read them."

7. Teacher distributes **Syllable Sleuth Word List in a transparent sleeve, whiteboard markers, whiteboard erasers**, and a **clipboard** (if students are not sitting at a desk).

8. Teacher reminds students (if needed) of the steps in the Syllable Sleuth instructional practice that were just modeled:

   — Locate the vowels and put a dot below each one.

   — Look for the consonants between the vowels.

   — Divide the word into syllables.

   — Pronounce each syllable according to the spelling pattern (i.e., closed, open, magic "e," r-controlled, and vowel team).

9. Students work individually or with a partner to segment each word into syllables and decode the word.

Meeting Students' Needs

- When working with words such as "mistake," where two vowels are used to indicate one sound, remind students that every syllable has one vowel *sound* (as opposed to one vowel *letter*).

- Consider annotating the letters in a vowel team by placing a dot under each and drawing a straight line between the dots. This can serve as a visual, reinforcing the fact that while there are two vowels, they make just one sound.

- Consider annotating the magic "e" by drawing an arrow from below the magic "e" back to the vowel it gives its voice to. This can serve as a visual, reinforcing the role of the magic "e" and the fact that even though there are two vowel letters in that syllable, there is just one vowel *sound*.

- Step 9 can be done in a variety of ways, including:

   — Students apply Syllable Sleuth steps to one word at a time. After each word, the teacher models the division and decoding, and students check their work.

   — Students work through the list independently or in pairs. After a set period of time, the teacher models the division and decoding of each word while students check their work.

- See the Syllabication Guidance document as needed (see K–2 Skills Resource Manual). Below is the syllable division for words used in Opening A: "mu-sic," "he-ro," "dis-play," "tak-ing," "re-mem-ber," "pa-per," "up-stake," "mig-pot."

Work Time

A. Introducing Words Rule: /ā/ Words Spelled with "ay" and "ai": "may," "stay," "play," "wait," "paid," "chain"

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

  Teacher: "Can you take a closer look, a closer look, a closer look? Can you take a closer look at these words today?

  Students: "Yes, we'll take a closer look, a closer look, a closer look. Yes, we'll take a closer look to group the words today."

- Introduce the Word Rules instructional practice:

  1. Teacher displays **Words Rule Word Cards** on the board and reads aloud "ay" and "ai" words in random order: "may," "stay," "play," "wait," "paid," "chain."

  2. Teacher says: "Think about what you notice when we read these words. You will share your thinking with a partner in a moment. After you notice, think about how you could group these words together in ways they are alike."

  3. Students read words silently and notice similar patterns, and decide how they would group words together.

  4. Teacher says: "Now I would like you to share with your elbow partner what you noticed and how you could group words that are similar."

  5. Students share with an elbow partner what they noticed and how they can group similar words.

  6. Teacher asks:

     "Who would like to share what they noticed about these words?" (They all have /ā/ sound.)

  7. Teacher says: "So all our words have the /ā/ sound."

  8. Teacher asks:

     "How did you group these words together?" (in two groups: "ay" and "ai" spellings)

     "What do you notice about where the /ā/ sound is in these words?" (in "ay" words at the end, in "ai" words they are between consonants)

  9. Teacher says: "Right! So we can say that 'ay' is spelling the /ā/ sound at the end of the syllable, and 'ai' is spelling the /ā/ sound in between consonants."

  10. Teacher says: "Now you will partner up and practice more /ā/ words that are spelled with 'ay' or 'ai,' remembering that when we identify whether or not it is in between consonants, we can know how it is spelled. Each partner will take a turn reading the words then writing the words they hear."

  11. Teacher distributes Words Rule Word Cards to students as they partner together.

12. Students divide Word Cards equally in pairs and take turns reading "ay" and "ai" words:

   — Student A reads word.

   — Student B identifies each word as 'ay' or 'ai' based on whether or not the long "a" sound is followed by a consonant and writes the word on his or her **whiteboard**.

   — Student B reads all words written.

   — Students switch roles.

Meeting Students' Needs

■ Consider providing support as students make connections between spelling patterns and syllable types with sentence frames. Example:

   — "I notice the word 'play' is a _____ syllable word."

■ Consider posting anchor charts for syllable types and vowel teams. This supports students in analyzing spelling and sound patterns to determine where a word should be broken into syllables. See the Syllabication Guide in K–2 Skills Resource Manual for sample charts, including keywords for each syllable type and vowel team.

Closing and Assessment

A. Reflecting on Learning

■ Emphasize that successful learners take responsibility for their own learning. Invite students to reflect on ways they took responsibility for their learning during whole group or how they plan to take responsibility during differentiated small group instruction. Example:

   — "During Syllable Sleuth, I realized that I need extra practice with identifying the vowel sounds in words. So, during small group instruction, I will ask my teacher to help me work on this."

Meeting Students' Needs

■ For students who need additional support organizing their ideas: Consider providing sentence frames. Examples:

   — "During Words Rule, I _____."

   — "When I work by myself during small group instruction, I will _____."

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 build "ay" and "ai" words using Letter Tiles (see K–2 Word List for examples).
  - Students check spellings by identifying syllable types.
  - Students write list of words created as exit ticket.
  - 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.
- Check in with Accountable Independent Reading.
- Additional Supporting Materials:
  - Letter Tiles (not included in supporting materials; see K–2 Word List for examples)
  - Paper and writing utensils (one per student; for writing words built with Letter Tiles)

Full Alphabetic:

- Students complete exit ticket:
  - Students complete Sentence Builders with "ay" and "ai" (found in supporting materials).
  - Look over the exit tickets with student(s). Analyze words that were more challenging and discuss why.
- Write a sentence with "ay" and "ai" words.
- Check in with Accountable Independent Reading.
- Activity Bank Activities:
  - An Activity Bank activity from the Vowels category (V)
- Additional Supporting Materials:
  - Sentence Builders (found in supporting materials)
  - Paper and writing utensils (optional; for students to write sentences)

Consolidated Alphabetic:

- Students complete exit ticket:
  - Students complete Sentence Builders with "ay" and "ai" (found in supporting materials).
  - Look over the exit tickets with student(s). 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 "ay" and "ai" words as they can.
- Additional Supporting Materials:
  - Sentence Builders (found in supporting materials)
  - Paper and writing utensils (optional; for students to write an article for the *Sunnyside Gazette*)