



Daily and Supporting Learning Targets

- Opening A: I can retell the events from the current edition of *Sunnyside Gazette*: “New Subway Train Stop Opens.”
- Opening B (optional): Using evidence from the text, I can answer questions about the current edition of the *Sunnyside Gazette*: “New Subway Train Stop Opens.”
- Work Time A: I can read high-frequency words and words that “don’t play fair”: “live,” “walk,” “two,” “new,” and “ready.” (RF.2.3f)
 - I can read second-grade words that “don’t play fair” (irregularly spelled words).
- Work Time B: I can read the decodable text: “Sam Rides the Subway Train.” (RF.2.3)
 - I can decode (regularly spelled) two-syllable words with long vowels.
 - I can decode words with common prefixes (part of the word at the beginning) and suffixes (part of the word at the end).
 - I can read second-grade words that “don’t play fair” (irregularly spelled words).

Ongoing Assessment

- Observe students during Work Time A. Determine whether they can read irregularly spelled high-frequency words and determine why they are irregular.
- Observe students during Work Time B.
 - Determine whether they can independently find a given word.
 - Also determine whether they can decode two-syllable words, words containing vowel teams (one- or two-syllable), and irregularly spelled high-frequency words.
- Exit ticket (see Differentiated Small Groups: Work with Teacher)

Agenda

1. **Opening (3–5 minutes)**
 - A. Introducing Engagement Text Read-aloud: “New Subway Train Stop Opens”
 - B. Introducing Comprehension Conversation (optional)
2. **Work Time (10 minutes)**
 - A. Introducing Irregular Word Snap or Trap: “live,” “walk,” “two,” “new,” “ready”
 - B. Introducing Decodable Reader: Partner Search and Read: “Sam Rides the Subway Train”
3. **Closing and Assessment (2 minutes)**
 - A. Reflecting on Learning
4. **Differentiated and Small Group Instruction (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: “live,” “walk,” “two,” “new,” “ready,” “can,” “on,” “this,” “be,” “with”)
 - Interactive Word Wall (one to display)
 - Comprehension Conversation questions (if different from suggested questions)
- Pre-determine 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)
- elected, mayor, platform, repairs, residents (T)

Materials

- ✓ Enlarged Engagement Text: “New Subway Train Stop Opens”
- ✓ 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; see supporting materials for example)
- ✓ Enlarged Decodable Reader: “Sam Rides the Subway Train” (one to display)
- ✓ Interactive Word Wall (one to display)
- ✓ Decodable Reader: “Sam Rides the Subway Train” (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
- ✓ High-Frequency Word Cards (one of each; for teacher to place on the Interactive Word Wall)

Opening

A. Introducing Engagement Text Read-aloud: “New Subway Train Stop Opens”

- (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: “New Subway Train Stop Opens.”**
- Introduce the read-aloud of the Engagement Text: “New Subway Train Stop Opens”:
 1. Teacher says: “Listen carefully as I read today’s edition of the *Sunnyside Gazette*: ‘New Subway Train Stop Opens.’ After I am finished reading, you will retell the story to a partner and answer some questions about it.”
 2. Teacher reads text without interruption, pointing out the accompanying illustrations.
 3. Students turn to an elbow partner and retell the events in the *Sunnyside Gazette* article: “New Subway Train Stop Opens.”

B. Introducing Comprehension Conversation (optional)

- Teacher asks the following suggested comprehension questions:
 1. Recall:

“What did Sunnyside celebrate on Saturday?” (the reopening of a new subway train station)

“Why had the station been closed for many years?” (because the stairs and the platform were unsafe and the elevator did not work)
 2. Vocabulary and Language:

“What does it mean to ‘reopen’ something?” (open it again)

“If ‘reopen’ means to ‘open again,’ what do you think ‘review’ (or insert other ‘re’ word, such as ‘renew’ or ‘rethink’) means?” (view again or look at again)
 3. Digging Deeper: Extension Questions:

“The text says: ‘The reopening of the Gardenside Station will give the residents of Sunnyside more options for transportation around the city.’ Why is this important? How might this make their lives better?” (Answers will vary. Example: They will be able to get places, like work and school, more easily.)

Work Time

A. Introducing Irregular Word Snap or Trap: “live,” “walk,” “two,” “new,” “ready”

- Introduce the Irregular Word 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 some 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** (“live,” “walk,” “two,” “new,” “ready,” “can,” “on,” “this,” “be,” “with”) 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 or include spelling patterns that we don’t see a lot, so they don’t ‘play fair.’ We will figure out which ones should go in the Snap column (words that do play fair) and which ones go in the Trap column (words that don’t play fair).”

4. Teacher reads all words aloud.
5. Teacher reads “live.”
6. Teacher says: “I notice ‘live’ can be pronounced two different ways. I can say ‘live’ with a short /i/, or I can say ‘live’ with a long /i/. The word ‘live’ goes in the Trap column.”
7. Teacher puts the “live” card in the Trap column.
8. Teacher asks:
“Can anyone see any other trap words? This is a difficult job because we need to use all that we know about letters and sounds to figure out if the word is snap or trap. You might be unsure about the answer. That’s okay! We will help each other as a class think about the words and back up our ideas with evidence.” (“walk” is a trap word.)
9. Teacher asks:
“Right! Why do you think it’s a trap word?” (/a/ doesn’t make the sound I know for “a,” “apple,” /a/)
10. Teacher says: “Yes! ‘Walk’ is a trap word because it doesn’t make its regular sound. It belongs in the Trap column.”
11. Teacher adds to the chart the second trap word: “walk.”
12. Students and teacher complete steps 8–11 until all trap words are found.
13. Students and teachers chorally read list of trap words together.

Meeting Students’ Needs

- Notice that an answer key is not provided to explicate which words are ‘snap’ or ‘trap’. Encourage students to grapple. The power is in the practice of students understanding and articulating their word analyses and reasoning. Because teachers are present during this conversation, professional judgment may be used to guide and correct students as needed.
- Encourage students to read high-frequency words as a whole word and analyze the word after reading it.

B. Introducing Decodable Reader: Partner Search and Read

- (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.”
- Introduce the Decodable Reader: Partner Search and Read instructional practice:
 1. Teacher displays the **Enlarged Decodable Reader: “Sam Rides the Subway Train.”**
 2. Teacher says: “First we read an article from the *Sunnyside Gazette*: ‘New Subway Train Stop Opens.’ Now we will read a story about characters from Sunnyside: ‘Sam Rides the Subway Train.’ This story is filled with words that YOU can read! There are decodable words, and there are some words that don’t play fair, like ‘live’ and ‘two.’”
 3. Teacher draws attention to words on the **Interactive Word Wall**.

4. Teacher distributes the **Decodable Reader: “Sam Rides the Subway Train”** and **high-lighters** to each student.
5. Teacher says: “Before you read the book with your partner, we are going to be detectives. We are going to look for some of the high-frequency words. Remember, some of these words ‘don’t play fair,’ which means they are not easily decodable.”
6. Teacher models, thinking aloud as he or she notices one of the high-frequency words. Teacher highlights it with a highlighter or **highlighter tape** in the book. Teacher models again as needed.
7. Partners search for high-frequency words in the Decodable Reader: “Sam Rides the Subway Train” together and highlight in their own book.
8. Teacher circulates to help partners find words as needed, focusing especially on those words that “don’t play fair.”
9. Teacher says: “Now you are ready to read the Decodable Reader with your partner. Some of the words in the story will be familiar because you have learned them in previous lessons. And some of the words you will see for the first time, but don’t worry: Each of the words that you will see for the first time includes only spelling patterns that you have learned. So, you just need to say the sound that goes with each of the letters you see in the word, then blend them together to read the word.”
10. Students read “Sam Rides the Subway Train” 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 the 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 have trouble 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.

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:
 - “I found all of the irregularly spelled words in the Decodable Reader and highlighted them.”

Meeting Students' Needs

- For students who need additional support organizing their ideas: Provide sentence frames. Examples:
 - "When reading the words for Snap or Trap, 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 Student 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 Supporting Materials for full routine and planning template.

Partial Alphabetic:

- Students complete exit ticket:
 - Students read the Decodable Reader: "Sam Rides the Subway Train."
 - Students highlight each word that contains the spelling patterns from the current cycle: "ay" and "ai."
- 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 differentiated small group instruction.
- Check in with Accountable Independent Reading.

Full Alphabetic:

- Students complete exit ticket:
 - Students read the Decodable Reader: "Sam Rides the Subway Train."
 - Students highlight each word that contains the spelling patterns from the current cycle: "ay" and "ai."
- Or:
 - Students work with teacher to write a new page in the Decodable Reader: "Sam Rides the Subway Train" using words with spelling patterns from the current cycle: "ay" and "ai."

Or:

- Students work with teacher or in pairs to provide a written response to the prompt:

How do you think Sam felt after he rode the subway train by himself?

- Look over the exit tickets with student(s). Analyze words that were more challenging and discuss why.

- Check in with Accountable Independent Reading.

Consolidated Alphabetic:

- Students complete exit ticket:

- Students read the Engagement Text: “New Subway Train Stop Opens.” Students provide a written response to the prompt:

What is something that you would work to improve in your neighborhood?

- Students should try to use words with the spelling patterns “ay” and “ai.”
- 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.

- Check in with Accountable Independent Reading.

- Additional Supporting Materials:

- Writing Checklist (one per student)