



Daily and Supporting Learning Targets

- Opening A: I can retell the events from the story “The Tale of the Knight’s Nose.”
- Opening B (optional): Using evidence from the text, I can answer questions about “The Tale of the Knight’s Nose.”
- Work Time A: I can read high-frequency words: “brought,” “piece,” “knew,” “huge,” “new,” “saw,” “whole,” “hole,” “ate.” (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 Story: The Tale of the Knight’s Nose.” (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 with the “a-t-e” spelling pattern containing the /ət/ and /āt/ 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: “The Tale of the Knight’s Nose”
 - B. Comprehension Conversation (optional)
2. **Work Time (10 minutes)**
 - A. Snap or Trap: “brought,” “piece,” “knew,” “huge,” “new,” “saw,” “whole,” “hole,” “ate”
 - B. Decodable Reader: Partner Search and Read: “Sam’s Story: The Tale of the Knight’s Nose”
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: “brought,” “piece,” “knew,” “huge,” “new,” “saw,” “whole,” “hole,” “ate”)
 - 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)
- assignment, brainstormed, icing, scrumptious, weakness (T)

Materials

- ✓ Enlarged Engagement Text: “The Tale of the Knight’s Nose” (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)
- ✓ Interactive Word Wall (one to display)
- ✓ Enlarged Decodable Reader: “Sam’s Story: The Tale of the Knight’s Nose” (one to display)
- ✓ Decodable Reader: “Sam’s Story: The Tale of the Knight’s Nose” (one per student)
- ✓ 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: “The Tale of the Knight’s Nose”

- (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: “The Tale of the Knight’s Nose.”**

- Begin a read-aloud of the Engagement Text: “The Tale of the Knight’s Nose”:
 1. Teacher says: “Listen carefully as I read this text: ‘The Tale of the Knight’s Nose.’ After I am finished reading, you will retell the main points to a partner 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 they learned from the text “The Tale of the Knight’s Nose.”

Meeting Students' Needs

- For students who need additional help, including ELLs: Consider providing picture cards of nouns in “The Tale of the Knight’s Nose” to support comprehension.

Opening

B. Comprehension Conversation

- Teacher asks the following suggested comprehension questions:
 - Recall:
 - “What type of text is this?” (nonfiction; informational)*
 - “How do you know?” (Answers will vary).*
 - “Why is Sam frustrated?” (can’t decide what his character’s weakness will be, wants to come up with an idea nobody has already heard)*
 - “What did he decide to write about?” (a brave knight who will be strong and can see very long distances and hear things from far away but has no sense of smell)*
 - Vocabulary and Language:
 - “In the story, it says Sam’s class ‘had been given the assignment to write a story.’ What does the word ‘assignment’ mean?” (job, task, homework)*
 - “Can you think of a synonym (word that means the same thing) for the word assignment in this sentence?” (job, task, homework)*
 - “In the story, it says that when Sam got to the kitchen, Dad was decorating ‘scrumptious cupcakes.’ What must ‘scrumptious’ mean?” (delicious, really good)*
 - “How do you know?” (It comes just before the noun “cupcakes,” so it must be an adjective describing the cupcakes.)*
 - “The story says Dad was decorating the cupcakes with ‘icing.’ What is icing?” (frosting)*
 - “What is a weakness?” (something a person struggles with or can’t do)*
 - Digging Deeper: Extension Questions:
 - “In the story, there is a sentence that says, ‘Sam was watching Dad decorate the scrumptious cupcakes with icing when he had an idea.’ What was Sam’s idea?” (to make the Knight’s weakness be his nose, no sense of smell)*
 - “How do you suppose Sam came up with the idea?” (Dad was baking cupcakes; they smelled good.)*

Work Time

A. Snap or Trap: “brought,” “piece,” “knew,” “huge,” “new,” “saw,” “whole,” “hole,” “ate”

- 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** (“brought,” “piece,” “knew,” “huge,” “new,” “saw,” “whole,” “hole,” “ate”) 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 “knew.”
 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?” (*because we don’t hear the “k” at the beginning of the word*)
 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.
 11. Teacher adds the cards “brought” and “piece” to the **Interactive Word Wall**.

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.
- Homophones are included in this Snap and Trap lesson. Remind students that homophones are words that sound the same but are spelled differently. Explain that if they have not yet attached meaning to specific spellings (example: “new” vs. “knew”), readers can use the context of a sentence to help them do that. Consider providing a spoken sentence to support meaning.
- Consider adding “eight” and “peace” to the words used in Work Time A. This provides opportunity for more practice identifying homophones.
- Consider drawing students’ attention to the /aw/ sound in the words “brought” and “saw” and the two very different spelling patterns for that sound.
- Encourage students to explain their thinking when identifying words as snap or trap.

- 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: “Sam’s Story: The Tale of the Knight’s Nose”

- (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 Story: The Tale of the Knight’s Nose.”**
 2. Teacher says: “First we read the text together, ‘The Tale of the Knight’s Nose.’ Now we will read a related text, ‘Sam’s Story: The Tale of the Knight’s Nose.’ This text is filled with words that YOU can read! There are decodable words, and there are some words that have ‘a-t-e’ at the end pronounced /ət/ or /āt/, and there are some homophones.”
 3. Teacher draws students’ attention to high-frequency words (“brought,” “piece,” “knew,” “huge,” “new,” “saw,” “whole,” “hole,” “ate”) on the Interactive Word Wall.
 4. Teacher distributes the **Decodable Reader: “Sam’s Story: The Tale of the Knight’s Nose”** and **highlighters** to each student.
 5. Partners search for high-frequency words in the Decodable Reader: “Sam’s Story: The Tale of the Knight’s Nose” 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 “Sam’s Story: The Tale of the Knight’s Nose” together. 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.
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- 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 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 Story: The Tale of the Knight’s Nose.”
 - Students highlight each word that contains the pattern “a-t-e” at the end.
- 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 Story: The Tale of the Knight’s Nose.”
 - Students highlight each word that contains the pattern “a-t-e” at the end.
- Or:
 - Students work with teacher to write a new page in the Decodable Reader: “Sam’s Story: The Tale of the Knight’s Nose” using words that contain the spelling pattern “a-t-e.”
- Or:
 - Students work with teacher or in pairs to provide a written response to the prompt:
Imagine you were in Mr. Moats’s class. Who would your character be, and what would be that character’s weakness?
 - 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: “The Tale of the Knight’s Nose.” Students then complete the assignment given to Sam by Mr. Moats:
Write a fairy tale that includes a main character with a weakness of some kind.
 - Students should try to use words that contain the pattern “a-t-e” with the schwa or long “a” sound.
 - 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)