◥ **Daily and Supporting Learning Targets**

- Opening 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 different vowel teams.
  - I can apply generalizations for decoding words with common vowel teams.
  - I can decode words with other vowel patterns.
- Work Time A: I can write a sentence using words with the spelling patterns "oi," "oy," "ou," "ow" and contractions containing "not." (L.2.2d)
  - I can form common contractions correctly with familiar words and "not."
  - I can identify spelling patterns based on syllable type.

Ongoing Assessment

- Observe students during Work Time A.
  - Determine whether they can follow basic concepts of print such as directionality and spacing.
  - Also determine whether they can identify and apply spelling patterns based on syllable types of words spelled with "oi," "oy," "ou," and "ow."
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Agenda

1. **Opening (3–5 minutes)**

   A. Words Rule Review: /oi/ Words Spelled with "oi" and "oy"; /ow/ Words Spelled with "ou" and "ow": "out," "noun," "cow," "now," "point," "void," "soy," "toy"

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

   A. Interactive Writing: Writing a Silly Sentence with "oi," "oy," "ou," and "ow" Words

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 possible silly sentence examples (students may also generate their own; optional): "The boy can't find his voice because the cow found a toy on the ground." "Don't be a grouch if I enjoy the chow of my choice when we eat dinner."
- Copy and cut apart Words Rule Word Cards for Work Time A (one set to 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

- interact, interactive, proficient, pattern, contraction, apostrophe (L)

Materials

☑ Words Rule Word Cards (one set to display; one set per pair)

☑ Whiteboards or sheet protectors with white cardboard inside if not working at a desk/table (one per student or pair)

☑ Whiteboard markers (one per student)

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

Opening

A. Words Rule Review: /oi/ Words Spelled with "oi" and "oy"; /ow/ Words Spelled with "ou" and "ow": "out," "noun," "cow," "now," "point," "void," "soy," "toy"

- (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 "oi," "oy," "ou," and "ow" words in random order: "out," "noun," "cow," "now," "point," "void," "soy," "toy."

    2. Teacher says: "Talk to an elbow partner about the rule we have learned about these /oi/ and /ow/ words." (In "oi" and "ou" words, the vowel sound is in the middle of the syllable and followed by a consonant sound; in "oy" and "ow" words, it is at the end of the syllable or word.)

    3. Teacher says: "Right! So we can say that in 'oi' and 'ou' words, the vowel sound is in the middle of the syllable and followed by a consonant sound; in 'oy' and 'ow' words, it is at the end of the syllable or word."

    4. Teacher says: "Now you will partner up and practice more /oi/ and /ow/ words that are spelled with these vowel patterns that we learned, remembering that when we identify whether or not it is in between consonants, we have a clue as to how it is spelled. Each partner will take a turn reading the words, then writing the words they hear."

    5. Teacher distributes Words Rule Word Cards and **whiteboards, whiteboard markers,** and **whiteboard erasers** to students as they partner together.

    6. Students divide Word Cards equally with partner and take turns reading "oi," "oy," "ou," and "ow" words:

        — Student A reads word.

— Student B identifies each word as "oi," "oy," "ou," and "ow" based on whether or not the vowel 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

■ 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 consonants. 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.'"

Work Time

A. Interactive Writing: Writing a Silly Sentence with "oi," "oy," "ou," and "ow" Words

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

> Teacher: *"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 boards today?"*

> Students: *"Yes, we know the words we'll write, the words we'll write, the words we'll write. Yes, we know the words we'll write on our boards today!"*

■ Begin the Interactive Writing instructional practice:

1. Teacher says: "Today we will use the words we know to make a silly sentence. We will use the words with the 'oi,' 'oy,' 'ou,' and 'ow' patterns. Let's think of words we can use!"

2. Teacher asks:

   "Who can think of a word with an /oi/ or /ow/ pattern?"

3. Teacher draws a four-column T-chart ("ou," "ow," "oy," "oi") and writes the word in the appropriate column and repeats the word.

4. Teacher says: "Yes, (suggested word) fits the pattern!"

5. Teacher asks:

   "What do you notice about the word? Why did I put it in this column?" (It has the "oi"/"oy"/"ou"/"ow" patterns.)

6. Teacher says: "Great job! Now it's time to use your whiteboards to record the words with me."

7. Students draw the same four-column T-chart on their own whiteboards.

8. Teacher says: "After we make our list, we will be writing a silly sentence together. The sentence has to have at least one word with each pattern in it. If we want our sentence to be really silly, we want to have lots of words to choose from. So, we are going to work together to think of as many /oi/ and /ow/ words as we can. You will think of as many of these words as you can and write them on your whiteboard in the correct column."

9. Students write words individually or with partners for 1–2 minutes.

10. Volunteers share out words from their list, specifying which column the word should go under in the T-chart. If a student identifies the incorrect column (incorrectly spelled the word), teacher guides student to correct the mistake. Example:

    — If a student spelled "noise" as "noyse," teacher says: "Great word! Remember that when the /oi/ sound is in the middle of the syllable, it is spelled with 'oi.' And this word has an 'e' at the end as well. So how would you spell this word?" ("noise")

11. Student(s) correct on their whiteboard(s).

12. Teacher adds the students' words to the T-chart in the correct column.

13. Repeat steps 10–12 with more words if necessary (enough from which to create a silly sentence). Students follow along by circling words shared by others on their whiteboards.

14. Teacher says: "Wow! Look at all the words we've listed that match our pattern! Now we are ready to write a silly sentence! We need a few high-frequency words to make our sentence, too. I will use the word wall to find some more words for our sentence."

15. Teacher says: "A silly sentence makes us laugh because we use words that don't usually go together or give us a funny picture in our head."

16. Teacher says silly sentence. For example (use student-generated words): "Don't be a grouch if I enjoy the chow of my choice when we eat dinner."

17. Teacher asks:

    "How many words are in the sentence?" (16)

18. Teacher says: "Yes! We will write this sentence with 16 words together. Let's start with the first word, 'don't.' I know the sounds in this word: /d/ /o/ /n/ /t/."

19. Teacher writes "dont" on chart paper or whiteboard. "Hmmm. This word I wrote doesn't look right."

20. Teacher asks:

    "What do we know about vowel sounds in closed syllables?" (They are short.)

21. Teacher says: "Right. So this can't be right, because this word says 'dont.'"

22. Teacher asks:

    "I wonder how I can spell the word to say 'don't.' Does anyone know what two words we also use to say the same thing as 'don't'?" (do, not)

23. Teacher says: "Right! So 'don't' is really a shorter way to say 'do not.' When we shorten two words into one, it is called a 'contraction.' The word 'contract' means to make something smaller. Let's see how we make contractions with words."

24. Teacher says: "To make a contraction, authors use an apostrophe, like this." Teacher inserts apostrophe between "n" and "t."

25. Teacher says: "The apostrophe's job is to hold the place where the letter 'o' is in the word 'not.' So when we contract the words 'do' and 'not' into 'don't,' we are saying the same thing but in a shorter way."

26. Teacher says: "Authors often use contractions with the word 'not.' I have read the word 'can't' in texts, for example."

27. Teacher asks:

    "What two words would say the same as 'can't'?" (can, not)

28. Teacher says: "Right, 'can' and 'not' can be made into the contraction 'can't.' We should pay attention to any contractions we read this week and think about what two words are making the contraction."

29. Teacher repeats the sentence, tapping out each word on the chart paper or whiteboard.

30. Teacher and students share the pen to take turns interactively writing sentence (see Interactive Writing lessons in Grade 1, Modules 1–2 for more details). Teacher stops to review punctuation rules as needed.

31. When sentence is finished, teacher says: "Let's read our silly sentence we wrote from the words we know."

32. Students and teacher read sentence together.

Meeting Students' Needs

- Observe students as they write. Encourage them to fix the spelling of their sentences as they review what the teacher has written.

- Consider providing students with pre-determined partners to work with.

- If time is a consideration, shorten the lesson by calling on students to brainstorm words instead of having them write on their own individual whiteboards.

- Depending on students' needs, allow them to air-write words instead of write on their whiteboards.

- Consider providing students who need support with a sentence frame to help them generate a silly sentence.

- In step 10, invite students to share how they knew which spelling pattern to use based on syllable type. Provide sentence frames as needed. Example:

    — "I knew to use 'ou' to spell /ow/ in this word because _____."

- Consider creating a structure for celebrating the silly sentences. As the classroom generates more silly sentences, consider making them into a silly poem.

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 may 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 toward that goal in 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).

All Groups

The Reader's Toolbox routine should be used with every group today or another day this week. Teacher may also choose to use a flex day to teach the routine in whole group. See Lesson 28 or Independent and Small Group Work document for full routine and see Supporting Materials for Reader's Toolbox Planning and Recording Template.

Partial Alphabetic:

■ Students complete exit ticket:

— Students work with teacher to interactively create a new silly (or normal) sentence, possibly using CVC, CCVC, and CVCC words instead of vowel teams.

■ Use the Assessment Conversion chart to determine appropriate Grade 1 lessons and Activity Bank ideas to use in daily small group instruction.

Full Alphabetic:

■ Students complete exit ticket:

— Students work with teacher or in pairs to interactively create new silly (or normal) sentences, using words with the spelling patterns: "oi," "oy," "ou," and "ow." Teacher provides immediate feedback and support.

■ Consider using a Writing Checklist (see Lesson 32 supporting materials), modified for the needs of this group. Encourage students to peer or self-edit their sentences based on the checklist criteria. Check in with Accountable Independent Reading.

■ Additional Supporting Materials:

— If silly sentences are being used for fluency practice in Lesson 34, have students write the sentences on chart paper or sentence strips.

Consolidated Alphabetic:

■ Students complete exit ticket:

— Students write their own silly (or normal) sentence using words with the spelling patterns: "oi," "oy," "ou," and "ow." Students use the Writing Checklist (see Lesson 32) to peer or self-edit their writing.

- — Consider keeping these sentences to be used for fluency practice with the Full and Partial Alphabetic students during differentiated small groups for the Fluency lesson (Lesson 34).
- ◼ Use leveled readers for fluency practice. (Refer to Independent Word Guidance document for guidance; see K–2 Skills Resource Manual.)
- ◼ Additional Supporting Materials:
  - — If silly sentences are being used for fluency practice in Lesson 34, have students write the sentences on chart paper or sentence strips.