



Daily and Supporting Learning Targets

- Opening A: I can divide a word into syllables, identify each syllable type, and count how many syllables it contains. I can read a multisyllabic word with vowel teams “ee,” “ea,” and “y.” (RF.1.3, RF.2.3)
 - I can identify vowel sounds in the spelling of a multisyllabic (more than one syllable) word and identify how many syllables are in the word.
 - I can look at written multisyllabic words and identify the syllable pattern.
 - I can decode a two-syllable word that contains a vowel team (two vowels that make a long vowel sound).
- Work Time A: I can divide a word into syllables, identify each syllable type, and count how many syllables it contains. I can read a multisyllabic word with vowel teams “ai,” “ay,” “ee,” “ea,” and “y.” (RF.1.3, RF.2.3)
 - I can identify vowel sounds in the spelling of a multisyllabic (more than one syllable) word and identify how many syllables are in the word.
 - I can look at written multisyllabic words and identify the syllable pattern.
 - I can decode a two-syllable word that contains a vowel team (two vowels that make a long vowel sound).
 - I can identify the five or six types of syllables in written words.

Ongoing Assessment

- Observe students during Opening A. Determine whether they can divide, identify, and count the syllables in each word.
- Observe students during Work Time A.
 - Determine whether they can apply knowledge of syllable types and vowel teams in each exercise.
 - Also determine whether they can decode the word accurately.
- Exit ticket (see Differentiated Small Groups: Work With Teacher)

Agenda

1. **Opening (3–5 minutes)**
 - A. Word Workout: Count It Out
2. **Work Time (10 minutes)**
 - A. Word Workout: Exercise Practice
3. **Closing and Assessment (2 minutes)**
 - A. Reflecting on Learning
4. **Differentiated and Small Group Instruction (40–45 minutes)**

Teaching Notes

In advance:

- Prepare enlarged Word Workout: Count It Out Word Cards: “family,” “season.”
- Copy and cut apart Word Workout: Count It Out Word Cards for student use (one set per pair; see supporting materials).
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher).

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- identify, workout, exercise, segment (L)

Materials

- ☒ Enlarged Word Workout: Count It Out Word Cards: “family,” “season” (or written on the board)
- ☒ Word Workout: Count It Out Word Cards for student use (one set per pair; see supporting materials)
- ☒ Wikki Stix® (one set per partner)

Opening

A. Word Workout: Count It Out

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

Teacher: *“Can you count the syllables, the syllables, the syllables? Can you count the syllables in each word today?”*

Students: *“Yes, we’ll count the syllables, the syllables, the syllables. Yes, we’ll count the syllables by dividing the sounds today.”*
- Begin the Word Workout: Count It Out instructional practice:
 1. Teacher says: “Remember when we talked about how we are going to build our own Word Workouts with exercises to be a stronger reader and writer? Today we will learn a new exercise for our Word Workout called Count It Out. Here’s how this exercise goes: You will divide, count, and identify syllables. We’ll do a couple together, then you will practice this exercise.”
 2. Teacher displays **enlarged Word Workout: Count It Out Word Cards: “family,” “season.”**
 3. Teacher says: “Let’s start with the first word and clap out the syllables: fam-i-ly. I am going to divide this word just as we clapped it.”
 4. Teacher uses slash mark (/) to divide syllables: fam/i/ly.

5. Teacher asks:

“Now how many syllables do we count in this word?” (three).

6. Teacher says: “Right! This word has three syllables: ‘fam,’ ‘i,’ and ‘ly.’”

7. Teacher asks:

“Who can identify the syllable type for ‘fam?’” (closed)

“Right! And how do we know this is a closed syllable?” (The vowel sound is closed in by a consonant sound; the syllable ends in a consonant sound.)

8. Repeat step 7 with remaining syllables in “family.”
9. Teacher says: “Great! Now let’s try the other word. First, we clap out the syllables, then I will divide the word so we can count how many syllables are in it. Lastly, we can identify the type of each syllable. Let’s go!”
10. Repeat steps 3–6 with “season.”
11. Teacher says: “Great job! Now we have another exercise to add to our Word Workout! When you practice this exercise, you’ll work with a partner to divide, count, and identify syllables just as we did together.”

Meeting Students’ Needs

- Continue to remind students that every syllable has one vowel *sound* (as opposed to one vowel *letter*).
- See the Syllabication guidance document as needed. Here is the syllable division for words used in Opening A: “fam-i-ly,” “sea-son.”
- 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.

Work Time

A. Word Workout: Exercise Practice

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

Teacher: “Can you work together, together, together? Can you work together to count the syllables?”

Students: “Yes, we’ll work together, together, together. Yes, we’ll work together to count the syllables.”

- Begin the Word Workout: Exercise Practice:

1. Teacher says: “Now you will practice with a partner. You will get a set of Word Cards, and each person will take a turn. When you divide the word, you will use the Wikki Stix® to show where you divide the syllables. Next, you will tell your partner how many syllables are in the word, then identify each syllable by type and how you know. Your partner will give you a thumbs-up, and then you will switch roles.”
2. Teacher distributes the **Word Workout: Count It Out Word Cards** and **Wikki Stix®** to partners and observes as students practice the exercise.

Meeting Students' Needs

- For students who may quickly complete the exercise practice: Consider inviting them to create descriptive oral sentences that contain the words from their Word Cards.

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 instruction or how they plan to take responsibility during differentiated small group instruction. Example:
 - "I listened to the beats in that word to help me segment and count the syllables."

Meeting Students' Needs

- For students who need additional support organizing their ideas: Provide sentence frames. Examples:
 - "During the Word Workout, 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 cut Segment the Syllables Word Cards into syllables.
 - Students glue divided syllables onto Segment the Syllables recording sheet.
 - Follow up with exit tickets. Analyze words that were more challenging and discuss why. Ask students to identify the syllable types.
- 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:
 - Segment the Syllables Word Cards (see supporting materials)
 - Segment the Syllables recording sheet (see supporting materials)
 - Scissors and glue sticks (one each per student)

Full Alphabetic:

- Students complete exit ticket:
 - Students complete Syllable Slice (see supporting materials).
 - Follow up with Word Lists and exit tickets. Analyze words that were more challenging and discuss why.
- Consider working with an appropriate common text, making connections to “ee,” “ea,” and “y” words, and holding text-based comprehension conversations.
- Check in with Accountable Independent Reading.
- Additional suggested activities:
 - Vowel Slides
 - Find Your Corner
- Additional Supporting Materials:
 - Syllable Slice

Consolidated Alphabetic:

- Students complete exit ticket:
 - Students complete Syllable Slice (see supporting materials).
 - Follow up with Word Lists and exit tickets. 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 “ee,” “ea,” and “y” words as they can.
- Additional Supporting Materials:
 - Syllable Slice