



Daily and Supporting Learning Targets

- Opening A: I can tell what I learned from the text “All about Maps.”
- Opening B (optional): Using evidence from the text, I can answer questions about the text “All about Maps.”
- Work Time A: I can read high-frequency words: “across,” “America,” “could,” “entire,” “I’ve,” “once,” “they’ve,” “we’d.” (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 “Map of America.” (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 and explain their identification as 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 words containing the /ə/ sound, multisyllabic words, 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: “All about Maps”
 - B. Comprehension Conversation (optional)
2. **Work Time (10 minutes)**
 - A. Snap or Trap: “across,” “America,” “could,” “entire,” “I’ve,” “once,” “they’ve,” “we’d”
 - B. Decodable Reader: Partner Search and Read: “Map of America”
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: “across,” “America,” “could,” “entire,” “I’ve,” “once,” “they’ve,” “we’d”)

- Interactive Word Wall (one to display)
- 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)
- atlas, boundaries, capital, deserts, features, legend (T)

Materials

- ☑ Enlarged Engagement Text: “All about Maps” (one to display)
- ☑ Snap or Trap Word Cards (one of each; see Teaching Notes, “In Advance” above)
- ☑ Snap or Trap T-chart (on whiteboard or chart paper; Snap on one side and Trap on the other; from Lesson 97)
- ☑ Enlarged Decodable Reader: “Map of America” (one to display)
- ☑ Interactive Word Wall (one to display)
- ☑ Decodable Reader: “Map of America” (one per student, see Student Workbook)
- ☑ Highlighters (one per student and one for teacher)
- ☑ Highlighter tape (optional; for the teacher to use to highlight the Decodable Reader)
- ☑ 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: “All about Maps”

- (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: “All about Maps.”**
- Begin a read-aloud of the Engagement Text: “All about Maps”:
 - Teacher says: “Listen carefully as I read this text: ‘All about Maps.’ After I am finished reading, you will retell the main points to a partner and answer some questions about it.”
 - Teacher reads text without interruption, pointing out the accompanying illustrations.
 - Students turn to a partner and tell what they learned from the text “All about Maps.”

Meeting Students' Needs

- For students who need additional help, including ELLs, consider providing picture cards of nouns in "All about Maps" to support comprehension.
- Consider asking students to make connections to the text, such as connections to when maps have been used in the classroom or at home.

Opening

B. Comprehension Conversation (optional)

- Teacher asks the following suggested comprehension questions:
 - Recall:
 - “What type of text is this?” (nonfiction; informational)*
 - “How do you know?” (Answers will vary).*
 - “What is the purpose of this text?” (to explain what is on a map; to explain the purpose of a map)*
 - Vocabulary and Language:
 - “What is an atlas?” (a book full of maps)*
 - “The text says, ‘If a reader is unsure how to read a map, she or he can use the map key or legend to find out what different lines or colors represent.’ What does ‘unsure’ mean?” (not sure)*
 - “What part of the word tells us it means ‘not’?” (the prefix “un-”)*
 - “What must a ‘map key’ or ‘legend’ be?” (a tool that helps a person understand what the lines or colors on a map mean)*
 - Digging Deeper: Extension Questions:
 - “Are there real lines that separate states, like the boundaries on a map?” (No, the lines used on a map only represent the state boundaries.)*
 - “What other types of information might a map give?” (Answers will vary; possible responses: “directions,” “landmarks,” etc.)*

Work Time

A. Snap or Trap: “across,” “America,” “could,” “entire,” “I’ve,” “once,” “they’ve,” “we’d”

- 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** (“across,” “America,” “could,” “entire,” “I’ve,” “once,” “they’ve,” “we’d”) 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 Trap column (words that don’t play fair) and which ones go in the Snap column (words that do play fair).”
4. Teacher reads all words aloud.
5. Teacher reads “entire.”
6. Teacher says: “Take a minute to think about this word and read it to yourself.
7. Teacher asks:
 - “**Do you think this is a snap or trap word?**” (*snap*)
 - “**And who would like to share why this is a snap word?**” (*It is spelled just as it sounds; it follows the spelling patterns we know.*)
8. Teacher adds word to the Snap column on the chart.
9. Repeat steps 5–8 with remaining words until all words are identified as snap or trap.
10. Students and teacher 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 if high-frequency word is a snap or trap word.
- Encourage students to explain their thinking when identifying words as snap or trap.
- Consider that students may identify “we’d” as a trap word because it is a homophone and could be confused with “weed.”
- 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 will support future learning in morphology.

Work Time

B. Decodable Reader: Partner Search and Read: “Map of America”

- (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: “Map of America.”**
 2. Teacher says: “First we read the text together, ‘All about Maps.’ Now we will read a related text, ‘Map of America.’ This text is filled with words that YOU can read! There are decodable words, and there are some words that ‘don’t play fair,’ like ‘another’ with its schwa sounds.”

3. Teacher draws students' attention to high-frequency words ("across," "America," "could," "entire," "I've," "once," "they've," "we'd") on the **Interactive Word Wall**.
4. Teacher distributes the **Decodable Reader: "Map of America"** and **highlighters** to each student.
5. Partners search for high-frequency words in the Decodable Reader: "Map of America" together and highlight in their own book.
6. Teacher circulates to help partners find words as needed, focusing especially on those words that "don't play fair."
7. Students read "Map of America" with a partner. Partners may take turns (by page or whole text), read in unison, or both.

Meeting Students' Needs

- If readers in the Partial Alphabetic phase have trouble finding 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 help 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 reminding students of the Syllable Sleuth instructional practice as needed to decode multisyllabic words:
 - Locate the vowels and put a dot under them.
 - Look between the vowels to divide.
 - Identify the syllable types and use that knowledge to decode each syllable.
 - Blend the syllables to read the word.

Closing and Assessment

A. Reflecting on Learning

- In the Closing, students reflect on what it means to be an independent reader and how they can become increasingly more independent during whole group instruction and differentiated small group instruction. Consider asking one or more of the following questions to support students' understanding of independence (encourage specificity in responses):

"What does it mean to be independent?" (examples: be able to do something on your own, be able to help myself with something)

"What does it mean to be an independent reader?" (examples: have knowledge and skills to problem solve words, have "stamina" or the ability to stick with reading for an extended period of time, know your strengths and weaknesses)

- Consider reviewing reflections from Modules 1–3 to remind students that throughout the year they have learned many skills needed to be an independent reader. They took responsibility for their learning, set goals for themselves, and collaborated with their peers throughout the year. Consider asking one or more of the following questions (encourage specificity in responses):

“What knowledge and skills do you have now that you did not have earlier in the year?”

“How did you acquire that knowledge/skill?”

Meeting Students' Needs

- For students who need additional support organizing their ideas: Consider providing sentence frames. Examples:
 - “One thing an independent reader has to be able to do is ____.”
 - “As an independent reader, I can ____.”
 - “I can show independence by ____.”

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 guidance 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: “Map of America.”
 - Students highlight each word that contains the schwa sound spelled with “e” or “o.”
- 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: “Map of America.”
 - Students highlight each word that contains the schwa sound spelled with “e” or “o.”
- Or:
 - Students work with teacher to write a new page in the Decodable Reader: “Map of America” using words that contain the schwa sound spelled with “e” or “o.”
- Or:
 - Students work with teacher or a partner to provide a written response to the prompt:

Imagine you get to visit three states in America. Which states would you choose and why?
 - 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: “All about Maps.” Students provide a written response to the prompt:

Think of a time when you used a map or time when a map might be helpful. What places were on the map? How did you use the map?
 - Students should try to use words that contain the schwa sound spelled with “e” and “o.”
 - 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)