



Daily and Supporting Learning Targets

- Opening A: I can read the high-frequency words “watch,” “time,” “ago,” “are,” “play,” “from,” “all,” “some,” “long.” (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 CVCe and two-syllable words like “alive” and “inside.” (RF.1.3, L.K.2, L.1.2)
 - I can count the number of syllables in a printed word by identifying the vowel sounds in the word.
 - I can use what I know about common spelling patterns to correctly spell words with those common patterns.
 - I can decode a word with a vowel in the middle and a silent “e” at the end.

Ongoing Assessment

- Observe students during Opening.
 - Determine whether they can recognize the high-frequency words introduced in Lesson 92.
 - Determine whether they can explain how letter-sound knowledge helps identify high-frequency words.
- 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: “watch,” “time,” “ago,” “are,” “play,” “from,” “all,” “some,” “long”
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)

- Work Time Word List (one per student; can be put in sleeve protectors behind the student syllable boards so when students turn the board over, they see the list)
- 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.”
- Consider whether students will be working on a hard surface. If not, consider the use of clipboards during Work Time A (or whatever section of the lesson).

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- base word, decode, high-frequency, segment, suffix, syllable (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)
- ✓ Work Time Word List (one per student; can be put in sleeve protectors behind the student syllable boards so when students turn the board over, they see the list)
- ✓ Pencils (if the Work Time Word List is not placed in a sleeve protector)
- ✓ Snapshot Assessment (optional; one per student)

Opening

A. Mid-Cycle Review: High-Frequency Word Fishing: “watch,” “time,” “ago,” “are,” “play,” “from,” “all,” “some,” “long”

- (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. See Spelling to Complement to Reading lessons from Modules 1–2 for a more detailed description of the procedure.

Meeting Students' Needs

- Because many high-frequency words are difficult to define (example: "ago"), it is important for students to hear the word in the context of a sentence to understand 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: "watch"), 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 and segment each sound!"
- Words to use: "became," "inside," "alive," "baseline."
- Begin the Spelling to Complement Reading instructional practice:
 1. Using the **teacher syllable board**, teacher models the Spelling to Complement Reading practice once if necessary.
 2. Teacher distributes the **student syllable boards**, **whiteboard markers**, and **whiteboard erasers**.
 3. Teacher says the first word: "became," pronouncing each syllable separately.
 4. Students say the word and pronounce each syllable separately.
 5. Teacher and students repeat the word. Students move their index finger into the appropriate line as they say each syllable.
 6. Teacher asks:

"How many syllables do you hear?" (two)

"How many vowel sounds do you hear?" (two)

"What vowel sounds do you hear?" (/ē/, /ā/)
 7. Students print the first syllable on the first line, and then the second syllable on the next line.
 8. Teacher writes each syllable on the teacher syllable board as students check their boards.
 9. Teacher asks:

"We said the first syllable has a long 'e' (/ē/) sound. Why does the 'e' make that sound in this syllable?" (It's open, not closed in by a consonant.)

"We said the second syllable has a long 'a' (/ā/) sound. Why does the 'a' make that sound in this syllable?" (The magic "e" makes the "a" say its name.)

“How can there be three vowels in this word but only two syllables?” (There are two vowel sounds in the word; every syllable has one vowel sound.)

10. Students erase the word.
11. Repeat steps 3–10 with the remaining words as time allows.
12. Students erase their syllable boards.
13. Students turn their boards over (if using sleeve protectors) to reveal the **Work Time Word List** or teacher distributes Work Time Word List and **pencils**.
14. Teacher and students read each word in the list aloud.
15. Teacher invites students to be syllable sleuths to determine where to divide the word into syllables and says:

“Circle the vowels that make a sound in the word” (i.e., the silent “e” is not circled, as its role is to give the long sound to the vowel before it).

“Look at the consonants between the vowels to see where to divide: If there’s one consonant, try dividing before it. If two, try dividing between them.”

Meeting Students’ Needs

- Invite students to practice each letter before writing it on the line by extending their arm and writing it in the air.
- Some students who show mastery of closed two-syllable words may become unsteady now that there are two possible patterns producing long vowel sounds (open-syllable CV and silent “e” CVC) in the two-syllable words in this lesson. Consider maximizing opportunities to encourage these students to identify the vowel sound in each syllable before reading the syllable.
- Consider allowing students to use sound boxes as a scaffold as they write spoken words from memory.
- Consider extending this lesson to include a CVCe base word with the suffixes “-s,” “-ed,” and “-ing.” Make the connection to Lesson 91, where students discovered in their Suffix Sleuth work that the silent “e” becomes “invisible” when a suffix that begins with a vowel is added. Suggested words to use: “save,” “saves,” “saved,” “saving.”
- When pronouncing the “a” in the first syllable in the word “alive,” students may identify the letter “u” as the grapheme that matches that sound. Consider reminding students of the sound of the letter “a” in the high-frequency word “ago.”
- Depending on your students’ needs, consider stopping after the syllable boards. To provide more targeted support and feedback, consider inviting students who are ready for this word analysis to be syllable sleuths and divide the words from the Work Time Word List during differentiated small groups instead.
- Consider annotating the role of the silent “e” in some way. Suggestion: Draw an arrow under the word from the silent “e” to the vowel before it.

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 listened carefully for the sound the vowels were making in each syllable. That helped me know how to spell the word.”)

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. Refer to the Independent and Small Group Work document (see K-2 Skills Resource Manual) 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 VC or CVC words.

Partial Alphabetic:

- Extend the Spelling to Complement Reading from work time to include any words from the suggested list that may not have been done, or new words that use the phonemes and graphemes taught to this point.
- For students processing words in the early to middle Partial Alphabetic phase, consider continuing with single-syllable CVCe words, emphasizing the role of the silent “e” on the sound of the vowel before it.
- Check in on Accountable Independent Reading.
- Related Activity Bank suggestions:
 - An Activity Bank activity from the Vowels category (V)

Full Alphabetic:

- Extend the work from Spelling to Complement Reading to include two-syllable words using combinations of the syllable types learned to this point (closed, open, CVCe).
- Consider extending the work from Spelling to Complement Reading to include CVCe base words with suffixes “-s,” “-ed,” and “-ing.” This requires students to apply their understanding that the silent “e” is “invisible” when adding a suffix that starts with a vowel.