



Daily and Supporting Learning Targets

- Opening A: I can read, identify the syllable type, and spell words with the spelling patterns “ind,” “ild,” “old,” and “ost.” (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 write a sentence using words with the spelling patterns “ind,” “ild,” “old,” and “ost” and contractions containing “is.” (L.2.2)
 - I can identify spelling patterns based on syllable type.
 - I can use spelling patterns I know to spell words correctly.
 - I can form contractions correctly.

Ongoing Assessment

- Observe students during Work Time A.
 - Determine whether they can write the given sentence, following basic concepts of print such as directionality and spacing.
 - Also determine whether they can use the “ild,” “ind,” “old,” and “ost” patterns for words with those vowel sound spelling patterns.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Agenda

1. **Opening (3–5 minutes)**
 - A. Words Rule Review: /ī/ and /ō/ Words Spelled with “ild,” “ind,” “old,” and “ost”
2. **Work Time (10 minutes)**
 - A. Interactive Writing: Writing a Silly Sentence with “ild,” “ind,” “old,” and “ost” and Contractions with “is”
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): “Where’s the kindest grandchild with the golden postcard?” “She’s scolding the older wildcat behind the gatepost.”
- Copy and cut apart Words Rule Word Cards for Work Time A (one set to display; one set per pair).

- Draw a four-column T-chart on chart paper with “ild,” “old,” “ind,” and “ost” columns.
- 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)
- ✓ Four-column T-chart (see Teaching Notes, “In Advance” above)

Opening

A. Words Rule Review: /ī/ and /ō/ Words Spelled with “ild,” “ind,” “old,” and “ost”

- (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 in random order: “blind,” “scold,” “mind,” “hold,” “most,” “child,” “wild.”
 2. Teacher says: “Talk to an elbow partner about the rule we have learned about these long /ī/ and long /ō/ words.” (They are closed syllables but have a long vowel sound; they come at the end of a syllable.)
 3. Teacher says: “Right! Usually we would expect to see a vowel team or a magic ‘e’ spelling pattern for a long vowel sound. These are closed syllables. We learned long ago that words with these spelling patterns used to have a magic ‘e’ at the end. So now we know if we hear /ind/, /ost/, /ild/, or /old/, we are using these spelling patterns.”
 4. Teacher says: “Now you will partner up and practice more long ‘i’ and long ‘o’ words that are spelled with ‘ind,’ ‘old,’ ‘ost,’ or ‘ild.’ 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 “ild,” “ind,” “old,” and “ost” words:
 - Student A reads word.
 - Student B identifies each word as “old,” “ost,” “ild,” or “ind” and writes the word on his or her whiteboard.
 - Student B reads all words written.
 - Students switch roles.

Work Time

A. Interactive Writing: Writing a Silly Sentence with “ild,” “ind,” “old,” and “ost” and Contractions with “is”

- (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 ‘ild,’ ‘ind,’ ‘old,’ and ‘ost’ spelling patterns. Let’s think of words we can use!”
 2. Teacher asks:

“Who can think of a word with /īnd/, /ōst/, /īld/, or /ōld/ at the end of a syllable?”
 3. Teacher records the word generated by a student volunteer in the appropriate columns on the **four-column T-chart**.
 4. Teacher says: “Great job! Now it’s time to use your whiteboards to record the words with me.”
 5. Students draw the same T-chart on their own whiteboards.
 6. Teacher says: “After we make our list, we will be writing a silly sentence together. The sentence has to have at least one ‘ild,’ ‘ind,’ ‘ost,’ and ‘old’ word 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 words as we can with those spelling patterns. You will think of as many as you can and write them on your whiteboard in the correct column.”
 7. Students write words individually or with partners for 1–2 minutes.
 8. 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 “most” as “moast,” teacher says: “Great word! The vowel team ‘oa’ does make the long ‘o’ sound. In the word ‘most’ the long ‘o’ sound is spelled with the ‘ost.’ This is a word we’ll see over and over and we will eventually get that pattern in our memories.”

9. Students correct on their whiteboards.
10. Teacher adds the words to his or her whiteboard in the correct column.
11. Repeat steps 8–10 with several more words if necessary (enough from which to choose to create a silly sentence). Students follow along by circling words on their own whiteboard that were shared by others.
12. Teacher says: “Wow! Look at all the words we’ve come up with that match our pattern! Now we are ready to write a silly sentence! We need a contraction with the word ‘is’ too, so let’s look at our Interactive Word Wall for some ideas.”
13. 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.”
14. Teacher says silly sentence. Example (use student-generated words): “Where’s the kindest grandchild with the golden postcard?”
15. Teacher asks:
“How many words are in the sentence?” (eight)
16. Teacher says: “Yes! We will write an eight-word sentence together.”
17. Teacher repeats the sentence, tapping out each word on the chart paper or whiteboard.
18. 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).
19. Teacher stops to review punctuation rules as needed.
20. When sentence is finished, teacher says: “Let’s read our silly sentence we came up with from the words we know.”
21. 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.
- Consider coming up with 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 time. 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 the syllable type in words that are challenging for me. That will help me figure out what the vowel sound is. 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:
 - When I spelled ____, I ____.”
 - When I thought of the silly sentence ____, I ____.”

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: “ind,” “ild,” “old,” and “ost.” Teacher provides immediate feedback and support.
 - Consider using a Writing Checklist (modified for the needs of this group). Encourage students to peer or self-edit their sentences based on the Checklist criteria (see supporting materials for Lesson 37).

Consolidated Alphabetic:

- Students complete exit ticket:
 - Students write their own silly (or normal) sentences using words with the spelling patterns: “ind,” “ild,” “old,” and “ost.” Students use the Writing Checklist to peer or self-edit their writing (see supporting materials for Lesson 37).
 - 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 39).
- Use leveled readers for fluency practice. Refer to the Independent Student Work Guidance document (see K–2 Skills Resource Manual).
- Additional Supporting Materials:
 - If silly sentences are being used for fluency practice in Lesson 39, have students write the sentences on chart paper or sentence strips.