



Daily and Supporting Learning Targets

- Opening A: I can identify compound words in “Tree House Sleepover” (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, identify, and spell compound words and non-compound words correctly. (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 that are compound words from the poem “Tree House Sleepover.”
- Observe students during Work Time A. Determine whether they can sort compound words from non-compound words.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Agenda

1. Opening (3–5 minutes)

A. Poem Launch: “Tree House Sleepover”

2. Work Time (10 minutes)

A. Words Rule: Compound Words vs. Not Compound Words: “bedtime,” “moonlight,” “firefly,” “pancakes,” “doghouse,” “sleepover,” “nightlight,” “humpback,” “bundle,” “dazzle,” “maple,” “jacket,” “mascot,” “respond,” “retire,” “polite,” “cabin,” “rocket”

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:
 - Enlarged poem: “Tree House Sleepover” for display (or write on chart paper for display)
 - Enlarged Compound Words vs. Not Compound Words T-chart for Work Time A (optional)
- Copy and cut apart Words Rule Word Cards for Work Time A (one set for teacher to display; one set per pair).
- Copy Compound Words vs. Not Compound Words T-chart for Work Time A (one per pair).
- 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

- compound, syllables, similarities (L)
- tree house, sleepover, firefly (T)

Materials

- ✓ Enlarged poem: “Tree House Sleepover” (or write on chart paper to display)
- ✓ Words Rule Word Cards (one set for teacher to display; one set per pair)
- ✓ Enlarged Compound Words vs. Not Compound Words T-chart (optional)
- ✓ Compound Words vs. Not Compound Words T-chart (one per pair)
- ✓ Cycle 24 Assessment (optional)

Opening

A. Poem Launch: “Tree House Sleepover”

- (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 from **enlarged poem: “Tree House Sleepover.”**
 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 share the same sound. See if you can find some words that all share the same sound, and then you will share your thoughts with an elbow partner.”
 6. Students read poem silently.
 7. Teacher says: “Now turn to an elbow partner and talk about the words you discovered that share the same sound.”
 8. Students share with an elbow partner. (Some of the words are two words in one, compound words.)
 9. Teacher invites one or two students to share with the group.
 10. Teacher says: “Yes! Some of these words are compound words. They are two words put together to make a new word.
 11. Teacher asks:

“What compound word do you see in the title of the poem?” (“sleepover”)

12. Teacher says: "Yes! 'Sleepover' is an example of compound words because if you separate 'sleep' and 'over,' they are both words, but when you put them together, they make a different word. The poem is about a sleepover in a tree house overnight. Compound words are the words we will learn more about today. Now let's read the poem once more together."
13. Students read poem aloud with teacher.
14. Teacher says: "Great reading! Now we will take a closer look at those words you discovered."

Meeting Students' Needs

- Consider providing students with further examples of compound words, if needed.
- Consider that ELLs may have difficulty understanding the meanings of compound words. Support students by providing pictures of the words that make up the compound word as well as the compound word within the poem "Tree House Sleepover."
- Some students may incorrectly identify "colorful" as a compound word. Remind them of the suffix "-ful" and that while the suffix is not the actual word "full," it alters the meaning of the base word to mean "full of color."

Work Time

A. Words Rule: Compound Words vs. Not Compound Words: "bedtime," "moonlight," "firefly," "pancakes," "doghouse," "sleepover," "nightlight," "humpback," "bundle," "dazzle," "maple," "jacket," "mascot," "respond," "retire," "polite," "cabin," "rocket"

- (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 Word Rules instructional practice:
 1. Teacher displays **Words Rule Word Cards** on the board and reads them aloud (compound words and non-compound words: "bedtime," "moonlight," "firefly," "pancakes," "doghouse," "sleepover," "nightlight," "humpback," "bundle," "dazzle," "maple," "jacket," "mascot," "respond," "retire," "polite," "cabin," "rocket").
 2. Teacher says: "Here are some of the words we read in the poem and some new words. Take a minute to examine these words, then share your thinking about how they are similar and different with an elbow partner."
 3. Students read words silently and notice similarities (some of the words are compound words, some of the words are not). Students share their thinking with an elbow partner.
 4. Teacher asks:

"Who would like to share what they noticed about these words?" (Compound words are two words that make a new word. They are two-syllable words. I know to split the syllables between the two words.)

5. Teacher says: "Yes. Some of the words on the list are two-syllable compound words."
6. Teacher asks:
"What do you notice about the other words?" (They are not compound words.)
7. Teacher says: "Right. When you split some of the words by syllables, they are not full words, just parts of a word. Those words are not compound words."
8. Teacher asks:
"What did you discover about the difference between words that aren't compound words and words that are compound words?" (Compound words can be split apart by syllables into two different words, but the other words cannot.)
9. Teacher says: "Yes. Compound words are special words that can be separated into two different words and put back together to make one word."
10. Teacher says: "Let's put these words into two groups: Compound Words and Not Compound Words. I'll read the word, then we will decide where to write it on this T-chart. The first word is 'bedtime.' Think about both syllables."
11. Teacher asks:
"Do you hear two words inside of this word?" (yes)
"What column does it go into?" (compound)
12. Teacher writes "bedtime" in the Compound column on the **enlarged Compound Words vs. Not Compound Words T-chart**.
13. Teacher says: "Right! We hear two words inside of 'bedtime.' 'Bed' and 'time' are two separate words that come together to make 'bedtime,' which means the time you go to bed. Now let's practice reading and writing these words with a partner. First, you will read a word, and your partner will write it on the chart under Compound or Not Compound, and you will check it together with the Word Card. Then you will switch roles so your partner will read a Word Card, and you will write the word in the Compound or Not Compound column. When you have written all the words on the T-chart, you will take turns reading the words."
14. Teacher distributes Word Cards and a **Compound Words vs. Not Compound Words T-chart** to students as they partner together to practice sorting two-syllable compound and not compound words.
15. Students divide Word Cards equally with a partner and take turns reading two-syllable words:
 - Student A reads word.
 - Student B identifies whether the word has two words inside it.
 - Student B writes word in appropriate column.
 - Students switch roles.
 - Students take turns reading all words written.

Meeting Students' Needs

- Consider reminding students of the definitions of "singular" and "plural."
- Consider giving a sentence containing each word to help support vocabulary development for students.

- Consider reminding students how to split syllables. Remind them that there is one vowel sound in each syllable.
- As an extension, consider adding three-syllable words such as "sleepover," "candle-stick," "silverware" (compound), "umbrella," "computer," and "elephant" (non-compound). Notice that the strategy for three-syllable words will change; if they are broken down by syllable, there is only one recognizable word (example: "sleep" in "sleepover") at first. So students must further analyze the word, noticing if there are two words rather than one word part within each 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

- 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).

Partial Alphabetic:

- Students complete exit ticket:
 - Students build compound words using Letter Tiles (see K–2 Word List for examples).
 - Students check spellings with Word List.
 - Students write a list of words created as an 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 with compound words (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 compound words.
- Check in with Accountable Independent Reading.
- Activity Bank activities:
 - An Activity Bank activity from the Fluency category (F)
- **Additional Supporting Materials:**
 - Sentence Builders (one per student)
 - Word List for Sentence Builders (one per student)
 - Paper and writing utensils (optional; for students to write sentences)

Consolidated Alphabetic:

- Students complete exit ticket:
 - Students complete Sentence Builders with compound words (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 compound words as they can.
- **Additional Supporting Materials:**
 - Sentence Builders (one per student)
 - Word List for Sentence Builders (one per student)
 - Paper and writing utensils (optional; for students to write an article for the *Sunnyside Gazette*)