



## 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 A: 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, L.1.2)
  - 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.
  - I can read words with “-s,” “-ed,” and “-ing” endings.

## Ongoing Assessment

- Observe students during Opening. Determine whether they can read one- and two-syllable CVCe words and CVCC words with suffixes.
- 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: Question and Switch
2. **Work Time (10 minutes)**
  - A. Interactive Writing: Writing Regular and Familiar One- and Two-Syllable CVCC 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:
  - Question and Switch Cards in the supporting materials (note: there are blank boxes for additional words as needed)
  - Snapshot Assessment (optional; one per student)

- Predetermine one sentence to be used for the Interactive Writing instructional practice. Suggested sentences: “I hope they have some homemade cupcakes we can eat beside the lake” or “Dave is hiking five miles to the campsite.”

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- base word, interact, interactive, proficient, suffix (L)

## Materials

- ✓ Question and Switch Cards (one per student)
- ✓ 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: Question and Switch

- (Suggested transition song, sung to the tune of “The More We Get Together”):  
*“Gather around together, together, together. We’re going play a quiz game, a quiz game, a quiz game. We’re going to play a quiz game to check what we’ve learned.”*
- Distribute **Question and Switch Cards**.
- Begin the Question and Switch instructional practice:
  1. Teacher says: “Question and Switch is a way for us to review the knowledge and skills we have learned. You each have a card. Your card might have a one-syllable word with a magic ‘e.’ It might have a two-syllable word. Or, it might have a word with a suffix on it.”
  2. Teacher asks:  
*“What are the suffixes we’ve been working with?” (“-s,” “-ed,” “-ing”)*
  3. Teacher says: “Look at your card. Raise your hand if your card has a word with a suffix.”
  4. Students with words with suffixes raise their hands.
  5. Teacher invites a student to share the word and asks:  
*“What is your word?”*  
*“What is the suffix?”*  
*“What is the base word?”*
  6. Teacher says: “Raise your hand if your card has a one-syllable word with a silent ‘e’ (no suffix).”
  7. Students with those Word Cards raise their hands.
  8. Teacher invites a student to share their word and asks:  
*“What is your word?”*

9. Teacher says: "Raise your hand if you have a card with a two-syllable word."
10. Students with those Word Cards raise their hands.
11. Teacher invites a student to share their word and asks:  
*"What is your word?"*  
*"What are the syllables in the word?"*
12. Teacher says: "Now you are going to find a partner with a different card. You will show each other your card. Your partner will read your card aloud, then you will read your partner's card. Then you will switch and find a new partner and do it again."
13. Teacher demonstrates this process with a volunteer.
14. Teacher says: "Remember, it is okay to help each other. That's something effective learners do."
15. Students find a partner and begin.
16. Teacher circulates and supports as needed.

### 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 Regular and Familiar One- and Two-Syllable 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 Interactive Writing 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 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 cycle. Invite students to contribute parts (examples: a 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.

## Closing and Assessment

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### A. Reflecting on Learning

- Emphasize that effective learners keep track of and reflect on their own learning. Point out that students 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 wrote the letter \_\_\_\_, I \_\_\_\_.”
  - “When I blended the sounds \_\_\_\_, I \_\_\_\_.”

## Differentiated Small Groups: Work with Teacher

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*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. For example, if working on “c,” “j,” “p,” “n,” “m,” or “t,” you can work with “I can jump on a mat.”

### **Partial Alphabetic:**

- Extend or create a new interactive writing piece focusing on single-syllable CVCe words. This might include a new sentence related to the Decodable Reader or the content in the Integrated Literacy Block, or a sentence that naturally follows the one written during Work Time.
- For students working at the early to middle Partial Alphabetic phase, emphasize short-vowel CVC words, as well as one high-leverage (i.e., can be used a lot in their independent writing), high-frequency word (example: “like”).
- Related Activity Bank suggestions:
  - An Activity Bank activity from the Vowels category (V)

### **Consolidated Alphabetic:**

- Extend work with interactive writing by inviting students to compose sentences related to the Engagement Text: “Baseball” (consider making a copy for each student) or other content. 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 91 Word List and exit ticket.
- Check in on Accountable Independent Reading.