



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 “oi,” “oy,” “ou,” and “ow.” (RF.2.3, L.2.2)
 - I can identify the sounds made by vowel teams.
 - I can apply generalizations for decoding words with common vowel teams.
 - I can decode words with other vowel patterns.
 - I can identify spelling patterns based on the syllable type.

Ongoing Assessment

- Observe students during Opening A.
 - Determine whether they can count 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 correctly identify vowel patterns in words with “oi,” “oy,” “ou,” and “ow.”
 - 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. Syllable Sleuth: Two-Syllable Words with Long Vowels: “gar-ment,” “Fri-day,” “fif-teen,” “sail-boat,” “mean-ing,” “toast-er,” “rep-fray,” “de-tube”
2. **Work Time (10 minutes)**
 - A. Words Rule: Words Spelled with Vowel Patterns “oi,” “oy,” “ou,” and “ow”: “coin,” “join,” “boy,” “enjoy,” “loud,” “sound,” “how,” “brow”
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:

- Prepare Word Cards for Work Time A (cut apart for display).
- Copy Syllable Sleuth Word List (one for each 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 if not sitting at a desk (one per student; optional)
- ☒ Words Rule Word Cards (one set for teacher display; one set per pair)
- ☒ Whiteboards (one per student)
- ☒ Cycle 7 Assessment (optional)

Opening

A. Syllable Sleuth: Two-Syllable Words with Long Vowels: “gar-ment,” “Fri-day,” “fif-teen,” “sail-boat,” “mean-ing,” “toast-er,” “rep-fray,” “de-tube”

- 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!”
- Begin 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 the word “garment” on the board.
 3. Teacher models Syllable Sleuth 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 vowel sound do we hear in this first syllable?” (“ar”)
“What letters are spelling that sound?” (“a” and “r”)
“How do you know that is the vowel sound in this syllable?” (The “r” is controlling the “a” because it is a bossy “r” syllable.)
“So how do we pronounce this first syllable?” (“gar”)
5. Teacher draws a swoop under the second syllable and asks:
“What is this second syllable?” (“ment”)
“How do we know that it isn’t ‘mēnt’?” (It is a closed syllable, so the vowel is short.)
6. Teacher asks:
“So how would we read this word?” (“garment”)
7. Teacher says: “Right! 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.”
8. 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).
9. Students complete the Syllable Sleuth Word List.
10. Teacher reminds students (if needed) of the steps in the Syllable Sleuth practice that were just modeled:
 - “Locate the vowels and put a dot below them.”
 - “Look 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).”

Meeting Students’ Needs

- When working with words such as “sailboat,” where two vowels are used to indicate one sound, continue to 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 the 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 with partners. After a set period of time, the teacher models the division and decoding of each word while students check their work.
- See Syllabication Guidance document (see K–2 Skills Resource Manual) as needed. Below is the syllable division for words used in Opening A: "gar-ment," "Fri-day," "fif-teen," "sail-boat," "mean-ing," "toast-er," "rep-fray," "de-tube."

Work Time

A. Words Rule: Words Spelled with Vowel Patterns "oi," "oy," "ou," and "ow": "coin," "join," "boy," "enjoy," "loud," "sound," "how," "brow"

- 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."*

- Begin the Words Rule instructional practice:

1. Teacher displays **Words Rule Word Cards** on the board and reads aloud (words with "oi" and "oy" in random order: "coin," "join," "boy," "enjoy").
2. Teacher says: "Now read these words to yourself and think about how you could group these words together in ways that 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 turn to an elbow partner and each partner shares 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 the /oi/ sound.)

7. Teacher says: "Right. The sound /oi/ is one vowel pattern that we will study this week."
8. Teacher asks:

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

"What do you notice about where the /oi/ sound is in these words?" (In "oi" words, the vowel sound is in the middle of the syllable and followed by a consonant; in "oy" words it is at the end of the word.)

9. Teacher says: "Right! So we can say that 'oi' spells the /oi/ sound in the middle of a syllable, followed by a consonant. And 'oy' spells the /oi/ sound at the end of the syllable or word."
10. Teacher says: "Now we will practice some more /oi/ words that are spelled with 'oi' or 'oy,' remembering that when we identify whether or not it is in between consonants, we have a clue as to how it is spelled. I will read the words, then you write the words you hear. After you write each word, I will write it on the board so you can check your work."

11. Teacher reads words aloud as students write words on whiteboards: “void,” “toy,” “point,” “joy.”
12. Repeat steps 1–5 with Words Rule Word Cards (/ow/) (words with “ou” and “ow” in random order: “loud,” “sound,” “how,” “brow”).
13. Teacher asks:
“Who would like to share what they noticed about these words?” (They all have the /ow/ sound.)
14. Teacher says: “Right. The sound /ow/ is another vowel pattern that we will study this week.”
15. Teacher asks:
“How did you group these words together?” (in two groups: “ou” and “ow” spellings)
“What do you notice about where the /ow/ sound is in these words?” (In “ou” words, the vowel sound is in the middle of the syllable and followed by a consonant; in “ow” words it is at the end of the word.)
16. Teacher says: “Right! So we can say that ‘ou’ spells the /ow/ sound in the middle of a syllable, followed by a consonant. And ‘ow’ spells the /ow/ sound at the end of the syllable or word.”
17. Teacher says: “Now we will practice some more /ow/ words that are spelled with ‘ou,’ or ‘ow,’ remembering that when we identify whether or not it is in between consonants, we have a clue as to how it is spelled. I will read the words, then you write the words you hear. After you write each word, I will write it on the board so you can check your work.”
18. Teacher reads words aloud as students write the words on their whiteboards: “ouch,” “chow,” “cloud,” “now.”
19. Teacher says: “Great work! Now let’s read our list of /oi/ and /ow/ words together.”
20. Teacher leads students in reading words from the board.
21. Teacher says: “When we remember to identify where the /oi/ and /ow/ sounds are in a syllable or word, we can read and spell those words correctly. Knowing these vowel patterns will help us continue to be better readers and writers.”

Meeting Students’ Needs

- Students may comment that familiar words like “brown” and “owl” are spelled with “ow” followed by a consonant. Consider introducing the generalization that /ow/ followed by a single consonant “l” or “n” is spelled with “ow.”
- Students may comment that familiar words like “flower” and “towel” are spelled with “ow” followed by an “e,” then a consonant. Consider introducing the generalization that /ow/ followed by “er” or “el” is spelled with “ow.”
- Consider providing support as students make connections between spelling patterns and syllable types with sentence frames. Example:
— “I notice when /ow/ is in the middle of a word, it is usually spelled with ‘ou.’”
- Consider posting anchor charts for syllable types and vowel teams. This will support students as they analyze 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 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 identify vowel sounds in words. I am going to work towards that goal during small group time.”

Meeting Students' Needs

- For students who need additional support organizing their ideas: Provide sentence frames. Examples:
 - “My goal is to ____.”
 - “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 build “oi,” “oy,” “ou,” and “ow” words using Letter Tiles (see K–2 Word List for examples).
 - Students check spellings by identifying placement of vowel sound.
 - 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.
- Students complete Cycle 7 worksheet with teacher support.
- 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)
 - Cycle 7 worksheet

Full Alphabetic:

- Students complete exit ticket:
 - Students complete Sentence Builders with “oi,” “oy,” “ou,” and “ow” (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 “oi,” “oy,” “ou,” and “ow” words.
- Students complete Cycle 7 worksheet (with teacher or during independent rotations) with teacher introduction.
- Additional Supporting Materials:
 - Sentence Builders (one per student)
 - Paper and writing utensils (for students to write sentences; optional)
 - Cycle 7 worksheet

Consolidated Alphabetic:

- Students complete exit ticket:
 - Students complete Sentence Builders with “oi,” “oy,” “ou,” and “ow” (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 “oi,” “oy,” “ou,” and “ow” words as they can.
- Students complete Cycle 7 worksheet during independent rotations.
- Additional Supporting Materials:
 - Sentence Builders (one per student)
 - Paper and writing utensils (for students to write article for the *Sunnyside Gazette*; optional)
 - Cycle 7 worksheet