



Daily and Supporting Learning Targets

- Opening A: I can read and spell words with C-le syllables. (RF.2.3, L.2.2)
 - I can use knowledge of vowel sounds to help me decode words with different spelling patterns.
 - I can decode words with C-le syllable types.
- Work Time A: I can use my knowledge of sounds and syllables to read and spell words. (RF.2.3, L.2.2)
 - I can use knowledge of vowel sounds to help me decode words with different spelling patterns.
 - I can decode words with C-le syllable types.
 - I can identify spelling patterns based on syllable type.

Ongoing Assessment

- Observe students during Opening A. Determine whether they can identify the correct spelling pattern based on syllable type.
- Observe students during Work Time A. Determine whether they can apply knowledge of syllable types 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 Small Group Instruction and Rotations (40–45 minutes)**

Teaching Notes

In advance:

- Copy C-le T-chart for student use.
- Copy and cut apart Word Workout: Same Sounds Word Cards for student use.
- Prepare any materials necessary for Work Time A.
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher).

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- identify, workout, exercise (L)

Materials

- ☑ Word Workout: Same Sounds Word Cards (one set per pair)
- ☑ C-le T-chart (one set per pair)
- ☑ Materials for exercise in Work Time A

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 when we sort our words today?”
- Begin the Word Workout: Same Sounds exercise:
 1. Teacher says: “We are going to practice the Same Sound exercise with C-le words. You will be working with a partner to practice words with C-le endings we have been learning. You will take turns deciding if each word is spelled with a ‘-dle,’ ‘-ble,’ ‘-fle,’ or ‘-ple’ ending.”
 2. Teacher says: “You and your partner will have a set of Word Cards and a T-chart for your words. You will take turns selecting a Word Card and reading a word to your partner. Your partner will think about the ending syllable type and decide how the word is spelled. If it is correct, you will place the card under that spelling column on the T-chart. If it is not correct, you will encourage your partner to ‘try again.’ After the Word Card is placed under the correct spelling, it will be your turn. Your goal is to get all your Word Cards matched correctly.”
 3. Teacher distributes **Word Workout: Same Sounds Word Cards** and **T-charts** to student partners.

Meeting Students’ Needs

- Consider extending the Opening to allow adequate time for students to move through the majority of the Word Workout: Same Sounds Word Cards as time allows.
- Consider modeling once with a student volunteer before students begin.
- Remind students that words ending in C-le are always more than one syllable.
- Consider reminding students that the final ending syllable C-le sounds like /əl/ but is spelled “le.”
- Remind students that when the C-le ending follows a long vowel sound, there is one single consonant between the vowel and “-le.”

Work Time

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 charts today?”
- Begin the Word Workout: Exercise Practice:
 1. Teacher introduces selected review exercise from Modules 1–2 for student practice.
 2. Teacher says: “Now you will practice a familiar exercise in your Word Workout: (name of exercise).”
 3. Teacher reminds students of exercise instructions as needed.
 4. Teacher distributes **materials for exercise in Work Time A**.
 5. Students practice review exercise(s).
 6. Teacher distributes Word Cards to partners and observes as students practice the exercise.

Closing and Assessment

A. Reflecting on Learning

- Emphasize that in any organization made up of a group of people working toward a common goal, everyone has their own responsibilities, but they also collaborate (work together) so that everyone can “grow and flourish” or “be the best they can be.” Consider using a metaphor, such as a sports team, city government, or other group, that may be familiar to students. Invite students to share how the classroom community is such an organization. It is made up of a group of people (students and teachers) working toward a common goal (everyone becoming proficient readers and writers).
- To support students’ reflection of their own role in collaboration, consider inviting them to reflect on one or more of the following questions:
“What can I do today that will help create a classroom community where all of us can ‘grow and flourish’ as readers and writers/become proficient readers and writers?” Encourage specificity.
“How can I ask for help so I can ‘grow and flourish’ as a reader/writer or ‘become proficient’ as a reader/writer?” (Example: “I can ask someone to look over my work and give me feedback.”)
- Depending on students’ comfort level, consider inviting them to share their own personal goals (based on feedback from mid- or end-of-module assessments or self-identified goals based on daily work).

Meeting Students' Needs

- For students who need additional support organizing their ideas: Provide sentence frames. Examples:
 - "I will collaborate by ____."
 - "When I work with my partner, 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 cut Segment the Syllables Word Cards into syllables.
 - 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 per student)
 - 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 the syllable type C-le spellings, and holding text-based conversations.
- Check in with Accountable Independent Reading.
- Additional suggested activities:
 - An Activity Bank activity from the Fluency category (F)
- **Additional Supporting Materials:**
 - Syllable Slice

Consolidated 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.
- Check in with Accountable Independent Reading.
- Consider inviting students to write an article for the *Sunnyside Gazette*, using as many words with the C-le syllable type.
- **Additional Supporting Materials:**
 - Syllable Slice