



### Daily and Supporting Learning Targets

- Opening A: I can identify the correct spelling patterns for two-syllable words with “or,” “ar,” and “er.” (RF.2.3, L.2.2)
  - I can use knowledge of vowel sounds to help me decode words with different spelling patterns.
  - I can identify spelling patterns based on syllable type.
- Work Time A: I can read and spell words with “or,” “ar,” and “er.” (RF.2.3, L.2.2)
  - I can decode words with r-controlled vowel patterns.
  - I can decode words with other vowel patterns.
  - I can identify spelling patterns based on syllable type.

### Ongoing Assessment

- Observe students during Opening A. Determine whether they can identify the correct spelling pattern based on syllable type.
- Observe students during Work Time A. Determine whether they can apply knowledge of syllable types to read and spell words correctly.
- Exit ticket (see Differentiated Small Groups: Work with Teacher)

### Agenda

1. **Opening (3–5 minutes)**
  - A. Word Workout: Word Stars
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 and Rotations (40–45 minutes)**

### Teaching Notes

#### In advance:

- Enlarge Word Stars for “er,” “ar,” and “or.”
- Copy and cut apart Word Lists for student use.
- Copy Word Stars for student use.
- 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 (L)

## Materials

- ✓ Enlarged Word Stars for “er,” “ar,” and “or” (to display)
- ✓ Word Lists (one copy per pair; cut apart for Student A and Student B)
- ✓ Word Stars (one set per pair)

## Opening

### A. Word Workout: Word Stars

- (Suggested transition song, sung to the tune of “The Muffin Man”):  
*“Do you know the words we’ll write, the words we’ll write, the words we’ll write? Do you know the words we’ll write in our stars today?”*
- Introduce the Word Workout: Word Stars instructional practice:
  1. Teacher says: “We have been working with words with r-controlled sounds: /or/, /ar/ and /er/.”
  2. Teacher asks:  
*“Who can remind us of the spellings for each sound?” (“or” and “ar”; “ir,” “er,” and “ur”)*
  3. Teacher says: “Right! And some words end in an r-controlled syllable—‘er,’ ‘ar,’ or ‘or’ is the spelling for the last syllable. Like ‘flower’ or ‘color.’”
  4. Teacher says: “Today you are going to add a new exercise to your Word Workout called Word Stars. You will work with a partner to practice reading and spelling words with /er/, /ar/, and /or/ sound endings to complete a Word Star. I’ll show you with these two-syllable Word Stars.”
  5. Teacher displays **enlarged Word Stars for /er/, /ar/, and /or/** on the board.
  6. Teacher says: “This Word Star has ‘er’ in the center, so all the words we add here will be /er/ words spelled with ‘er’ at the end. The other Word Stars have ‘or’ and ‘ar’ in the center, so all the words we add here will be /or/ words spelled with ‘or’ at the end, or /ar/ words spelled with ‘ar’ at the end. For example, if I say the word ‘longer,’ on which Word Star should I write this word?” (the ‘er’ Word Star)
  7. Teacher writes “longer” on one of the lines of the Word Star (see supporting materials).
  8. Teacher says: “Right! You and your partner will each have a Word List with /er/, /or/, and /ar/ words. You will take turns reading and writing the words. Your partner will read a word, and you will decide on which Word Star to write it. Then you will read a word, and your partner will decide on which Word Star to write it. You will write the words on the lines of the Word Star just as I did with ‘longer.’ Your goal is to get all the words on the correct Word Stars. When you are finished with all the words, you can check your work with the Word Lists.”
  9. Teacher says: “Now we have another exercise to add to our Word Workout! When you practice this exercise, you’ll work with a partner practicing reading and writing /er/, /ar/, and /or/ words.”

### Meeting Students' Needs

- Students may comment that words ending in "or" and "er" are often verbs made into nouns meaning "a person or thing that does something" (examples: "actor," "visitor," "farmer").
- Consider providing support as students make connections between spelling patterns and syllable types with sentence frames. Example:
  - "I notice 'er,' 'ar,' and 'or' can end words."

## Work Time

### A. Word Workout: Exercise Practice

- (Suggested transition song, sung to the tune of "The Muffin Man"):  
*"Do you know the words we'll write, the words we'll write, the words we'll write? Do you know the words we'll write on our stars today?"*
- Introduce the Word Workout: Exercise Practice instructional practice:
  1. Teacher says: "Now you will practice with a partner. You will each get a Word List and four Word Stars to complete together. Each person will take a turn reading and then writing. First, your partner will read a word from his or her list. You will decide on which Word Star to write the word. After you have added the word, it is your turn to read a word from your list, and your partner will write it on a Word Star. When all the words have been written, you will work with your partner to check the words you wrote with the Word List to be sure you chose the correct Word Star."
  2. Teacher distributes **Word Lists** and **Word Stars** 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 Stars.

## Closing and Assessment

### A. Reflecting on Learning

- Emphasize that successful learners take responsibility for their learning by setting goals for themselves. Invite students to reflect on something concrete they can work on during whole group or differentiated small group instruction. This might be based on their assessment goal-setting conferences, on feedback during differentiated small group work, or on their own self-identified needs. Example:
  - "My goal is to listen for where the vowel sound is in words. I am going to work toward that goal in small group instruction."

### Meeting Students' Needs

- For students who need additional support organizing their ideas: Consider providing sentence frames. Examples:
  - "My goal is to \_\_\_\_."
  - "When I work toward my goal during small group instruction, I \_\_\_\_." "When I work toward my goal during small group time, 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. If the words provided are too difficult, consider using a shorter, simplified list: "corner," "market," "carpet," "garden," "forget," "farmer," "turnip," "birdbath."
  - 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 (one set)
  - Segment the Syllables recording sheet (one per student)

#### Full Alphabetic:

- Students complete exit ticket:
  - Students complete Syllable Slice (see supporting materials).
  - If three-syllable words for Syllable Slice are too difficult, consider using the Segment the Syllables Word Cards instead.
  - 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 "or," "ar," "ur," "ir," and "er" words, and holding text-based comprehension conversations.
- Check in with Accountable Independent Reading.

- Additional suggested activities:
  - An Activity Bank Activity from the Affix category (A)
- Additional Supporting Materials:
  - Syllable Slice (one per student)

### **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 “or,” “ar,” “ir,” “ar,” and “er” words as they can.
- Additional Supporting Materials:
  - Syllable Slice (one per student)