



Daily and Supporting Learning Targets

- Opening A: I can retell the events from the current edition of the *Sunnyside Gazette*: “Sunnyside High School Band Going to State Championship!”
- Opening B (optional): Using evidence from the text, I can answer questions about the current edition of the *Sunnyside Gazette*: “Sunnyside High School Band Going to State Championship!”
- Work Time A: I can read high-frequency words that “don’t play fair”: “would,” “you’d,” “o’clock.” (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 Marching Band.” (RF.2.3)
 - I can decode words with common 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 with an “-ed” ending 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*: “Sunnyside High School Band Going to State Championship!”
- B. Comprehension Conversation (optional)

2. Work Time (10 minutes)

- A. Snap or Trap: “he’d,” “I’d,” “you’d,” “o’clock,” “anything,” “would”
- B. Decodable Reader: Partner Search and Read: “The Marching Band”

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: “he’d,” “I’d,” “you’d,” “o’clock,” “anything,” “would”)

- 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

(W): Vocabulary Used in Writing

- comprehension, grapple, responsibility, retelling (L)
- championship, percussion, band, scholarship, optimistic (T)

Materials

- ☑ Enlarged Engagement Text: *Sunnyside Gazette*: “Sunnyside Band Going to State Championship!” (one to display)
- ☑ Snap or Trap Word Cards (see Teaching Notes, “In Advance” above; one of each)
- ☑ 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 Marching Band” (one to display)
- ☑ Interactive Word Wall
- ☑ Decodable Reader: “The Marching Band” (one per student)
- ☑ Highlighters (one per student and one for teacher)
- ☑ Highlighting tape (for the teacher to use to highlight the Decodable Reader; optional)
- ☑ 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*: “Sunnyside High School Band Going to State Championship!”

- (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*: “Sunnyside High School Band Going to State Championship!”
- Begin a read-aloud of the Engagement Text: *Sunnyside Gazette*: “Sunnyside High School Band Going to State Championship!”
 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: "Sunnyside High School Band Going to State Championship!"

Meeting Students' Needs

- For students who need extra support, including ELLs: Consider providing picture cards of nouns in "Sunnyside High School Band Going to State Championship!" to support comprehension.

B. Comprehension Conversation (optional)

- Teacher asks the following suggested comprehension questions:
 1. Recall:
 - "How many times has the high school marching band been to the State Championship?" (four years in a row)*
 - "Have they ever won?" (no)*
 - "Where will the marching band play next?" (Friday night's football game)*
 2. Vocabulary and Language:
 - "What does the phrase 'percussion section' mean?" (section of the band with people who play musical instruments by striking with their hand or handheld object; i.e., drums, cymbals)*
 - "The text says the snare drummer, Marco, will receive a 'scholarship' to play in a college marching band next year. What does that mean?" (He will receive money to attend college to play in the marching band because he is very good.)*
 3. Digging Deeper: Extension Questions:
 - "How does the band leader, Melanie Meter, feel about the chances for the band to win the Championship?" (optimistic and hopeful)*
 - "How do you know?" (She thinks the band is "one of the best groups" she has seen in her career.)*

Work Time

A. Snap or Trap: "he'd," "I'd," "you'd," "o'clock," "anything," "would"

- Begin the Snap or Trap instructional practice:
 1. Teacher says: "We know some words can be hard to read and spell because they don't look and sound like they should. We call those words 'words that don't play fair.' Today, we're going to look at words like this and figure out what makes them hard to read and spell."
 2. Teacher displays a list of **Snap or Trap Word Cards** ("he'd," "I'd," "you'd," "o'clock," "anything," "would") and a **Snap or Trap T-chart**.

3. Teacher says: "All of these words are high-frequency words, which means we see them a lot when we read and use them a lot when we spell. Some of them are regularly spelled; they 'play fair.' Some of them are irregularly spelled, so they 'don't play fair.' We will figure out which ones should go in the Trap column (words that don't play fair) and which ones go in the Snap column (words that do play fair)."
4. Teacher reads all words aloud.
5. Teacher reads "o'clock."
6. Teacher says: "I notice we hear the vowel sound /ō/ in the beginning of the word 'o'clock' with an apostrophe after the word. The clock tells time. 'o' stands for 'of the.' Think of someone asking 'What "of the" clock?' instead of 'What time is it?' To answer, look at the clock and tell the time, 'It is 2 of the clock.' This is a tricky spelling pattern. The word 'o'clock' goes in the Trap column."
7. Teacher puts "o'clock" card in the Trap column.
8. Teacher displays Snap or Trap Word Cards: "he'd," "I'd," "you'd."
9. Teacher says: "Turn to an elbow partner and tell them something you notice about all of these words." (They all have "d.")
10. Teacher says: "That's right! Listen to these sentences: 'I was afraid you'd ask me that' and 'I'd rather have cheese pizza.'"
11. Teacher asks: "'d' is replacing the same word in both these sentences. Can anyone think of the word?" ("would")
12. Teacher says: "Yes! 'I was afraid you'd ask me that' is also 'I was afraid you would ask me that.' 'You'd' is short for 'you would.' This is another example of a contraction."
13. 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."
14. Student volunteer selects a trap word. ("you'd," "would")
15. Teacher asks:
"Why do you think it's a trap word?" (Answers will vary based on word selected.)
16. Teacher says: "Right! ____ is a trap word because it doesn't sound like it is spelled. It belongs in the Trap column."
17. Teacher adds selected trap word to chart.
18. Students and teacher completes steps 8–11 until all trap words are found.
19. 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.

B. Decodable Reader: Partner Search and Read: “The Marching Band”

- 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 Marching Band.”**
 2. Teacher says: “First we read an article from the *Sunnyside Gazette*: ‘Sunnyside High School Band Going to State Championship!’ 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 ‘you’d’ and ‘o’clock.’”
 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.”
 6. Teacher models. Teacher thinks aloud as she notices one of the high-frequency words. Teacher highlights it with a highlighter or **highlighting tape** in the book. Model again as needed.
 7. Partners search for high-frequency words in the Decodable Reader: “The Marching Band” 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 sound 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. You’ll also see a lot of words with the ‘-ed’ ending!”
 10. Students read “The Marching Band” 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. 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 Marching Band.”
 - Students highlight each word with an “-ed” suffix, 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 Marching Band.”
 - Students highlight each word with an “-ed” suffix.

OR:

- Students work with teacher to write a new page in the Decodable Reader: “The Marching Band,” using words with the suffix “-ed.”

OR:

- Students work with teacher or a partner to provide a written response to the prompt:
What kind of instrument would you play in a band?
- 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: “Sunnyside High School Band Going to State Championship!” Students provide a written response to the possible prompts:

Do you play a musical instrument?

OR:

Have you ever seen a marching band perform?

- Students should try to use words with the suffix “-ed.”
 - 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)