



Daily and Supporting Learning Targets

- Opening A: I can retell the events from the story “On the Pond.”
- Opening B (optional): Using evidence from the text, I can answer questions about the story “On the Pond.”
- Work Time A: I can read high-frequency words and words that “don’t play fair.” (RF.1.3)
 - I can read first-grade 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 “On the Pond.” (RF.1.3)
 - I can decode regularly spelled one-syllable words by mapping graphemes to phonemes.
 - I can read first-grade 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, CCVC, 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: “On the Pond”
 - B. Comprehension Conversation (optional)
2. **Work Time (10 minutes)**
 - A. High-Frequency Words: “by,” “there”
 - 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 suggested questions)
 - High-Frequency Word Cards (new; teacher-created)
 - Interactive Word Wall (one to display)
 - Snapshot Assessment (optional; one per student)
- Predetermine partnerships for retelling during Opening A and Work Time B.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- decode, high-frequency, noun, proficient, skills (L)
- dusk, hush, ruffled (T)

Materials

- ✓ Enlarged Decodable Reader: “On the Pond” (one to display)
- ✓ Engagement Text: “On the Pond” (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 to build the words “by,” “there”; from Lesson 26)
- ✓ High-Frequency Word Cards (new; teacher-created; two)
- ✓ Interactive Word Wall (one to display)
- ✓ Decodable Reader: “On the Pond” (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: “On the Pond”

- (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: “On the Pond.”**
- Begin a read-aloud of the **Engagement Text: “On the Pond”**:
 1. Teacher says: “Listen carefully as I read today’s story, ‘On the Pond.’ 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 without interruption, pointing to the accompanying illustrations for each section.
 3. Students turn to a partner and retell the story in their own words.

Meeting Students’ Needs

- Consider providing a copy of the Decodable Reader to students who need help with retelling the story. The illustrations in the reader will show the sequence of the story; students can simply retell the details based on what they see in the illustrations.

Opening

B. Comprehension Conversation (optional)

- Teacher asks the following suggested comprehension questions:
 - Recall:

“What animals live in the pond?” (a fly, a frog, a clam)
 - Vocabulary and Language:

“The author says, ‘the pond was like glass.’ What does the word ‘glass’ mean in that sentence?” (very still and shiny, like glass)

“It says the sun ‘peeked out of the ruffled clouds.’ What does the word ‘ruffled’ mean?” (puffy and feathery, sort of like a bird’s feathers)
 - Digging Deeper: Extension Questions:

“How do we know when the pond is awake?” (The animals are moving around; they are hopping, swimming, and buzzing; the sun is out and there is so much going on.)

Work Time

A. High-Frequency Words: “by,” “there”

- (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**: “by.”
 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 uses the word in a sentence.
 4. Student volunteer(s) use the word in a sentence.
 5. 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.”
 6. Student volunteers share a sentence using the word “by.”
 7. Teacher places the **High-Frequency Word Card** on the **Interactive Word Wall**.
 8. Teacher builds the next word with movable letters: “there.”
 9. Teacher says: “This is a *high-frequency* word too, but it doesn’t play fair. It is the word ‘there,’ as in ‘What is that book doing over there on the floor?’”
 10. Teacher pronounces the word “there” again while running a finger under the word. Teacher asks:

“Which part of this word plays fair?” (The “th” makes the sound /th/ and the “r” makes the sound /r/.)

11. Teacher says: “When parts of a word don’t play fair, there are letter-sound connections we know and can use to help us figure it out. That way, when we see it again, we will remember it and be able to read it, even though it isn’t easily decodable.”
12. Teacher uses the word “there” in another sentence. Teacher says: “You can also use information from the sentence to help you figure out the word.”
13. Teacher places the High-Frequency Word Card on the Interactive Word Wall.
14. Repeat steps above as appropriate for additional high-frequency words selected for review.

Meeting Students’ Needs

- For ELLs and other students who need help: Provide picture cards of nouns in “On the Pond” to support comprehension.
- The word “where” was introduced as a high-frequency word in Cycle 8. Consider taking the “where” card from the Interactive Word Wall and placing it under the word “there.” Invite students to notice how they are the similar and different. Explain:
 - “If I know the word ‘where,’ I can read the word ‘there.’”
- The word “there” is a homophone and is easily confused with “their” and “they’re.” Consider collecting sentences that use the word “there” for analysis of the function of the word at another time.

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: “On the Pond.”
 2. Teacher says: “This book is based on the Engagement Text: ‘On the Pond.’ 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 ‘there.’”
 3. Teacher draws attention to words on the Interactive Word Wall.
 4. Teacher distributes the **Decodable Reader: “On the Pond”** and **highlighters** to each student.
 5. 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.”
 6. Teacher models with a big book and 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.
 7. Partners search for high-frequency words in the Decodable Reader: “On the Pond” together and highlight in their own book.

8. Teacher circulates to help partners find words, focusing especially on those words that “don’t play fair.”
9. 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. 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.”
10. Teacher models with one new word from the book: “glass.”
11. Students read Decodable Reader: “On the Pond” with a partner. Partners may take turns (by page or whole text), read in unison, or both.

Meeting Students’ Needs

- If readers in the Pre-Alphabetic or Early Partial Alphabetic phases need help identifying letters/digraphs, consider providing Letter Cards as support. The students can hold the letter next to each page and find the letter shape that matches.
- If readers in the Pre-Alphabetic or Partial Alphabetic phase need additional support finding the high-frequency words, allow 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.
- Several words have initial consonant clusters with “l” and “r” in the Decodable Reader. Because some students find clusters challenging to pronounce, consider extending the Partner Search and Read to include locating and pronouncing them in the Decodable Reader.
- As students search for the word “there,” consider asking a volunteer to read aloud the sentence it is in. Explain the function of the word “there” in the sentence.
- For readers in the late Full or Consolidated Alphabetic phases, 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.
- If readers need 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.

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 moved my mouth carefully to make each sound in the consonant cluster at the beginning of the word ‘glass.’”)

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 an 's' on the end of the word, 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:

- Aim small group instruction at building students' knowledge and skills of letter identification and phonological awareness.
- Use the Assessment Conversion chart to determine appropriate Kindergarten lessons and Activity Bank ideas to use in daily small group instruction.
- Consider using the Decodable Reader from the whole group lesson 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. A 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 9 to solidify short vowels by having students locate words with each short-vowel sound.
 - Spend time feeling the sounds of the each letter in consonant clusters and noting the position of the mouth (articulatory gestures).

- Prepare short decodable sentences with “l” clusters. Examples: I like black flip-flops. Why is she so glum?
- Teacher cuts up the decodable sentences and students reconstruct them.
- Related Activity Bank suggestions:
 - An Activity Bank activity from the Decoding and Encoding category (DE) or the High-Frequency Word category (HF)

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.
- Suggestions for working with students in this phase
 - 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 decodable text that includes more complex clusters (use the Word List from Lesson 51 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 51 as a guide).