



Daily and Supporting Learning Targets

- Opening A: I can retell the events from the current edition of the *Sunnyside Gazette*: “Local Student Wins City Spelling Bee.”
- Opening B (optional): Using evidence from the text, I can answer questions about the current edition of the *Sunnyside Gazette*: “Local Student Wins City Spelling Bee.”
- Work Time A: I can read irregularly spelled high-frequency words “finally,” “won,” “friend,” “one.” (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: “The Spelling Bee.” (RF.2.3)
 - I can decode words with common prefixes and suffixes.
 - 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 can 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 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: *Sunnyside Gazette*: “Local Student Wins City Spelling Bee”
- B. Comprehension Conversation (optional)

2. Work Time (10 minutes)

- A. Snap or Trap: “even,” “finally,” “won,” “wrong,” “friend,” “ready,” “one”
- B. Decodable Reader: Partner Search and Read: “The Spelling Bee”

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: “even,” “finally,” “won,” “wrong,” “friend,” “ready,” “one”)
 - 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 section).

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- comprehension, grapple, responsibility, retelling (L)
- advance, competed, competition, congratulate, exceed (T)

Materials

- ☑ Enlarged Engagement Text: *Sunnyside Gazette*: “Local Student Wins City Spelling Bee”
- ☑ 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)
- ☑ Enlarged Decodable Reader: “The Spelling Bee” (one to display)
- ☑ Interactive Word Wall (one to display)
- ☑ Decodable Reader: “The Spelling Bee” (one per student)
- ☑ Highlighters (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: *Sunnyside Gazette*: “Local Student Wins City Spelling Bee”

- (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: *Sunnyside Gazette*: “Local Student Wins City Spelling Bee.”**
- Begin a read-aloud of the Engagement Text: *Sunnyside Gazette*: “Local Student Wins City Spelling Bee”:
 1. Teacher says: “Listen carefully as I read today’s edition of the *Sunnyside Gazette*: ‘Local Student Wins Spelling Bee.’ 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: “Local Student Wins Spelling Bee.”

Meeting Students’ Needs

- For students who need extra support, including ELLs: Consider providing picture cards of nouns in “Local Student Wins City Spelling Bee” to support comprehension.

B. Comprehension Conversation (optional)

- Teacher asks the following suggested comprehension questions:
 1. Recall:
 - “What competition was held last night at the library?” (the City Spelling Bee)*
 - “Who was the winner?” (James)*
 - “How many students competed in the spelling bee?” (over 20)*
 2. Vocabulary and Language:
 - “What does the word ‘congratulate’ mean?” (to tell someone they did well and you are happy for him or her)*
 - “The text says James will ‘advance’ to the State Spelling Bee. What does that mean?” (He will go on to compete in the next spelling bee round.)*
 3. Digging Deeper: Extension Questions:
 - “How do you think James felt when he won the spelling bee?” (happy, proud, excited, glad)*
 - “How will he need to prepare for the State Spelling Bee?” (Answers will vary. Example: He will need to practice spelling new words.)*

Meeting Students' Needs

- Consider writing the word "hummingbird" on the board and asking students to articulate why the word requires two "m's." (The base word "hum" is a one-syllable, closed syllable, short vowel word with one consonant at the end. It needs to follow the 1-1-1 rule when adding the suffix "-ing.")

Work Time

A. Snap or Trap: "even," "finally," "won," "wrong," "friend," "ready," "one"

- 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** ("even," "finally," "won," "wrong," "friend," "ready," "one") and a **Snap or Trap T-chart**.
 3. Teacher reads all words aloud.
 4. Teacher reads "won."
 5. Teacher says: "I notice we hear the vowel sound /u/ in the word 'won,' but we see the vowel 'o.' The vowel is not making the sound we would expect in 'won,' so it goes in the Trap column."
 6. Teacher puts the "won" card in the Trap column.
 7. Teacher asks:

"Can anyone see any other trap words? This is a difficult job because we need to use all that we know about letters and sounds to figure out if the word is snap or trap. You might be unsure about the answer. That's okay! We will help each other as a class think about the words and back up our ideas with evidence."
 8. Student volunteer selects a trap word: "finally," "friend," "one."
 9. Teacher asks:

"Why do you think it's a trap word?" (Answers will vary based on word selected.)
 10. Teacher says: "Right! ____ is a trap word because it doesn't sound like it is spelled. It belongs in the Trap column."
 11. Teacher adds selected trap word to chart.
 12. Students and teacher completes steps 8–11 until all trap words are found.
 13. Students and teacher chorally read list of trap words together.

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 and analyze the word after reading it.
- The words "one" and "won" are homophones. Consider inviting students to use each word in a sentence and add them to a teacher-created Homophone chart.

B. Decodable Reader: Partner Search and Read: "The Spelling Bee"

- (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: "The Spelling Bee."**
 2. Teacher says: "First we read an article from the *Sunnyside Gazette*: 'Local Student Wins Spelling Bee.' Now we will read a story about characters from Sunnyside: 'The Spelling Bee.' This story is filled with words that YOU can read! There are decodable words, and there are some words that don't play fair, like 'won' and 'finally.'"
 3. Teacher draws students' attention to words on the **Interactive Word Wall**.
 4. Teacher distributes the **Decodable Reader: "The Spelling Bee"** and highlighters to each student.
 5. Teacher says: "Before you read the book 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. The words 'finally,' 'won' (not the number 1), 'ready,' and 'wrong' from the words we just sorted in Snap and Trap are all in this story. The words 'even' and 'one' (as in the number 1) are not."
 6. Teacher models. Teacher thinks aloud as he or 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: "The Spelling Bee" 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 phonemes (sounds) that you have learned. So, you just need to say the sound that goes with each of the letters you see in the word, then blend them together to read the word."
 10. Students read "The Spelling Bee" 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 struggle 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 own learning. Invite students to reflect on ways they took responsibility for their learning during whole group or how they plan to take responsibility during 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

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: “The Spelling Bee.”
 - Students highlight each word that follows the 1-1-1 doubling rule, 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.

Full Alphabetic:

- Students complete exit ticket:
 - Students read the Decodable Reader: “The Spelling Bee.”
 - Students highlight each word that follows the 1-1-1 doubling rule.
- OR:
 - Students work with teacher to write a new page in the Decodable Reader: “The Spelling Bee!” using words that follow the 1-1-1 doubling rule.
- OR:
 - Students work with teacher or a partner to provide a written response to the prompt:
What would you do to prepare for a spelling bee?
 - 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: “Local Student Wins City Spelling Bee.” Students provide a written response to the prompt:
What kind of competition would you like to be in and why?
 - Students should try to use words that follow the 1-1-1 doubling rule.
 - 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 (one per student)