



### Daily and Supporting Learning Targets

- Opening A: I can identify words with the C-le syllable type and words with /ch/ at the end spelled with “-tch” or “-ch” in a shared text (poem). (RF.2.3)
  - I can use knowledge of vowel sounds to help me decode words with different spelling patterns.
- Work Time A: I can read words with the C-le syllable type, words with the /ch/ at the end spelled “-tch” or “-ch,” and words with the /aw/ sound spelled “au” or “aw.” (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 based on vowel sounds.

### Ongoing Assessment

- Observe students during Opening A. Determine whether they can identify words with C-le syllable type and “-tch” or “-ch” spellings for the /ch/ sound at the end of words in the poem “My Lovely Garden.”
- Observe students during Work Time A. Determine whether they can read and find words with the C-le, /ch/, and /aw/ patterns in isolation and in text.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

### Agenda

#### 1. Opening (3–5 minutes)

A. Poem Launch: “My Lovely Garden”

#### 2. Work Time (10 minutes)

A. Words Rule: Reviewing C-le Words and /ch/ Words Spelled with “-ch” and “-tch” and Exploring /aw/ Words Spelled with “au” and “aw”

#### 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 Word Cards for Work Time A (one set per pair).
- Enlarge poem: “My Lovely Garden” (teacher can write on chart paper to display).
- Copy the poem “My Lovely Garden” (one for each student).
- Write the following /aw/ words on index cards: “crawfish,” “draw,” “claws,” “hawk,” “fawn,” “caution,” “pause,” “lawn,” “awesome.”
- Predetermine partners 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

- patterns, similar, stanza (L)
- caution, crawfish, fawn, maple (T)

## Materials

- ✓ Enlarged poem: “My Lovely Garden” (teacher can write on chart paper to display)
- ✓ Poem: “My Lovely Garden” (one per student)
- ✓ /aw/ Word Cards (see Teaching Notes “In Advance” above)
- ✓ Word Cards (one set per pair)
- ✓ Pencils (one per student)
- ✓ Clipboards, if students are not sitting at a desk (one per student; optional)

## Opening

### A. Poem Launch: “My Lovely Garden”

- (Suggested transition song, sung to the tune of “I’m a Little Teapot”):  
*“Now let’s read the poem, line by line. Open up your ears to find the rhyme. When we read together, we sound great. Listen up to the rhymes we make.”*
- Begin the Poem Launch instructional practice:
  1. Teacher says: “Today we are going to read a poem together. First, you will follow along as I read. Then we will read it together and think about the words we read.”
  2. Teacher reads aloud **enlarged poem: “My Lovely Garden.”**
  3. Teacher says: “Now let’s read this poem aloud together. While we are reading, we can practice our rules of fluency so that we read smoothly, with expression, with meaning, and at just the right speed.”
  4. Students read poem aloud with teacher.
  5. Teacher says: “Great reading! Now take a minute to read the poem to yourself while you think about words that end in consonant-le (C-le). See if you can find some words that end in C-le, and then you share your thoughts with an elbow partner.”
  6. Students read the poem silently.
  7. Teacher says: “Now turn to an elbow partner and talk about the words you discovered that end in the C-le syllable type.”
  8. Students share with elbow partner (words ending in C-le syllable type).
  9. Teacher invites two or three students to share.
  10. Teacher underlines the C-le in each word shared by students.
  11. Teacher says: “Now take a minute to read the poem to yourself while you think about words that end in /ch/. See if you can find some words that end in /ch/ and then you share your thoughts with an elbow partner.”

12. Students read the poem silently.
13. Teacher says: “Now turn to an elbow partner and talk about the words you discovered that end in the /ch/ sound.”
14. Teacher invites two or three students to share.
15. Teacher underlines the letters (“-tch” or “-ch”) that spell the /ch/ sound in each word shared by students and reviews the generalizations that apply:
  - “-tch” after a short vowel sound
  - “-ch” after a vowel team
  - “-ch” after an r-controlled vowel
  - “-ch” after the consonants “l” and “n”
  - “-tch” in the middle of multisyllabic words
16. Teacher says: “Now we will take a closer look at the last three stanzas of this poem.”

### Meeting Students' Needs

- Consider providing students who need additional support, including ELLs, with picture cards of nouns in “My Lovely Garden” to support comprehension.
- Consider inviting students to make connections between the garden described in this poem and their own knowledge of gardens.
- Consider inviting students to identify the comparative suffix “-er” in the word “finer” and the “-ly” suffix in the word “lovely.”
- Consider inviting students to identify the /j/ spelling at the end of the word “edge.” (“-dge”)

### Work Time

#### A. Words Rule: Reviewing C-le Words and /ch/ Words Spelled with “-ch” and “-tch” and Exploring /aw/ Words Spelled with “au” and “aw”

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

**Teacher:** “*Can you take a closer look, a closer look, a closer look? Can you take a closer look at these words today?*”

**Students:** “*Yes, we’ll take a closer look, a closer look, a closer look. Yes, we’ll take a closer look to group the words today.*”
- Begin the Words Rule instructional practice:
  1. Teacher says: “Listen carefully as I read the last three stanzas (sections) of the poem aloud. See if you can hear words that share the same sound.”
  2. Teacher reads last three stanzas aloud:
 

“See a crawfish draw lines with his claws  
While a hawk soars overhead  
A fawn steps with caution and takes a long pause  
Then dashes back out to the lawn  
All this in my awesome garden!”

3. Teacher asks:  
*“What sound did you hear repeated a lot in these lines?” (/aw/)*
4. Teacher says: “Let’s see if we can figure out which words have that sound in it and how that sound is spelled.”
5. Teacher distributes **poem: “My Lovely Garden”** and invites students to follow along in their copies while he or she reads the last three stanzas again.
6. Teacher and students read the last three stanzas aloud.
7. Teacher asks:  
*“Which words contain the /aw/ sound?” (“crawfish,” “draw,” “claws,” “hawk,” “fawn,” “caution,” “pause,” “lawn,” “awesome”)*
8. Teacher says: “Now it’s time to look carefully at those words to see if we can figure out how that sound is spelled.”
9. Teacher displays the **/aw/ Word Cards**.
10. Teacher says: “Here are some of the words we read in the poem that share the /aw/ sound. Take a minute to notice the spelling patterns in these words and how you would group them together. Then share your thinking with an elbow partner.”
11. Students read words silently and notice similar patterns and decide how they would group words together. Students share their thinking with an elbow partner.
12. Teacher asks:  
*“Who would like to share what they noticed about these words?” (They all have the /aw/ sound.)*
13. Teacher says: “So all our words have the /aw/ sound.”
14. Teacher asks:  
*“How did you group these words together?” (in two groups: “au” and “aw” spellings)*
15. Teacher draws a T-chart on the board and labels one column “aw” and one column “au.”
16. Teacher either moves Word Cards into the appropriate columns or invites student volunteers to move the Word Cards as they read them aloud.
17. Teacher and students read all the words in each column aloud together.
18. Teacher says: “Now it’s time to practice reading words with the patterns we’ve been learning and finding them in our poem. You will get a sheet of words. Some will have consonant-le syllable type at the end, some will end with the /ch/ sound and some will have the /aw/ sound. One person will need to pick a word and read it. The other partner will find the word in their poem and underline the C-le pattern, or the letters that make the /ch/ or /aw/ sounds. Then the partners will switch.”
19. Teacher distributes **Word Cards, pencils, and clipboards** (optional) to students as they partner together to practice reading words with C-le, /ch/, or /aw/, finding the words in the poem and underlining the spelling patterns in those words.
20. Students divide Word Cards equally with partner and take turns reading and finding the words:
  - Student A reads word.
  - Student B finds the word in the poem and underlines the C-le, /aw/, or /ch/ spelling.
  - Student A shows the word to confirm.
  - Students switch roles.

### Meeting Students' Needs

- Consider writing the word “thought” on the board and inviting student to notice that this word also includes the /aw/ sound but spelled with a very different pattern (“ough”).

## 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:
  - “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).*

**Partial Alphabetic:**

- Students complete exit ticket:
  - Students build C-le or “-ch” and “-tch” words using Letter Tiles (see K–2 Word List for examples).
  - Students check spellings by identifying syllable types.
  - Students write list of words created as exit ticket.
  - 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.
- Check in with Accountable Independent Reading.
- **Additional Supporting Materials:**
  - Letter Tiles (not included in supporting materials)
  - Paper and writing utensils (one per student; for writing words built with Letter Tiles)

**Full Alphabetic:**

- Students complete exit ticket:
  - Students complete Sentence Builders (found in supporting materials)
  - Look over the exit tickets with student(s). Analyze words that were more challenging and discuss why.
- Write a sentence with “-ch,” “-tch,” or C-le words.
- Check in with Accountable Independent Reading.
- Activity Bank activities:
  - An Activity Bank activity from the Fluency category (F)
- **Additional Supporting Materials:**
  - Sentence Builders
  - Paper and writing utensils (for students to write sentences; optional)

**Consolidated Alphabetic:**

- Students complete exit ticket:
  - Students complete Sentence Builders (found in supporting materials)
  - Look over the exit tickets with student(s). 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 C-le words as they can.
- **Additional Supporting Materials:**
  - Sentence Builders
  - Paper and writing utensils (for students to write an article for the *Sunnyside Gazette*; optional)