



## Daily and Supporting Learning Targets

- Opening A: I can sort words with long and short vowel sounds in the middle. (RF.1.3)
  - I can identify long and short vowel sounds in a single-syllable word that I hear.
- Work Time: I can collaborate with my teacher to write a sentence with CVC, CVCC, CVCe, and high-frequency words. (RF.1.1, RF.1.2, RF.1.3)
  - I can look at each consonant and say its sound.
  - I can identify the short sound for each vowel.
  - I can identify features of a sentence, including the first word, capital letters, and ending punctuation.
  - I can say a two-phoneme or three-phoneme word and segment it (break it apart) into individual phonemes (sounds) in order.
  - 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 categorize and read familiar words using the CVCe pattern from this cycle.
- Observe students sharing the pen (or following along) during Work Time. Determine whether they can write the given sentence following basic concepts of print such as directionality and spacing.

## Agenda

1. **Opening (3–5 minutes)**
  - A. Reviewing Skills and Knowledge: Sort It Out
2. **Work Time (10 minutes)**
  - A. Interactive Writing: Writing CVCe Words
3. **Closing and Assessment (2 minutes)**
  - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40 minutes)**

## Teaching Notes

### In advance:

- Prepare:
  - T-chart (Short Vowel Sound column and Long Vowel Sound column)
  - Sort It Out Word Cards (see supporting materials)
  - Snapshot Assessment (optional; one per student)
- Predetermine one sentence to be used for the Interactive Writing instructional practice. Suggested sentences: “Steve is a huge dude who likes the flute too,” or “Kate will not say a rude joke here in your home.”

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- interact, interactive, proficient (L)

## Materials

- ✓ T-chart (with one Short Vowel Sound column and one Long Vowel Sound column)
- ✓ Sort It Out Word Cards (see supporting materials)
- ✓ Whiteboards or sheet protectors with white cardboard inside (optional; one per student or pair)
- ✓ Whiteboard markers (optional; one per student or pair)
- ✓ Whiteboard erasers (optional; or tissues, socks, etc.; one per student or pair)
- ✓ Snapshot Assessment (optional; one per student)

## Opening

### A. Reviewing Skills and Knowledge: Sort It Out

- (Suggested transition song, sung to the tune of “Sound Off” or “Cadence Count/Duckworth Cadence”):

*“Sorting words starts on the chart. The teacher will tell us how to start. Put each word into its spot. The end of the word will tell us a lot. The middle of the word will help us too. The vowel sound will give an important clue. So, let’s read the words all the way through. That’s how we’ll learn something new!”*

- Begin the Sort It Out instructional practice:
  1. Teacher shows students the **t-chart** and introduces the two columns: Short Vowel Sound and Long Vowel Sound.
  2. Teacher asks:
 

*“What does the magic ‘e’ do in words?” (makes the vowel say its name; makes long vowel sound)*
  3. Teacher says: “Right! The magic ‘e’ doesn’t make a sound because it gives its sound to the vowel and makes it a long vowel sound. Today, during Sort It Out, we are going to sort words into two categories: words that have a short vowel sound and words that have a long vowel sound.”
  4. Teacher holds up the first **Sort It Out Word Card** and invites a volunteer to read it aloud: “mute.”
  5. Teacher says: “Let’s say the word again and listen for the vowel sound in the word ‘mute.’”
  6. Teacher asks:
 

*“What do you notice at the end of ‘mute’?” (magic “e”)*
  7. Teacher says: “Right! We see the magic ‘e.’”

8. Teacher asks:

*“So then what vowel sound do we hear?” (/ū/)*

*“So where will we place this word, in the Short or Long Vowel Sound column?” (Long Vowel Sound column)*

9. Teacher (or student volunteer) places the card in the correct column.
10. Repeat with remaining Word Cards: “fled,” “gene,” “slug,” “Pete,” “tune,” “bless,” “prune,” “plug,” “duke.”

### Meeting Students' Needs

- Consider asking student volunteers to lead step 5. Full Alphabetic students may lead this instructional practice once it is learned.

## Work Time

### A. Interactive Writing: Writing CVCe Words

- (Suggested transition song, sung to the tune of “The More We Get Together”):  
*“Now let’s all be writers, be writers, be writers. Now let’s all be writers like the authors we love. Listen to the sentence, the sentence, the sentence. Listen to the sentence, we will write as a group.”*
- Optional: Distribute **whiteboards**, **whiteboard markers**, and **whiteboard erasers** (or have students follow along by skywriting).
- Begin the Interactive Writing instructional practice. See lessons from Modules 1–2 for a more detailed description of the procedure.

### Meeting Students' Needs

- For students who are ready for more challenge, consider using a more complex sentence, similar to one from the Decodable Reader (example: “The cube shapes have the same size sides, but the cones do not”), or a sentence aligned with content from the Integrated Literacy Block that does not necessarily stick exclusively to sounds, letters, and patterns introduced in the letter cycles. You can invite students to contribute parts (examples: high-frequency word, a beginning phoneme) that they know, and then model and fill in the rest. Doing this allows for vocabulary and content learning reinforcement.
- For ELLs: Consider using pictures to clarify any nouns or verbs in the sentence that may be new. Act out verbs for clarification. Letter-sound connections are strengthened when students see that they are tools that allow them to communicate an idea.
- If students are writing familiar words, remind them that these are familiar words and they should try to remember how the words were spelled when they read them. This supports the goal of automaticity with letter-sound connections.
- If students need help independently recording the grapheme for each sound on their whiteboards, consider providing and/or modeling with sound boards.

## Closing and Assessment

### A. Reflecting on Learning

- Emphasize that effective 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.
- Remind students that today they reviewed letters and sounds and irregularly spelled words, practiced decoding, and used the skills they've been learning to write a sentence together.
- Invite students to reflect independently. Ask:
 

***“What did you do today that is helping you become a more proficient reader?”***
- Invite a volunteer to share. Afterward, invite any students who did something similar to indicate that in an interactive way (examples: stand and turn in place, hop up and down excitedly).

### 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 sound \_\_\_\_, I \_\_\_\_.”
  - “When I noticed the magic ‘e,’ I \_\_\_\_.”

## Differentiated Small Groups: Work with Teacher

*Suggested Plan: Teacher works with students in the Pre-Alphabetic, Partial Alphabetic, and Consolidated Alphabetic groups. Teacher will not work with students in the Full Alphabetic group 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).*

### 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.
- Lead an interactive writing experience using a different sentence, focusing on initial letters and letter formation. Use a sentence that places letter sounds you are working on at the beginning and end of words.

### Partial Alphabetic:

- Students in the early to middle Partial Alphabetic (PA) phase may need more time with CVCe patterns than the whole group lessons provide. Those working within the middle to late PA phase may be comfortable using the CVCe patterns introduced in this cycle. If so, small group work might include extended practice of Work Time.
- Suggestions for working with students in the early to middle PA phase:
  - Use the Decodable Reader from the current cycle and Cycles 15 and 16 to solidify CVCe patterns by having students locate those words.
  - Spend time on lessons and/or patterns from a previous cycle needing more practice. Consider using the Assessment Conversion chart to determine an appropriate cycle.
  - Prepare short decodable sentences with CVCe words. Examples: “Nate and Luke spiked the ball behind the pole.” “We came here in June to see the dunes.”
  - Cut up the decodable sentences and have students reconstruct them.
- Related Activity Bank suggestions:
  - An Activity Bank activity from the Vowels category (V) or the High-Frequency Word category (HF)

### Consolidated Alphabetic:

- Extend work with interactive writing by inviting students to compose sentences related to the Engagement Text: “Cubes and Cones” (consider making a copy for each student). Give individualized feedback to students on conventions of print (including spelling patterns and grammar). Have students share out sentences/stories and reflect on new learning.
- Follow up with the Lesson 86 Word List and exit ticket.
- Check in on Accountable Independent Reading.