



Daily and Supporting Learning Targets

- Opening A: I can retell the events from the story “Pat’s Lunch.”
- Opening B (optional): Using evidence from the text, I can answer questions about the story “Pat’s Lunch.”
- Work Time A: I can read high-frequency words and words that “don’t play fair.” (RF.1.3)
 - I can read Grade 1 words that “don’t play fair” in isolation
 - I can decode regularly spelled one-syllable words by mapping graphemes to phonemes.
- Work Time B: I can read the decodable text: “Pat’s Lunch.” (RF.1.3)
 - I can decode regularly spelled one-syllable words by mapping graphemes to phonemes.
 - I can read words with an “-s” ending.
 - I can read Grade 1 words that “don’t play fair” in text.
 - I can read and understand grade-level texts.

Ongoing Assessment

- Observe students during Work Time.
 - Determine whether they can independently find a given letter or word.
 - Determine whether they can decode CVC and CVCC words and identify familiar sounds in or automatically read high-frequency words.

Agenda

1. **Opening (3–5 minutes)**
 - A. Engagement Text Read-aloud: “Pat’s Lunch”
 - B. Comprehension Conversation (optional)
2. **Work Time (10–15 minutes)**
 - A. High-Frequency Words: “did,” “on,” “she,” “her,” “has,” “are”
 - B. Decodable Reader: Partner Search and Read
3. **Closing and Assessment (2 minutes)**
 - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40 minutes)**

Teaching Notes

In advance:

- Prepare:
 - Comprehension Conversation questions (if different from those suggested in Opening B)
 - High-Frequency Word Cards (see supporting materials)
 - Interactive Word Wall (one to display)
 - Snapshot Assessment (optional; one per student)
- Pre-determine partnerships for retelling during Opening A and Work Time B.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- blend, decode, proficient, skills (L)
- curtain, disappointed (T)

Materials

- ✓ Enlarged Decodable Reader: “Pat’s Lunch” (one to display)
- ✓ Engagement Text: “Pat’s Lunch” (one for teacher read-aloud)
- ✓ Movable letters (magnetic letters, Letter Cards in a pocket chart, or other letters that can be displayed and moved; one each for teacher modeling: letters in “did,” “on,” “she,” “her,” “has,” “are”)
- ✓ High-Frequency Word Cards (new; teacher-created; five)
- ✓ Decodable Reader: “Pat’s Lunch” (one per student)
- ✓ Highlighters (one per student and one for teacher)
- ✓ Highlighter tape (optional; for the teacher to use to highlight the Decodable Reader)
- ✓ Snapshot Assessment (optional; one per student)

Opening

A. Engagement Text Read-aloud: “Pat’s Lunch”

- (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 the **Enlarged Decodable Reader: “Pat’s Lunch.”**
- Begin a read-aloud of the **Engagement Text: “Pat’s Lunch”**:
 1. Teacher says: “Listen carefully as I read today’s story, ‘Pat’s Lunch.’ You will hear words in the story that we learned in our last lesson. After I am finished reading, you will retell the story to a partner and answer some questions about it.”
 2. Teacher reads the story aloud once or twice, slowly, fluently, with expression, and without interruption, pointing to the accompanying illustration card for each section.
 3. Students turn to a partner and retell the story in their own words.

Meeting Students’ Needs

- For students who may need additional support retelling the story: Consider giving them a copy of the Decodable Reader. The illustrations in the reader show the sequence of the story, and students can simply retell the details based on what they see in the illustrations.

Opening

B. Comprehension Conversation (optional)

- Ask the following suggested (or similar) comprehension questions for “Pat’s Lunch”:
 - Recall:

“Why was Pat disappointed?” (It was raining, so she couldn’t go to the park.)
 - Vocabulary and Language:

“The text says Pat was ‘disappointed.’ What does that word mean?” (sad)
 - Digging Deeper: Extension Questions:

“How do you think Pat felt when Grandma said they would have a picnic inside? What from the text makes you think that?” (The text said Pat likes zippers and that she giggled when Grandma let her zip up the bags. The text said: “We thought this was a great idea!” and “We were having so much fun already!”)

Meeting Students’ Needs

- For ELLs and students who may need additional support: Provide them with picture cards of nouns in “Pat’s Lunch” to support comprehension.

Work Time

A. High-Frequency Words: “did,” “on,” “she,” “her,” “has,” “are”

- (Suggested transition song, sung to the tune of “The More We Get Together”):

“Now it’s time to learn high-frequency words together, it’s time to learn about words readers and writers use a lot.”
- Begin the High-Frequency Words instructional practice:
 1. Teacher builds the word with **movable letters**: “did.”
 2. Teacher invites students to decode together, sliding each letter down and making the sound while students “pull” the letters down from the air.
 3. Teacher asks:

“What is the short vowel sound in this word?” (/i/)
 4. Teacher uses the word in a question sentence: “Did you eat breakfast today?”
 5. Teacher asks:

“What kind of sentence is that?” (a question)

Teacher says: “Right! I was asking a question with that sentence.”
 6. Teacher says: “This is a *high-frequency* word. That means we see it a lot in reading and use it a lot in writing. If we know a lot of these words, it will make reading and writing much easier.”
 7. Student volunteers share a sentence using the word “did.”
 8. Teacher places the **High-Frequency Word Card** on the **Interactive Word Wall**.
 9. Repeat steps 1–8 with the remaining high-frequency words: “on,” “she,” “her,” “has,” “are.”

Meeting Students' Needs

- Identify the question words used in a sentence that is asking a question. Consider allowing students to volunteer several question sentences for each high-frequency question word.
- Differentiate between the regularly and irregularly spelled high-frequency words throughout this lesson (see Teaching Notes).
- Invite students to identify the parts of the irregularly spelled words that don't play fair.

Work Time

B. Decodable Reader: Partner Search and Read

- (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:
 1. Teacher displays the **Enlarged Decodable Reader: "Pat's Lunch."**
 2. Teacher says: "This book is based on the Engagement Text: 'Pat's Lunch.' But this book is filled with words that YOU can read! There are decodable words, and there are some words that don't play fair, like 'has.'"
 3. Teacher draws attention to words on the Interactive Word Wall.
 4. Teacher draws attention to the word "lunches," pointing out the plural suffix "-es."
 5. Teacher distributes the **Decodable Reader: "Pat's Lunch"** and **highlighters** to each student.
 6. Teacher says: "Before you read the book with your partner, we are going to be detectives. We are going to look for some of the high-frequency words. Remember, some of these words 'don't play fair,' which means they are not easily decodable."
 7. Teacher models with an Enlarged Decodable Reader. Teacher thinks aloud as he or she notices one of the high-frequency words. Teacher highlights it with a highlighter or **highlighter tape**. Model again as needed.
 8. Partners search for high-frequency words in the Decodable Reader: "Pat's Lunch" together and highlight in their own book.
 9. Teacher circulates to support students in finding words, focusing especially on those words that "don't play fair."
 10. Teacher says: "Now you are ready to read the Decodable Reader with your partner. Some of the words in the story will be familiar because you have learned them in previous lessons. And some of the words you will see for the first time, but don't worry: Each of the words that you will see for the first time includes only phonemes (sounds) that you have learned. So, you just need to say the sound that goes with each of the letters you see in the word, then blend them together to read the word."

11. Teacher models with one new word from “Pat’s Lunch”: “her.”
12. Students read “Pat’s Lunch” with a partner. Partners may take turns (by page or whole text), read in unison, or both.

Meeting Students’ Needs

- Students reading in the Pre-Alphabetic or early Partial Alphabetic phase will also benefit from searching for familiar graphemes and phonemes from the current or past cycles.
- If readers in the Pre-Alphabetic or Partial Alphabetic phase need additional support 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.
- As an extension for readers in the Late Full Alphabetic or Consolidated Alphabetic phase: Consider providing a whiteboard. Direct students to write a word that begins with the letter being searched or a sentence with the high-frequency word being searched.
- For students who may need additional support 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.
- The Decodable Reader includes plural nouns like “pants,” “chips,” and “lunches”; verbs with the “-s” suffix, such as “zips” and “dumps”; and “-s” to show possession with the word “Pat’s.” Guide students to notice how the “s” (or “es”) at the end changes the meaning of these words.

Closing and Assessment

A. Reflecting on Learning

- Emphasize that successful learners keep track of and reflect on their own learning. Point out that they are doing this each time they consider how what they did today helps them to become more proficient readers.
- Invite students to reflect and share with a partner (or whole group). Ask:
“What did you do today that is helping you become a more proficient reader?”
(Responses will vary. Example: “I matched sounds to letters to blend sounds together to make a word.”)

Meeting Students’ Needs

- For students who need additional support organizing their ideas: Provide sentence frames. Examples:
 - “When I heard a word, I knew it was a ____.”
 - “When I see ‘she,’ I know ____.”
 - “When my partner ____, I ____.”

Differentiated Small Groups: Work with Teacher

Suggested Plan: Teacher works with students in the Pre-Alphabetic, Partial Alphabetic, and Full Alphabetic groups. Students in the Consolidated Alphabetic group do not work with the teacher today.

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. Refer to the Independent and Small Group Work guidance document (see K–2 Skills Resource Manual) for full routine and Decodable Student Reader Planning and Recording Template.

Pre-Alphabetic:

- Because students in the Pre-Alphabetic phase are still working on letter identification and phonological awareness, small group instruction should be aimed at building that knowledge and skills.
- Use the Assessment Conversion chart to determine appropriate kindergarten lessons and Activity Bank ideas to use in daily small group instruction (see Assessment Overview and Resources).
- The Decodable Reader from the whole group lesson can be used during this time as a resource. Example:
 - Teacher identifies a grapheme or phoneme (from the current cycle or based on the needs of the group). Students look for grapheme. Student volunteer identifies the grapheme, makes the sound, and possibly practices proper formation (skywriting or whiteboard).

Partial Alphabetic:

- Students in the early-to-middle Partial Alphabetic (PA) phase may need to spend more time with each short vowel than the whole group lessons provide. Those working within the middle-to-late PA phase may be comfortable using the phonemes introduced in this cycle. If so, small group work may include extended practice of Work Time.
- Suggestions for working with students at the early to middle PA phase:
 - Use the Decodable Reader from the current cycle and Cycle 3 to solidify /u/ by having students locate words with that sound.
 - Spend time feeling the sound of the /u/ compared to the /a/ and /i/, noting the position of the mouth (articulatory gestures).
 - Prepare short decodable sentences with /u/. Examples: “Pat is up.” “She is a nut.” “Her mom is in a rut.”
 - Cut up the decodable sentences and reconstruct.
 - Cut up words from the decodable sentences, separating the onset from the rime. This supports visual analysis of VC chunks (rime). Identifying the correct onset supports decoding of CVC words. Example: P/at s/its on a r/ug.

- Related Activity Bank suggestions:
 - An Activity Bank activity from the Decoding and Encoding category (DE)

Full Alphabetic:

- Students in the Full Alphabetic phase have successfully mapped graphemes to phonemes, including consonant digraphs, and initial and final consonant clusters in single-syllable short- and long-vowel words.
- Check in with Accountable Independent Reading.
- Follow up with Word Lists and exit tickets. Analyze words that were more challenging and discuss why.
- Extend the work with the Decodable Reader to focus on initial and final clusters and single-syllable CVCe words. Consider adding a page to the short decodable text that includes complex clusters (use the Word List from Lesson 21 as a guide) and two-syllable decodable words.
- Lead a chaining lesson using more complex initial and final clusters (use the Word List from Lesson 21 as a guide).