



Daily and Supporting Learning Targets

- Opening A: I can summarize and identify the main points from the text “It’s Raining!”
- Opening B (optional): Using evidence from the text, I can tell what I learned from the text “It’s Raining!”
- Work Time A: I can read high-frequency words: “everyday,” “everyone,” “everybody,” “we’re,” “you’re,” “people,” “afternoon,” “snowflake.” (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 “Solid, Liquid, or Vapor.” (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.
 - I can read grade-level texts independently.

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 read compound 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: “It’s Raining!”
- B. Comprehension Conversation (optional)

2. Work Time (10 minutes)

- A. Snap or Trap: “everyday,” “everyone,” “everybody,” “we’re,” “you’re,” “people,” “afternoon,” “snowflake”
- B. Decodable Reader: Partner Search and Read: “Solid, Liquid, or Vapor”

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: “everyday,” “everyone,” “everybody,” “we’re,” “you’re,” “people,” “afternoon,” “snowflake”)

- 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

- comprehension, grapple, responsibility, retelling (L)
- gas, vapor, heat, evaporation, condensation, personified (T)

Materials

- ✓ Enlarged Engagement Text: “It’s Raining!” (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: “Solid, Liquid, or Vapor” (one to display)
- ✓ Interactive Word Wall (one to display)
- ✓ Decodable Reader: “Solid, Liquid, or Vapor” (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: “It’s Raining!”

- (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: “It’s Raining!”**
- Begin a read-aloud of the Engagement Text: “It’s Raining!”:
 1. Teacher says: “Listen carefully as I read this text: ‘It’s Raining!’ 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 “It’s Raining!”

Meeting Students' Needs

- For students who need additional help, including ELLs: Consider providing picture cards of nouns in "It's Raining!" to support comprehension.
- Consider asking students to make connections to the text, such as the types of experience they've had in the rain. Also consider making connections to any experiences they may have observing the three states of matter (vapor, liquid, solid).

Opening

B. Comprehension Conversation

- Teacher asks the following suggested comprehension questions:
 - Recall:
 - "What changes liquid water to gas vapor?" (heat)*
 - "What is the process called when water turns from a gas (or vapor) to a liquid?" (condensation)*
 - Vocabulary and Language:
 - "A cycle is a series of events that happens over and over again, in the same order. In the last line of the text we read, '...and the cycle will start all over again.' What is the water cycle?" (Answers will vary. Example: the way that water changes from one form to another and then back again.)*
 - "One form that water can take is a 'vapor.' What do you think it means for liquid water to 'evaporate'?" (turn into a vapor)*
 - Digging Deeper: Extension Questions:
 - "Who is speaking in this except: 'I've done it all more times than you can count. Why, I sprinkled your grandparents when they were kids. I've soaked knights in shining armor. I've even drenched dinosaurs that lived millions of years ago. I may look dewy, young, and fresh, but I'm nearly as old as the Earth. How did I do it?'" (Walter Water; water personified)*
 - "When the mirror in your bathroom gets fogged up, what do you think is happening? Why?" (Condensation: the mirror's surface is colder than water vapor coming from the hot shower, so the water condenses on the mirror, like the water condenses on a cold glass of water.)*

Work Time

A. Snap or Trap: "everyday," "everyone," "everybody," "we're," "you're," "people," "afternoon," "snowflake"

- 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** (“everyday,” “everyone,” “everybody,” “we’re,” “you’re,” “people,” “afternoon,” “snowflake”) 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 “somebody.”
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?” (trap)

“And who would like to share why this is a trap word?” (because the vowel sound in both parts of the word sounds like /u/ and not /o/)
8. Teacher says: “Right! In the compound word ‘somebody,’ we hear the /u/ sound in ‘some’ that makes it sound like ‘sum.’ In the second word, ‘body,’ we hear the /u/ sound, which makes it sound like ‘buddy.’ Since we say a different vowel sound than we see, we can identify this word as a trap.”
9. Teacher adds word to the Trap column on the chart.
10. Repeat steps 5–8 with remaining words until all words are identified as snap or trap.
11. 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.
- 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.
- Consider reviewing the definition of a compound word with students who need a review.

Work Time

B. Decodable Reader: Partner Search and Read: “Solid, Liquid, or Vapor”

- (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: “Solid, Liquid, or Vapor:”**
 2. Teacher says: “First we read the text ‘It’s Raining!’ together. Now we will read a related text called ‘Solid, Liquid, or Vapor.’ 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.’”
 3. Teacher draws students’ attention to high-frequency words (“everyday,” “everyone,” “everybody,” “we’re,” “you’re,” “people,” “afternoon,” “snowflake”) on the **Interactive Word Wall**.
 4. Teacher distributes the **Decodable Reader: “Solid, Liquid, or Vapor”** and **highlighters** to each student.
 5. Partners search for high-frequency words in the Decodable Reader: “Solid, Liquid, or Vapor” 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 “Solid, Liquid, or Vapor” 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.

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: “Solid, Liquid, Vapor.”
 - Students highlight each compound 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: “Solid, Liquid, Vapor.”
 - Students highlight each compound word.
- Or:
 - Students work with teacher to write a new page in the Decodable Reader: “Solid, Liquid, Vapor” using compound words.
- Or:
 - Students work with teacher or in pairs to provide a written response to the prompt:
Name as many uses for water as you can.
 - 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: “It’s Raining!” Students provide a written response to the prompt:
There are many types of weather that have the three states of matter (liquid, vapor, solid). List the types of weather that represent the three states of matter (this is often called “precipitation”).
 - Students should try to use compound words.
 - 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)