



Daily and Supporting Learning Targets

- Opening A: I can read high-frequency words “you,” “was,” “they,” “why,” “said.” (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 isolation.
- Work Time A: I can segment, blend, and spell closed two-syllable words like “basket” and “catnip.” (RF.1.3, L.K.2, L.1.2)
 - I can identify vowel sounds in the spelling of a multisyllabic (more than one syllable) word.
 - I can identify the number of syllables in a word based on the number of vowel sounds.
 - I can decode (read) two-syllable words by thinking about the syllable type.
 - I can use what I know about common spelling patterns to correctly spell words with those common patterns.

Ongoing Assessment

- Observe students during Opening. Determine whether they can recognize the high-frequency words introduced in Lesson 62.
- Observe students during Work Time. Determine whether they can read each syllable separately and then blend syllables together to read the word accurately.

Agenda

1. **Opening (3–5 minutes)**
 - A. Mid-Cycle Review: High-Frequency Word Fishing: “you,” “was,” “they,” “why,” “said”
2. **Work Time (10 minutes)**
 - A. Spelling to Complement Reading
3. **Closing and Assessment (3–5 minutes)**
 - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40 minutes)**

Teaching Notes

In advance:

- Prepare:
 - High-Frequency Word Cards (see supporting materials)
 - Teacher syllable board (one to display)
 - Student syllable boards (one per student; two lines separated for notation of syllable division; can be printed and laminated or put in a sheet protector sleeve; students can then write on them with whiteboard markers; see supporting materials for a template)
 - Snapshot Assessment (optional; one per student)
- Predetermine a method for identifying students to “catch” high-frequency words in the Opening. Consider including at least one card per student so all students can “catch” one. Alternatively, consider including a few cards for selected students to “catch.”

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- syllable, decode (L)

Materials

- ✓ High-Frequency Word Cards (see supporting materials)
- ✓ Teacher syllable board (one to display)
- ✓ Student syllable boards (one per student; two lines separated for notation of syllable division; can be printed and laminated or put in a sheet protector sleeve; students can then write on them with whiteboard markers; see supporting materials for a template)
- ✓ Whiteboard markers (one per student)
- ✓ Whiteboard erasers (or tissues, socks, etc.; one per student)
- ✓ Snapshot Assessment (optional; one per student)

Opening

A. Mid-Cycle Review: High-Frequency Word Fishing: “you,” “was,” “they,” “why,” “said”

- (Suggested transition song, sung to the tune of “The More We Get Together”):
“Ga-a-ther around to-gether, to-gether, to-gether. Ga-a-ther around to-gether, to-gether, let’s go. Stand up in a circle to think about what we’ve learned. Let’s make some great connections with letters and sounds.”
- Randomly place **High-Frequency Word Cards** in the “pond” (center of circle).
- Begin the High-Frequency Word Fishing instructional practice:
 1. Students stand in a circle.
 2. Teacher says: “In our last lesson, we learned some new high-frequency words. If we can read and write these words automatically, it will help us be more proficient readers because they are words that we see a lot in reading and use a lot in writing.”
 3. Depending on teacher’s management choice (see Teaching Notes), student volunteers “catch” a word.
 4. Student volunteers read their word card and “release” (place) it back into the pond.
 5. Continue to play until all cards have been caught and identified.

Meeting Students’ Needs

- Because many high-frequency words are difficult to define (example: “was”), students need to hear the word in the context of a sentence to understand it and commit it to memory. As such, consider extending this activity by asking students to provide a sentence (or to create one with a partner and share out) for the word.

- Because many high-frequency words are also irregularly spelled (example: "said"), encourage students to notice unfamiliar spellings and patterns. Ask:
"How did you know that ____ is a word that doesn't play fair?"
- Remind students that the letter-sound connections can help them read and memorize the word.

Work Time

A. Spelling to Complement Reading

- (Suggested transition song, sung to the tune of "The More We Get Together"):
"No-o-w it's time to lis-ten, to lis-ten, to lis-ten. No-o-w it's time to listen for each sound in some words. We hear sounds to spell words, and then we can read words. It's time to say some words now. Look how smart we can be!"
- Words to use: "basket," "catnip," "contest," "magnet," "pigment," "tablet."
- Begin the Spelling to Complement Reading instructional practice:
 1. Using the **teacher syllable board**, teacher models the practice once, if necessary.
 2. Teacher distributes the **student syllable boards**, **whiteboard markers**, and **whiteboard erasers**.
 3. Teacher says the first word: "basket," pronouncing each syllable separately.
 4. Students say the word and pronounce each syllable separately.
 5. Teacher and students say the word again. Students move their index finger into the appropriate line as they say the sound.
 6. Students print the first syllable on the first line, and then the second syllable on the next line.
 7. Students erase the word.
 8. Repeat steps 3–7 with the remaining words as time allows.
 9. Teacher checks to see that students have erased their whiteboards, then repeats the first word.
 10. Students write the first word from memory on their whiteboards by pronouncing the whole word, saying the separate phonemes, and writing the word below the boxes.
 11. Repeat step 9–10 with remaining words as time allows.

Meeting Students' Needs

- Some students who show mastery of short vowels in one-syllable words may become unsteady with the introduction of two different vowel sounds in these closed two-syllable words. Consider encouraging these students to identify the vowel sound in each syllable before reading the syllable.
- The sound of the letter "e" in "basket" and "tablet" is often heard as /i/, which may confuse students, particularly ELLs. Pronounce the word carefully, modeling the /e/ sound. Acknowledge that it is often heard as /i/, despite the fact that it is an "e."

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. Examples: “If we say each syllable slowly and think about the sounds we hear, we will get them in the right order,” or “If we think about how the sounds feel in our mouth, it will help us know what letter to write.”)

Meeting Students' Needs

- For students who need additional support organizing their ideas: Provide sentence frames. Examples:
 - “When I made the sounds for the word ____, I ____.”
 - “When I heard the vowel sounds, I ____.”
 - “When I divided the syllables, 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 document for more details (see K–2 Skills Resource Manual).

All Groups

The Reader’s Toolbox routine should be used with every group today or another day this week. Teacher may also choose to use a flex day to teach the routine in whole group. See Independent and Small Group Work document for full routine and the 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.
- The Spelling to Complement Reading instructional practice can be used to work with CVC, CCVC, and CVCC words using one-syllable words from previous cycles.

Partial Alphabetic:

- Extend the Spelling to Complement Reading from Work Time to include any words from the suggested list that may not have been used or new closed two-syllable words.
- Check in on Accountable Independent Reading.
- Related Activity Bank suggestions:
 - An Activity Bank activity from the High-Frequency Word category (HF) or the Syllable Pattern category (SP)

Full Alphabetic:

- Extend the work from Spelling to Complement Reading to include words with more complex clusters. Use the Word List from Lesson 61 as a guide. Consider using closed two-syllable decodable words with consonant clusters and inflectional endings.
- Note to teacher: See the Module 3 Overview to learn more about syllable types and application. Also see the Phases document to determine which syllable types to focus on with students in this group (see Assessment Overview and Resources).