



Daily and Supporting Learning Targets

- Opening A: I can retell the events from the current edition of the *Sunnyside Gazette*: “New Restaurant Opens in Sunnyside.”
- Opening B (optional): Using evidence from the text, I can answer questions about the current edition of the *Sunnyside Gazette*: “New Restaurant Opens in Sunnyside.”
- Work Time A: I can read regularly spelled high-frequency words and words that “don’t play fair”: “place,” “let’s,” “large,” “which,” “orange.” (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: “Too Many Options!” (RF.2.3)
 - I can identify the sounds made by different vowel teams.
 - I can decode a two-syllable word that contains a vowel team.
 - I can decode words with common 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 can read regularly and irregularly spelled high-frequency words and determine why they are regular or 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: “tion”), 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: “New Restaurant Opens in Sunnyside”
 - B. Comprehension Conversation (optional)
2. **Work Time (10 minutes)**
 - A. Snap or Trap: “place,” “let’s,” “large,” “which,” “orange,” “who,” “what,” “they”
 - B. Decodable Reader: Partner Search and Read: “Too Many Options!”
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: “place,” “let’s,” “large,” “which,” “orange,” “who,” “what,” “they”)
 - 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

- comprehension, grapple, responsibility, retelling (L)
- coupon, crowd-pleasing, inquire, lunch fare, option (T)

Materials

- ☑ Enlarged Engagement Text: “New Restaurant Opens in Sunnyside” (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)
- ☑ Interactive Word Wall (one to display)
- ☑ Enlarged Decodable Reader: “Too Many Options!” (one for display)
- ☑ Decodable Reader: “Too Many Options!” (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
- ☑ Snap or Trap Word List (see Teaching Notes, “In Advance” above; one of each)

Opening

A. Engagement Text Read-aloud: “New Restaurant Opens in Sunnyside Park”

- (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: “New Restaurant Opens in Sunnyside Park.”**
- Begin a read-aloud of the Engagement Text: “New Restaurant Opens in Sunnyside Park”:
 1. Teacher says: “Listen carefully as I read today’s edition of the *Sunnyside Gazette*: ‘New Restaurant Opens in Sunnyside Park.’ 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: “New Restaurant Opens in Sunnyside Park.”

Meeting Students’ Needs

- For students who need extra support, including ELLs: Consider providing picture cards of nouns in “New Restaurant Opens in Sunnyside Park” to support comprehension.

B. Comprehension Conversation (optional)

- Teacher asks the following suggested comprehension questions:
 1. Recall:
 - “What new business is opening in Sunnyside?” (a new restaurant called “Soup for You”)*
 - “What will residents be able to get if they bring in the coupon?” (a free bag of chips when they buy a soup or sandwich)*
 - “What meal won’t the restaurant be open for?” (dinner)*
 2. Vocabulary and Language:
 - “The article says that people who live in Sunnyside will soon have a new restaurant option. What does ‘option’ mean?” (choice)*
 - “The article says that the restaurant will serve soup, sandwiches, and other lunch fare. What does ‘other lunch fare’ mean?” (other kinds of lunch food)*
 - “The article also says that the chef will have ‘crowd-pleasing’ sandwiches. What do you think the writer means when he says the sandwiches will be ‘crowd-pleasing’?” (people will like the sandwiches)*
 - “The article says that the restaurant is still hiring and says that people can ‘inquire’ at the restaurant during business hours. What does ‘inquire’ mean?” (ask, find out)*

3. Digging Deeper: Extension Questions:

“How might this new restaurant be good for the city of Sunnyside?” (Answers will vary. Listen for answers that can be supported by info from the text, such as good food, open for breakfast and lunch, provide jobs.)

Work Time

A. Snap or Trap: “place,” “let’s,” “large,” “which,” “orange,” “who,” “what,” “they”

■ Begin Snap or Trap instructional practice:

1. Teacher displays a list of **Snap or Trap Word Cards** (“place,” “let’s,” “large,” “which,” “orange,” “who,” “what,” “they”) and a **Snap or Trap T-chart**.
2. 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 or include spelling patterns that we don’t see a lot, so they ‘don’t play fair.’ We will figure out which ones should go in the Snap column (words that do play fair) and which ones go in the Trap column (words that don’t play fair).”
3. Teacher reads all words aloud.
4. Teacher points to and reads “let’s.”
5. Teacher says: “I see the apostrophe and an ‘s,’ and I know that usually that means the word is a contraction with ‘is.’”
6. Teacher writes: “Let’s go to the store.” on the board and reads it aloud.
7. Teacher points to the word “let’s” in the sentence and says: “This time I’ll read the sentence and say ‘let is’ when I read this.”
8. Teacher says: “Let is go to the store.”
9. Teacher asks:

“Does that make sense?” (no)

“If the contraction isn’t with ‘is,’ what could it be with?”
10. Teacher invites a few students to share their ideas.
11. Teacher says: “The word ‘let’s’ isn’t a contraction with ‘is.’ Instead, it’s a contraction with ‘us.’
12. Teacher says: “‘Let us go to the store’ is an old-fashioned, formal way of saying ‘Let’s go to the store.’ That’s tricky. We’ll put that word in the Trap column.”
13. Teacher says: “Let’s look at the rest of these words and decide if they are snap or trap words.”
14. Teacher invites a student volunteer to select a word from the list of Word Cards.

15. Teacher asks:

“Do you think this is a snap or trap word? Why?” (Answers will vary based on word selected.)

16. Teacher repeats with the remaining words.

17. Teacher places the words “let’s,” “place,” and “large” on the **Interactive Word Wall**.

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 the word after reading it.
- Consider inviting students to use the Syllable Sleuth practice to decode the word “orange.” The syllabication for this word is: “or-ange.” The vowel “a” makes the schwa (/u/) sound in this word.
- Consider drawing students' attention to the soft “c” and soft “g” in the words “place” and “large” respectively. Explain that when “ce” or “ge” are at the end of a word, those letters make their “soft” sounds. Consider showing similar words such as “mice,” “fence,” “once,” “race,” “age,” “page,” and “range” to support their understanding.

B. Decodable Reader: Partner Search and Read: “Too Many Options!”

- (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 **Decodable Reader: “Too Many Options!”**
 2. Teacher says: “First we read an article from the *Sunnyside Gazette*: ‘New Restaurant Opens in Sunnyside.’ Now we will read a story about characters from Decodable Reader: ‘Too Many Options!’ This story is filled with words that YOU can read! There are decodable words, including words with the ‘tion’ or ‘sion,’ words with vowel teams like ‘ou’ and ‘ew’ that make the long ‘u’ sound, and some contractions.”
 3. Teacher draws students’ attention to the words “let’s,” “place,” and “large” words on the Interactive Word Wall.
 4. Teacher distributes the **Decodable Reader: “Too Many Options!”** 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 ‘let’s’ and ‘who’ 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: “Too Many Options!” 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 “Too Many Options!” 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 need extra practice 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.
- Consider inviting students to highlight any patterns from past cycles that you feel need targeted review.

Closing and Assessment

A. Reflecting on Learning

- Emphasize that successful learners have a responsibility to set goals for themselves. Invite students to reflect on goals they set for themselves based on their End of Module 1 assessment results. They can track their progress towards their goal during whole group or differentiated small group instruction. 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. Example:
 - “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: "Too Many Options!"
 - Students highlight each word that contains the spelling patterns from the current cycle: "tion" and "sion." 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 Student Decodable Reader from that cycle.

Full Alphabetic:

- Students complete exit ticket:
 - Students read the Decodable Reader: "Too Many Options!"
 - Students highlight each word that contains the spelling patterns from the current cycle: "tion" and "sion" and any patterns from a previous cycle needing targeted review.
- Or:
 - Students work with teacher to write a new page in the Decodable Reader: "Too Many Options!" using high-frequency words from the Interactive Word Wall or patterns from the current cycle: "tion" and "sion."
- Or:
 - Students work with teacher or a partner to provide a written response to the prompt:

What options would you choose if you went to lunch at the restaurant Soup for You?
- Look over the exit tickets with student(s). Analyze words that were more challenging and discuss why.

- Compile a list of one-syllable words with soft and hard “c” and/or “g” and lead students to examine the list to discover when those consonants have a soft or hard sound (see Teaching Note for Work Time A in Purpose of Lesson and Alignment to Standards section for the generalizations).

Consolidated Alphabetic:

- Students complete exit ticket:
 - Students read the Engagement Text: “New Restaurant Opens in Sunnyside.” Students provide a written response to the prompt:
What options would you choose if you went to lunch at the restaurant Soup for You?
 - Students should try to use words with the spelling patterns: “tion” and “sion.”
 - 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)