



Daily and Supporting Learning Targets

- Opening A: I can retell the events from the current edition of the *Sunnyside Gazette*: “Principal Pack Saves the Day!”
- Opening B (optional): Using evidence from the text, I can answer questions about the current edition of the *Sunnyside Gazette*: “Principal Pack Saves the Day!”
- Work Time A: I can read I can high-frequency words and words that “don’t play fair”: “together,” “whole” “hello,” “weird,” “is,” “where’s,” “she’s,” “there’s,” “it’s.” (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: “Where’s Goldie?” (RF.2.3)
 - I can decode words with common prefixes and suffixes.
 - I can decode words with other vowel patterns.
 - 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 are able to 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 other vowel patterns (example: “ild”), and irregularly spelled high-frequency words.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Agenda

1. **Opening (3–5 minutes)**
 - A. Engagement Text Read-aloud: “Principal Pack Saves the Day!”
 - B. Comprehension Conversation (optional)
2. **Work Time (10 minutes)**
 - A. Snap or Trap: “together,” “whole,” “hello,” “weird,” “where’s,” “she’s,” “there’s,” “it’s”
 - B. Decodable Reader: Partner Search and Read: “Where’s Goldie?”
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:
 - Snap or Trap T-chart
 - Snap or Trap Word Cards (write the following words on index cards: “together,” “whole,” “hello,” “weird,” “where’s,” “she’s,” “there’s,” “it’s”)
 - 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

- apostrophe, contraction, comprehension, grapple, responsibility, retelling (L)
- forecast, heating technicians, mild, residents (T)

Materials

- ☑ Enlarged Engagement Text: “Principal Pack Saves the Day!”
- ☑ Snap or Trap Word Cards
- ☑ Snap or Trap T-chart (on whiteboard or chart paper; Snap on one side and Trap on the other; from Lesson 27)
- ☑ Snap or Trap High-Frequency Word Cards
- ☑ Enlarged Decodable Reader: “Where’s Goldie?” (one to display)
- ☑ Interactive Word Wall (one to display)
- ☑ Decodable Reader: “Where’s Goldie?” (one per student)
- ☑ Highlighter (one per student and one for teacher)
- ☑ Highlighting tape (for the teacher to use to highlight the Decodable Reader; optional)
- ☑ Snap or Trap Word List (see Teaching Notes, “In Advance” above; one of each)
- ☑ Tape, magnet, or other material to fasten Snap or Trap Word Cards to the Snap or Trap T-chart

Opening

A. Engagement Text Read-aloud: “Principal Pack Saves the Day!”

- (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: “Principal Pack Saves the Day!”**
- Begin a read-aloud of the Engagement Text: “Principal Pack Saves the Day!”
 1. Teacher says: “Listen carefully as I read today’s edition of the *Sunnyside Gazette*: ‘Principal Pack Saves the Day!’ 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 a partner and retell the events in the *Sunnyside Gazette* article: “Principal Pack Saves the Day!”

Meeting Students' Needs

- For students who need extra support, including ELLs: Consider providing picture cards of nouns in “Principal Pack Saves the Day!” to support comprehension.

B. Comprehension Conversation (optional)

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

“Why was the colder weather bad news for Principal Pack?” (The heating system at the school wasn’t working well.)

“How did Principal Pack save the day?” (He figured out how to fix the heat himself and did it so the kids could come to school.)
 2. Vocabulary and Language:

“Listen to the first sentence from the article: ‘The residents of Sunnyside are saying goodbye to the mild days of fall and bundling up for colder weather.’”

“Who is the writer talking about when he or she says ‘the residents of Sunnyside?’” (the people who live there)

“If the residents, or people who live in Sunnyside are saying goodbye to mild days and getting ready for colder weather, what must ‘mild’ mean?” (not too cold)

“What does ‘forecast’ mean?” (telling what the weather is going to be like)

“In the article it says Principal Pack called some heating technicians. What must heating technicians be?” (people who fix the heat in buildings)
 3. Digging Deeper: Extension Questions:

“What does this article tell us about Principal Pack? How do you know?” (Answers will vary. Example: He cares about his students because it says he wanted to make sure the kids would be warm enough at school, he perseveres because it says when he and the engineer couldn’t get the heat to work and he couldn’t find anyone else to help, he researched it himself and fixed it.)

Work Time

A. Snap or Trap: “together,” “whole,” “hello,” “weird,” “where’s,” “she’s,” “there’s,” “it’s”

- Begin the Snap or Trap instructional practice:

1. Teacher says: “Today we’re going to look at some words and figure out if they are snap or trap words. If they are trap words, we’re going to figure out what makes them hard to read and spell.”
2. Teacher displays a list of **Snap or Trap Word Cards** (“together,” “whole,” “hello,” “weird”) and a **Snap or Trap T-chart**.
3. Teacher reads all words aloud.
4. Teacher reads “whole.”
5. Teacher says: “I hear the sound /h/ at the beginning of this word, but I see the digraph ‘wh.’ I know that the digraph ‘wh’ makes the sound /w/. I would have expected this word to say ‘wole.’ That’s a tricky spelling pattern. The word ‘whole’ goes in the Trap column.”
6. Teacher puts “whole” card in the Trap column.
7. Teacher says:
“Let’s look at the rest of these words and decide if they are snap or trap words.”
8. Student volunteer selects a word (“together,” “hello,” “weird”).
9. Teacher asks:
“Do you think this is a snap or trap word? Why?” (Answers will vary based on word selected.)
10. Teacher repeats step 9 with the remaining two words.
11. Teacher displays the **Snap or Trap High-Frequency Word Cards** (“where’s,” “she’s,” “there’s,” “it’s”).
12. Teacher says: “Clearly these words all have something in common. Turn to an elbow partner and tell them what you notice about all of these words.”
13. Teacher invites a student to share what he or she noticed. (“s” at the end of all of the words)
14. Teacher points to the “s” in each word and asks:
“What might this be?”
15. Teacher invites students to listen carefully as he or she gives them a clue.
16. Teacher points to each of the words as he or she says them aloud while asking the following:
“Where’s the cat?”
17. Teacher says: “It’s okay. There’s no need to worry. She’s right here under my chair!”

18. Teacher points to the “s” in each word and asks:
“Now what do we think this might be?” (stands for “is”)
19. Teacher points to the word “where’s” and says: “Where’s the cat?”
20. Teacher asks:
“Does anyone know what two words we also use to say the same thing as ‘where’s?’” (where is)
21. Teacher reminds students of the contractions with “not” they learned in this cycle.
22. Teacher says: “When we shorten two words into one, it is called a ‘contraction.’ The word ‘contract’ means to make something smaller. Last week we looked at contractions with ‘not.’ This week, let’s see how we make contractions with ‘is.’”
23. Teacher reminds student of the role of the apostrophe, explaining that the apostrophe’s job is to hold the place where the letter “i” is in the word “is.”
24. Teacher invites students to name the two words that are used to say the same thing as “she’s,” “there’s,” and “it’s.”
25. Teacher invites students to turn to elbow partner and explain the job of the apostrophe in these words. (to show where the letter “i” is in the word “is”)
26. If time allows, consider placing the Snap or Trap Word Cards on the Snap or Trap T-chart: “where’s” and “there’s” in the Trap column and “she’s” and “it’s” in the Snap column.

Meeting Students' Needs

- Encourage students to grapple with their knowledge of letter sounds to decide if a high-frequency word is a snap or trap word.
- Encourage students to read a high-frequency word as a whole word. Analyze word after reading it.
- Consider inviting students to use the Syllable Sleuth instructional practice to decode the word “together.” The syllabication for this word is: “to-geth-er.”

B. 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.”
- Begin the Decodable Reader: Partner Search and Read instructional practice:
 1. Teacher displays the **Enlarged Decodable Reader: “Where’s Goldie?”**
 2. Teacher says: “First we read an article from the *Sunnyside Gazette*: ‘Principal Pack Saves the Day!’ Now we will read a story about characters from ‘Where’s Goldie?’ This story is filled with words that YOU can read! There are decodable words, including words with the ‘ild,’ ‘old,’ ‘ost,’ and ‘ind,’ and there are some words that ‘don’t play fair,’ like “whole,” and words that have contractions with ‘is,’ like ‘there’s’ and ‘it’s.’”
 3. Teacher draws students’ attention to words on the **Interactive Word Wall**.

4. Teacher distributes the **Decodable Reader: “Where’s Goldie?”** and **highlighters** to each student.
5. Teacher says: “Before you read the story 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. Teacher thinks aloud as she notices one of the high-frequency words. Teacher highlights it with highlighter or **highlighting tape** in the book. Model again as needed.
7. Partners search for high-frequency words in the Decodable Reader: “Where’s Goldie?” 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 patterns you see in the word, then blend them together to read the word. There are words with more than one syllable, so you may need to be a syllable sleuth as well.”
10. Students read “Where’s Goldie?” with a partner. Partners may take turns (by page or whole text), read in unison, or both.

Meeting Students’ Needs

- If readers in the Pre-Alphabetic or Partial Alphabetic phase need additional support to find 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 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 get high-frequency words in my memory, so I will look for them when I am reading.”

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 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

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 Lesson 7 or Independent and Small Group Work document for full routine. See Supporting Materials for Decodable Student Reader Planning and Recording Template.

Partial Alphabetic:

- Students complete exit ticket:
 - Students read the Decodable Reader: “Where’s Goldie?”
 - Students highlight each word that contains the spelling patterns from the current cycle: “ild,” “old,” “ind,” and “ost.” 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 daily small group instruction. Use the Decodable Reader from that cycle.

Full Alphabetic:

- Students complete exit ticket:
 - Students read the Decodable Reader: “Where’s Goldie?”
 - Students highlight each word that contains the spelling patterns from the current cycle: “ild,” “old,” “ind,” and “ost.”
- OR:
 - Students work with teacher to write a new page in the Decodable Reader: “Where’s Goldie?” using words with spelling patterns from the current cycle: “ild,” “old,” “ind,” and “ost.”

OR:

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

Why did Owen have Goldie?

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

Consolidated Alphabetic:

- Students complete exit ticket:

- Students read the Engagement Text: “Principal Pack Saves the Day.” Students provide a written response to the prompt:

What does this article tell us about Principal Pack? Be sure to give two examples to support your answer.

- Students should try to use words with the spelling patterns: “ild,” “old,” “ind,” and “ost.”
 - 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.
- Additional Supporting Materials:
 - Writing Checklist