



### Daily and Supporting Learning Targets

- Opening A: I can tell what I learned from the Engagement Text: “Show Me the Basics: My Garden Spot.”
- Opening B (optional): Using evidence from the text, I can answer questions about the Engagement Text: “Show Me the Basics: My Garden Spot.”
- Work Time A: I can read high-frequency words: “throughout,” “indoor,” “we’ve,” “let’s,” “don’t,” “able,” “possible,” “saw,” “thought,” “explain,” “laughed.” (RF.2.3f)
  - I can read second-grade words that “don’t play fair” in isolation.
- Work Time B: I can read the decodable text “Sam’s Indoor Garden.” (RF.2.3)
  - I can use knowledge of vowel sounds to help me decode words with different spelling patterns.
  - I can read second-grade words that “don’t play fair” in text.

### 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 students decode multisyllabic words containing the C-le and r-controlled syllable types, words with affixes, 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: “Show Me the Basics: My Garden Spot”
  - B. Comprehension Conversation (optional)
2. **Work Time (10 minutes)**
  - A. Snap or Trap: “throughout,” “indoor,” “we’ve,” “let’s,” “don’t,” “able,” “possible,” “saw,” “thought,” “explained,” “laughed”
  - B. Decodable Reader: Partner Search and Read: “Sam’s Indoor Garden”
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 Word Cards (write the following words on index cards: “throughout,” “indoor,” “we’ve,” “able,” “possible,” “explained,” “laughed”)
- 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

(W): Vocabulary Used in Writing

- comprehension, grapple, responsibility, retelling (L)
- exposure, facing (T)

## Materials

- Enlarged Engagement Text: “Show Me the Basics: My Garden Spot”
- 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)
- Enlarged Decodable Reader: “Sam’s Indoor Garden” (one for display)
- Interactive Word Wall (one for display)
- Decodable Reader: “Sam’s Indoor Garden” (one per student)
- Highlighters (one per student; 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

## Opening

### A. Engagement Text Read-aloud: “Show Me the Basics: My Garden Spot”

- (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: “Show Me the Basics: My Garden Spot.”**
- Begin a read-aloud of the Engagement Text: “Show Me the Basics: My Garden Spot”:
  1. Teacher says: “Listen carefully as I read today’s article: ‘Show Me the Basics: My Garden Spot.’ After I am finished reading, you will tell a partner what it is about and what you learned and answer some questions about it.”
  2. Teacher reads text without interruption, pointing out the accompanying illustrations.
  3. Students turn to a partner and tell what the article is about and what they learned.

### Meeting Students' Needs

- For students who need additional support, including ELLs: Provide picture cards of nouns in "Show Me the Basics: My Garden Spot" to support comprehension.

## Opening

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### B. Comprehension Conversation (optional)

- Teacher asks the following suggested comprehension questions:
  - Recall:
    - “What does the article say about why picking a nice, sunny garden spot is important?” (Plants like sun; they need sun to grow the best and give you the best vegetables and flowers.)*
    - “What is a sun chart?” (a sketch of your house and other parts of your yard, marking where the sun hits at different times of the day)*
  - Vocabulary and Language:
    - “In the article it says, ‘Because sunlight is important, you need to find out how much sun the spot you’ve picked gets. This is called exposure.’ What does “exposure” mean?” (how much sun a spot gets)*
    - “The article says, ‘A spot facing south is best.’ What does ‘facing’ mean in this sentence?”*
  - Digging Deeper: Extension Questions:
    - “Can you plant things in your yard without making a sun chart? Why or why not?” (Answers will vary.)*

## Work Time

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### A. Snap or Trap: “throughout,” “indoor,” “we’ve,” “let’s,” “don’t,” “able,” “possible,” “saw,” “thought,” “explained,” “laughed”

- Begin the Snap or Trap instructional practice:
  1. Teacher says: “We know some words can be hard to read and spell because they don’t look and sound like they should. We call those words ‘words that don’t play fair.’ Today, we’re going to look at words like this and figure out what makes them hard to read and spell.”
  2. Teacher shows students a list of **Snap or Trap Word Cards** (“throughout,” “indoor,” “we’ve,” “able,” “possible,” “explained,” “laughed”) and a **Snap or Trap T-chart**.
  3. 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, 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.”

4. Teacher reads all words aloud.
5. Teacher reads “throughout.”
6. Teacher says: “I notice we hear the /ōō/ sound in the word ‘throughout,’ but I see the letter ‘g’ usually makes a /g/ or /j/ sound. This word is tricky so it goes in the Trap column.”
7. Teacher puts “throughout” card in the Trap column.
8. Teacher asks: “Can anyone see any other trap words? This is a difficult job because we will need to use all that we know about letters and sounds to figure out if the word is trap or snap. You might be unsure about the answer. That’s ok! We will help each other as a class think about the words and back up our ideas with evidence.”
9. Student volunteer selects a trap word (example: “indoor”).
10. Teacher asks:
 

**“Great! Why do you think it’s a trap word?” (Answers will vary based on word selected.)**
11. Teacher says: “Right! \_\_\_\_ is a trap word because it doesn’t sound like it is spelled. It belongs in the Trap column.”
12. Teacher adds selected trap word to chart.
13. Students and teacher completes steps 9–12 until all words are identified as snap or trap.
14. Students and teachers chorally read list of snap and trap high-frequency words together.

### Meeting Students’ Needs

- Encourage students to grapple with their knowledge of letter sounds to decide whether high-frequency word is a snap or trap word.
- Encourage students to read each high-frequency word first and then analyze the word after reading it.
- Encourage students to share their thinking when identifying words as snap or trap. This analysis supports future learning in morphology.

## Work Time

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### B. Decodable Reader: Partner Search and Read: “Sam’s Indoor Garden.”

- (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: “Sam’s Indoor Garden.”**
  2. Teacher says: “First we read an article: ‘Show Me the Basics: My Garden Spot.’ Now we will read a story about how Sam, a character from Sunnyside, uses information from that article. This story is filled with words that YOU can read! There are decodable words, and there are some words that don’t play fair, like ‘throughout’ and ‘indoors.’”
  3. Teacher draws students’ attention to words on the **Interactive Word Wall**.

4. Teacher distributes the **Decodable Reader: “Sam’s Indoor Garden”** 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 and so we identified them as ‘trap’ words.”
6. Teacher models. Teacher thinks aloud as she notices one of the high-frequency words. Teacher highlights it with a highlighter or **highlighting tape** in the book. Teacher repeats as needed.
7. Partners search for high-frequency words in the Decodable Reader: “Sam’s Indoor Garden” 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. You’ll see lots of words here with consonant-le endings.”
10. Students read “Sam’s Indoor Garden” 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.

## Closing and Assessment

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### 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: “Sam’s Indoor Garden.”
  - Students highlight each word that contains a C-le syllable type at the end of the word.
  - 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.

### Full Alphabetic:

- Students complete exit ticket:
  - Students read the Decodable Reader: “Sam’s Indoor Garden.”
  - Students highlight each word that contains the C-le syllable type at the end of the word.  
OR:
    - Students work with teacher to write a new page in the Decodable Reader: “Sam’s Indoor Garden” using words that contain C-le endings.  
OR:
      - Students work with teacher or a partner to provide a written response to the prompt:  
***How did Sam feel about his indoor garden? How do you know? Give two details from the text to support your answer.***
  - 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: “Show Me the Basics: My Garden Spot.” Students provide a written response to the prompt:  
***Where do you think the best place would be for you to have a garden at your home? What makes you think that?***
  - Students should try to use words that contain words with C-le endings.
  - 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)