



## Daily and Supporting Learning Targets

- Opening A: I can retell the events from the story “Pat’s Donut.”
- Opening B (optional): Using evidence from the text, I can answer questions about the story “Pat’s Donut.”
- 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 “Pat’s Donut.” (RF.1.3)
  - I can decode regularly spelled one-syllable words by mapping graphemes to phonemes.
  - I can use what I know about the types of syllables to decode (read) a two-syllable word.
  - 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 if they can independently find a given word.
  - Also determine if they can decode open two-syllable 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 Donut”
  - B. Comprehension Conversation (optional)
2. **Work Time (10 minutes)**
  - A. High-Frequency Words: “do,” “behind,” “began,” “thank”
  - 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
  - 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, blend, plural, proficient, skills, syllable (L)
- acorns, porch, baker, silent (T)

## Materials

- ✓ Enlarged Decodable Reader: “Pat’s Donut” (one to display)
- ✓ Engagement Text: “Pat’s Donut” (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 “do,” “behind,” “began,” “thank”; from Lesson 62)
- ✓ High-Frequency Word Cards (teacher-created; one for each word)
- ✓ Interactive Word Wall (one to display)
- ✓ Decodable Reader: “Pat’s Donut” (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 Donut”

- (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 Decodable Reader: “Pat’s Donut.”**
- Begin a read-aloud of the **Engagement Text: “Pat’s Donut”**:
  1. Teacher says: “Listen carefully as I read today’s story, ‘Pat’s Donut.’ 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 retelling the story. The illustrations in the reader 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:
    - “Why did the person in this story get money from Granddad?” (for sweeping the porch)*
    - “What was the secret for Pat?” (the donut shop)*
    - “Why was Pat sad after she got her donut?” (She dropped it on the floor.)*
  - Vocabulary and Language:
    - “The author says Pat was ‘silent for a moment.’ What does the word ‘silent’ mean?” (quiet) “I’m going to read the sentence that comes right after that: ‘Then she said, “a donut!”’ How does that sentence help us understand what ‘silent’ means?” (That sentence tells us she spoke, so she must have not been talking just before that.)*
    - “At the end of the story, the author wrote, ‘The baker had a big grin. Pat had a big grin. I had a big grin.’ What is another word for ‘grin?’” (smile) “What made them all grin?” (They all got what they wanted, they were all happy).*
  - Digging Deeper: Extension Questions:
    - “Why was the person in this story happy when the baker brought Pat another donut?” (Because she didn’t have to spend more money to buy her another one.)*
    - “Can you think of a time when a surprise made you happy like Pat was?” (Responses will vary.)*

### Meeting Students' Needs

- For ELLs and students who need help: Consider providing picture cards of nouns in “Pat’s Donut” to support comprehension.

## Work Time

### A. High-Frequency Words: “do,” “behind,” “began,” “thank”

- (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**: “do.”
  2. 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. But this is a word that doesn’t play fair.”
  3. Teacher invites students to decode together, sliding each letter down and making the sound while students “pull” the letters down from the air: “/d/ /ō/.”

4. Teacher says: “We would expect this word to be pronounced ‘doh’ because the ‘o’ isn’t closed by a consonant. It is open and should be able to shout its name for all to hear. But the word is ‘do.’ This word doesn’t play fair.”
5. Teacher uses the word in a sentence.
6. Students turn to an elbow partner, and each partner uses the word in a sentence. Teacher supports as needed.
7. Student volunteers share a sentence using the word “do.”
8. Teacher pronounces the word. Teacher says each sound in the word, emphasizing the beginning sound. Teacher says: “The beginning sound of the word is /d/. The word begins with ‘d,’ which makes the /d/ sound. The beginning of the word plays fair. So, we are able to easily decode that part of the word.”
9. Teacher pronounces the word again, emphasizing the /oo/ sound made by the “o.” Teacher says: “The vowel in this word is ‘o,’ but I hear the /oo/ sound when I say the word. That means this part of the word doesn’t play fair; it’s not easily decodable.”
10. Teacher repeats one of the sentences from steps 4–5. Teacher says: “You can also use information from the sentence to help you figure out the word.”
11. Repeat the process with the words “begin” and “behind,” following the Syllable Sleuth process as described in Lesson 71.
12. Teacher places the **High-Frequency Word Cards** on the **Interactive Word Wall**.

### Meeting Students’ Needs

- Consider writing the word “to” below “do” to show how that familiar word is similar. Both are open-syllable words, but neither produce a long “o” sound.
- While the word “behind” is decodable, students have not yet explicitly learned the “ind” spelling pattern for long “i.” After following the Syllable Sleuth process for identifying the two syllables (“be” and “hind”), consider explaining that while it is a pattern we haven’t learned yet, it may be familiar to us through seeing words like “find” or “kind” in our independent reading.

## Work Time

### B. Decodable Reader: Partner Search and Read

- (Suggested transitional 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: “Pat’s Donut.”
  2. Teacher says: “This book is based on the Engagement Text: ‘Pat’s Donut.’ 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 ‘the’ and ‘said.’ Remember when we added these words to our Word Wall?”
  3. Teacher draws attention to words on the Interactive Word Wall.

4. Teacher distributes the **Decodable Reader: “Pat’s Donut”** 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 Enlarged Decodable Reader and thinks aloud as 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: “Pat’s Donut” 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 word includes only patterns that you have learned. Remember to be syllable sleuths with longer words. You can break those words into syllables and use what you know about open and closed syllables to read them.”
10. Teacher models with one new word from the book: “donut.”
11. Students read from the Decodable Reader: “Pat’s Donut” with a partner. Partners may take turns (by page or whole text), read in unison, or both.

### Meeting Students’ Needs

- If students 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 students in the Pre-Alphabetic or Partial Alphabetic phase need additional help finding high-frequency words, consider allowing a student 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 students in the Late Full Alphabetic 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 students 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

- 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 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 broke the word into two syllables and then blended them together to read the 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 a word that doesn't play fair, I \_\_\_\_.”
  - “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 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 during this time. Example:
  - Teacher identifies a grapheme or phoneme (from the current cycle or based on the needs of the group). Students look for the 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 open syllables than the whole group lessons provide. Those working within the middle to late PA phase may be comfortable using the open syllables introduced in this cycle. If so, small group work might 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 13 to solidify two-syllable words by having students locate those words.
  - Spend time on lessons and/or patterns from a previous cycle that may need more practice. Consider using the Assessment Conversion chart to choose an appropriate cycle.
  - Prepare short decodable sentences with closed and open two-syllable words. Examples: The blanket is in the basket. Open the shipment of pencils. That insect is a mantis.
  - Cut up the decodable sentences and have students reconstruct them.
- Related Activity Bank suggestions:
  - An Activity Bank activity from the Syllable Pattern category (SP)

**Full Alphabetic:**

- Students in the Full Alphabetic phase have successfully mapped graphemes to phonemes, including consonant digraphs, initial and final consonant clusters in single-syllable short- and long-vowel words, and closed and open two-syllable words.
- Check in with Accountable Independent Reading.
- Follow up with Word Lists and exit tickets. Analyze words that were more challenging and discuss why.
- Consider working with an appropriate common text, making connections to the syllable patterns introduced, and holding text-based comprehension conversations.