



Daily and Supporting Learning Targets

- Opening A: I can retell the events from the current edition of *Sunnyside Gazette*: “Bike Over the Bridge.”
- Opening B (optional): Using evidence from the text, I can answer questions about the current edition of the *Sunnyside Gazette*: “Bike Over the Bridge.”
- Work Time A: I can read regularly spelled high-frequency words and words that “don’t play fair”: “meant,” “against” “receive,” “supposed,” “surprise,” “really,” “anything.” (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 differently spelled word endings.
 - 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 high-frequency words.
 - Also determine why the words are regularly or irregularly spelled.
- 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 (examples: “-dge” and “-ge”), 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: “Bike Over the Bridge”
 - B. Comprehension Conversation (optional)
2. **Work Time (10 minutes)**
 - A. Snap or Trap: “meant,” “against,” “receive,” “supposed,” “surprise,” “really,” “anything,” “through”
 - B. Decodable Reader: Partner Search and Read: “The Huge Package”
3. **Closing and Assessment (2 minutes)**
 - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40–45 minutes)**

Teaching Notes

In advance:

- Prepare:
 - Snap or Trap T-chart
 - Snap or Trap High-Frequency Word Cards (write the following words on index cards: “meant,” “against,” “receive,” “supposed,” “surprise,” “really,” “anything,” “through”)
 - Interactive Word Wall
 - Comprehension Conversation questions (if different from suggested questions)
- Predetermine 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)
- annual, Civic Association, donations, pledges, participants, proceeds, right around the corner, route, sponsor (T)

Materials

- ✓ Enlarged Engagement Text: “Bike Over the Bridge”
- ✓ Snap or Trap Word Cards (see supporting materials)
- ✓ Snap or Trap T-chart (on whiteboard or chart paper; Snap on one side and Trap on the other; from Lesson 62)
- ✓ Interactive Word Wall
- ✓ Enlarged Decodable Reader: “The Huge Package” (one to display)
- ✓ Decodable Reader: “The Huge Package” (one per student)
- ✓ Highlighter (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
- ✓ High-Frequency Word Cards (one of each; for teacher to place on the Word Wall)

Opening

A. Engagement Text Read-aloud: “Bike Over the Bridge”

- (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 Read-aloud: “Bike Over the Bridge.”**
- Begin a read-aloud of the Engagement Text: “Bike Over the Bridge”:
 1. Teacher says: “Listen carefully as I read today’s edition of *the Sunnyside Gazette*: ‘Bike Over the Bridge.’ 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 an elbow partner and each partner retells the events in the *Sunnyside Gazette* article “Bike Over the Bridge.”

Meeting Students' Needs

- For students who need extra support, including ELLs: Consider providing picture cards of nouns in “Bike Over the Bridge” to support comprehension.

Opening

B. Comprehension Conversation (optional)

- Teacher asks the following suggested comprehension questions:
 - Recall:
 - “What will be happening in Sunnyside in a few weeks?” (a bike race)
 - “How long is the race?” (10 miles)
 - “Why are they having the race?” (to gather money to plant new trees and flowers)
 - “Where does the race begin?” (in front of the subway stop)
 - “What will everyone who finishes the race get?” (a badge of completion)
 - “What will the first three to finish get?” (a medal)
 - Vocabulary and Language:
 - “What does the writer mean when she says that spring is ‘right around the corner?’” (coming soon, just about here)
 - “The article says this is an ‘annual’ bike race. What does ‘annual’ mean?” (yearly)
 - “The next sentence in the article starts ‘for the tenth year in a row.’ How can that help us figure out what ‘annual’ means?” (tells us it’s been happening every year for a long time)
 - “The article says that the participants in the race need to gather pledges and receive donations to raise money. What are pledges and donations?” (money people give them for doing the ride)
 - “The article says that the proceeds will be used to plant new trees and flowers in the Sunnyside City Park. What must ‘proceeds’ mean?” (the money people collected for the race)
 - Digging Deeper: Extension Questions:
 - “How do events like this benefit (support) the community?” (Text-supported answers will vary. Example: “Money is used to do something good for the community like plant new trees or flowers.”)

“What do the participants get from being a part of this event (how do they benefit)?” (badge or medal, good exercise, feel good about helping their community)

Work Time

A. Snap or Trap: “meant,” “against,” “receive,” “supposed,” “surprise,” “really,” “anything,” “through”

- Begin the Snap or Trap instructional practice:
 1. Teacher shows students a list of **Snap or Trap Word Cards** (“meant,” “against,” “receive,” “supposed,” “surprise,” “really,” “through,” “anything”) 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 and which ones go in the Trap column.”
 3. Teacher reads all words aloud.
 4. Teacher points to the word “meant” and reads it aloud.
 5. Teacher says: “I see the vowel team ‘ea,’ and I know that usually stands for the long vowel sound /ē/, but here it is making the sound /e/. That’s tricky. We’ll put that word in the Trap column.”
 6. Teacher says: “Let’s look at the rest of these words and decide if they are snap or trap words.”
 7. Teacher invites a student volunteer to select a word from the list of Word Cards.
 8. Teacher asks:

“Do you think this is a snap or trap word? Why?” (Answers will vary based on word selected).
 9. Teacher repeats with the remaining words.
 10. Teacher places the words “meant,” “against,” “receive,” “supposed,” and “surprise” on the **Interactive Word Wall**.

Meeting Students’ Needs

- Encourage students to grapple with their knowledge of letter sounds to decide whether a high-frequency word is a snap or trap word.
- Encourage students to read high-frequency word as a whole word and analyze it after reading it.
- Consider inviting students to use the Syllable Sleuth practice to decode the word “surprise.” The syllabication for this word is “sur-prise.” The first syllable is r-controlled and the second is CVCe.
- Consider drawing students’ attention to the /t/ sound made by the “-ed” at the end of “supposed.”

- The word “receive” uses the “ei” vowel team that was examined in the first part of the Words Rule Work Time in Lesson 76. Remind students of this vowel team and the sound it makes.

Work Time

B. Decodable Reader: Partner Search and Read: “The Huge Package”

- (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 Huge Package.”**
 2. Teacher says: “First we read an article from the *Sunnyside Gazette*: ‘Bike Over the Bridge.’ Now we will read a story about characters from Sunnyside: “The Huge Package.” This story is filled with words that YOU can read! There are decodable words, including words with the ‘-dge’ or ‘-ge’ spelling for /j/, and some words with the ‘ei’ vowel team making the /ē/ sound.”
 3. Teacher draws students’ attention to the words “meant,” “against,” “received,” “supposed,” and “surprise” words on the Interactive Word Wall.
 4. Teacher distributes the **Decodable Reader: “The Huge Package”** 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 with Enlarged Decodable Reader and thinks aloud as she notices one of the high-frequency words. Teacher highlights it with a highlighter or **highlighter tape**. Model again as needed.
 7. Partners search for high-frequency words in the Decodable Reader: “The Huge Package” 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 “The Huge Package” 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.
- Consider drawing students' attention to the word "receipt" in the text. This word uses the "ei" vowel team but has a silent "p." This word may also be unfamiliar to students.

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 to 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:
 - “When I see someone ____, I’ll make sure to ____.”
 - “If someone asks me to ____, I’ll ____.”
 - “If I have a question about or need help with ____, I’ll ____.”

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 Huge Package.”
 - Students highlight each word that contains the spelling patterns from the current cycle: “-dge” and “-ge.”
- 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 Decodable Reader from that cycle.

Full Alphabetic:

- Students complete exit ticket:
 - Students read the Decodable Reader: “The Huge Package.”
 - Students highlight each word that contains the spelling patterns from the current cycle: “-dge” and “-ge” and any patterns from a previous cycle needing targeted review.
- OR:
 - Students work with teacher to write a new page in the Decodable Reader: “The Huge Package” using high-frequency words from the Interactive Word Wall or patterns from the current cycle: “-dge” and “-ge.”

OR:

- Students work with teacher or a partner to provide a written response to the prompt:

What do you think was in the huge package? How might it be connected to the newspaper article, “Bike Over the Bridge”?

- 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: “Bike Over the Bridge.” Students provide a written response to the prompt:

What do you think was in the huge package? How might it be connected to the newspaper article, “Bike Over the Bridge”?

- Students should try to use words with the spelling patterns “-dge,” and “-ge.”
- 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)