



### Daily and Supporting Learning Targets

- Opening A: I can identify the vowel sounds made by vowel teams “oo,” “ou,” “ui,” “ue,” and “ew.” (RF.2.3, L.2.2)
  - I can identify the sounds made by different vowel teams.
  - I can use knowledge of vowel sounds to help me decode words with different spelling patterns.
- Work Time A: I can read and spell words with vowel teams “oo,” “ou,” “ui,” “ue,” and “ew.” (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 for common vowel teams.

### Ongoing Assessment

- Observe students during Opening A. Determine whether they can correctly identify the sounds for vowel teams “oo,” “ou,” “ui,” “ue,” and “ew.”
- Observe students during Work Time A. Determine whether they can apply knowledge of vowel teams “oo,” “ou,” “ui,” “ue,” and “ew” to read and spell words correctly.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

### Agenda

1. **Opening (3–5 minutes)**
  - A. Word Workout: Same Sounds
2. **Work Time (10 minutes)**
  - A. Word Workout: Exercise Practice
3. **Closing and Assessment (2 minutes)**
  - A. Reflecting on Learning
4. **Differentiated and Small Group Instruction and Rotations (40–45 minutes)**

### Teaching Notes

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#### In advance:

- Enlarge Vowel Team Cards.
- Copy and cut apart Vowel Team Cards for student use.
- Copy and cut apart Word Cards for student use.
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher).

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- exercise, identify, workout (L)

## Materials

- ☑ Enlarged Vowel Team Cards (for display)
- ☑ Word Cards (one set per pair)
- ☑ Vowel Team Cards (one set per pair)

## Opening

### A. Word Workout: Same Sounds

- (Suggested transition song, sung to the tune of “The Muffin Man”):
 

***“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 in our stars today?”***
- Begin the Word Workout: Same Sounds instructional practice:
  1. Teacher says: “We have been learning words with vowel teams ‘oo,’ ‘ou,’ ‘ui,’ ‘ue,’ and ‘ew.’ Today we are going to learn a new exercise for your Word Workout using these words called Same Sounds. You will work with a partner to practice reading and spelling words with vowel teams ‘oo,’ ‘ou,’ ‘ui,’ ‘ue,’ and ‘ew.’ Let’s learn this new exercise called Same Sounds.”
  2. Teacher displays **enlarged Vowel Team Cards** on the board.
  3. Teacher says: “These are the vowel teams we have been learning. You will have a stack of Word Cards with the vowel team missing in each word. You will insert the missing sound /ū/ or /ōō/ to read each word, then decide which vowel team is missing. You will write in the missing vowel team, then place that card under the matching vowel team. Let’s try one together.”
  4. Teacher displays **Word Card**: “m\_d” and asks:
 

***“What word does this say when I add the missing /ōō/ sound?” (mood)***

***“Which vowel team is missing in ‘mood’?” (“oo”)***
  5. Teacher says: “Right! So I will write ‘oo’ in this word. Now this word says ‘mood.’”
  6. Teacher asks:
 

***“Now under which vowel team should I place this Word Card?” (“oo”)***
  7. Teacher says: “Yes, I will place ‘mood’ under the ‘oo’ vowel team.”
  8. Teacher says: “Now it is your turn to practice this exercise with a partner. You will take turns selecting a Word Card and reading the word by inserting the /ū/ or /ōō/ sound. Then you will write the missing vowel team on the card and place it to the matching vowel team. Your goal is to get all your Word Cards matched correctly. When you are finished with all the words, you will take turns reading the words for each vowel team and checking your work together.”

### Meeting Students' Needs

- Note that there are no generalizations for placement of these vowel patterns within syllables. Therefore, the focus of work with these words is on practice to support automaticity in decoding.

## Work Time

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### A. Word Workout: Exercise Practice

- (Suggested transition song, sung to the tune of “The Muffin Man”):  
*“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 stars today?”*
- Begin the Word Workout: Exercise Practice instructional practice:
  1. Teacher says: “Now you will practice with a partner. You will take turns selecting a Word Card and reading the word by inserting the /ū/ or /ōō/ sound. Then you will write the missing vowel team on the card and place it to the matching vowel team. Your goal is to get all your Word Cards matched correctly. When you are finished with all the words, you will take turns reading the words for each vowel team and checking your work together.”
  2. Teacher distributes **Vowel Team Cards** and Word Cards to partners and observes as students practice the exercise.

### Meeting Students' Needs

- For students who may quickly complete the exercise practice, consider inviting them to create descriptive oral sentences that contain the words from their Word Cards.

## Closing and Assessment

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### 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 might 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 think about the vowel teams for /ū/ and /ōō/ when I read and spell 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).*

### Partial Alphabetic:

- Students complete exit ticket:
  - Students or teacher cut Segment the Syllables Word Cards into syllables.
  - With teacher support, students glue divided syllables onto Segment the Syllables recording sheet.
  - Follow up with exit tickets. Analyze words that were more challenging and discuss why. Ask students to identify the syllable types.
- Use the Assessment Conversion chart to determine appropriate Grade 1 lessons and Activity Bank ideas to use in daily small group instruction.
- Check in with Accountable Independent Reading.
- Additional Supporting Materials:
  - Segment the Syllables Word Cards (one set)
  - Segment the Syllables recording sheet (one per student)

### Full Alphabetic:

- Students complete exit ticket:
  - Students complete Syllable Slice (see Supporting Materials).
  - Follow up with Word Lists and exit tickets. Analyze words that were more challenging and discuss why.
- Consider working with an appropriate common text, making connections to words with vowel teams “oo,” “ou,” “ui,” “ue,” and “ew,” and holding text-based comprehension conversations.
- Check in with Accountable Independent Reading.
- Additional suggested activities:
  - An Activity Bank activity from the Vowels category (V) or from the Fluency category (F)
- Additional Supporting Materials:
  - Syllable Slice (one per student)

### Consolidated Alphabetic:

- Students complete exit ticket:
  - Students complete Syllable Slice (see Supporting Materials).

## Reading Foundations Skills Block

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- Follow up with Word Lists and exit tickets. Analyze words that were more challenging and discuss why.
- Check in with Accountable Independent Reading.
- Consider inviting students to write an article for the *Sunnyside Gazette*, using as many words with vowel teams “oo,” “ou,” “ui,” “ue,” and “ew” as they can.
- Additional Supporting Materials:
  - Syllable Slice (one per student)