



Daily and Supporting Learning Targets

- Opening A: I can read and spell words with “-ous” and “-us.” (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.
- Work Time A: I can use my knowledge of vowel sounds and syllables to read and spell words (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 syllable type.
 - I can identify spelling patterns based on vowel sounds.

Ongoing Assessment

- Observe students during Opening A. Determine whether they can correctly identify the spelling patterns “-ous” and “-us” based on parts of speech.
- Observe students during Work Time A. Determine whether they can apply knowledge of sounds and syllables in the selected exercise.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Agenda

1. **Opening (3–5 minutes)**
 - A. Word Workout: Same Sounds
2. **Work Time (10 minutes)**
 - A. Word Workout: Exercise Practice
3. **Closing and Assessment (2 minutes)**
 - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40–45 minutes)**

Teaching Notes

In advance:

- Create copies of the /us/ T-chart.
- Copy and cut apart Same Sounds Word Cards.
- Prepare any materials necessary for exercise in 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

- exercise, identify, workout (L)

Materials

- ☑ /us/ T-chart (one set per pair)
- ☑ Same Sounds Word Cards (one set per pair)
- ☑ Exercise materials for Work Time A

Opening

A. Word Workout: Same Sounds

- (Suggested transition song, sung to the tune of “The Muffin Man”):
“Do you know the sound we’ll hear, the sound we’ll hear, the sound we’ll hear? Do you know the sound we’ll hear sneaking in today?”
- Begin the Word Workout: Same Sounds instructional practice:
 1. Teacher says: “We are going to practice the Same Sounds exercise with /us/ words using the spelling patterns ‘-ous’ and ‘-us.’ You will work with a partner to practice words with the /us/ endings that we have been learning. You will take turns deciding if each word is spelled with ‘-ous’ or ‘-us.’”
 2. Teacher says: “You and your partner will have a set of Word Cards and a T-chart for your words. You will take turns selecting a Word Card and reading the word to your partner. Your partner will think about the kind of word it is (adjective or noun) to decide if that word is spelled with ‘-ous’ or ‘-us.’ If it is correct, you will place the card under that spelling column on the T-chart. If it is not correct, you will encourage your partner to ‘try again.’ After the Word Card is placed under the correct spelling, it will be your turn. Your goal is to get all your Word Cards matched correctly.”
 3. Teacher distributes **Same Sounds Word Cards** and **/us/ T-chart** to student partners.
 4. Students practice the exercise.

Meeting Students’ Needs

- Consider extending the Opening to allow adequate time for students to move through the majority of the Same Sounds Word Cards as time allows.

Work Time

A. Word Workout: Exercise Practice

- (Suggested transition song, sung to the tune of “The Muffin Man”):
“Do you know the words we’ll write, the words we’ll write, the words we’ll write? Do you know the words we’ll write on our stars today?”
- Begin the Word Workout: Exercise Practice:
 1. Teacher introduces selected review exercise from Modules 1–2 for student practice.
 2. Teacher says: “Now you will practice a familiar exercise in your Word Workout: (name of exercise).”
 3. Teacher reminds students of exercise instructions as needed.
 4. Teacher distributes **exercise materials**.
 5. Students practice review exercise(s).

Meeting Students’ Needs

- Select a review exercise that meets students’ needs.
- For students who quickly complete the exercise practice: Consider inviting them to create descriptive oral sentences that contain the words from their Word Cards.

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).

Partial Alphabetic:

- Students complete exit ticket:
 - Students cut Segment the Syllables Word Cards into syllables.
 - Students glue divided syllables onto Segment the Syllables recording sheet.
 - Follow up with exit tickets. Analyze words that were more challenging and discuss why. Ask students to identify the syllable types.
- 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:**
 - Segment the Syllables Word Cards (one per student)
 - Segment the Syllables recording sheet (one per student)

Full Alphabetic:

- Students complete exit ticket:
 - Students complete Syllable Slice (see supporting materials).
- Consider working with an appropriate common text, making connections words with spelling patterns “-ous” and “-us,” and holding text-based comprehension conversations.
- Follow up with Word Lists and exit tickets. Analyze words that were more challenging and discuss why.
- Check in with Accountable Independent Reading.
- Additional suggested activities:
 - An Activity Bank activity from the Fluency category (F) or from the Affix category (A)
- **Additional Supporting Materials:**
 - Syllable Slice (one per student)

Consolidated Alphabetic:

- Students complete exit ticket:
 - Students complete Syllable Slice (see supporting materials).
- Follow up with Word Lists and exit tickets. 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 words with spelling patterns “-ous” and “-us” as they can.
- **Additional Supporting Materials:**
 - Syllable Slice (one per student)