



## Daily and Supporting Learning Targets

- Opening A: I can read silly CVCe and two-syllable words. (RF.1.3)
  - I can decode a word with a vowel in the middle and a silent “e” at the end.
- Opening B: I can spell CVCe, two-syllable, and high-frequency words. (L.1.2)
  - I can read first-grade words that “don’t play fair” in isolation.
  - I can use what I know about common spelling patterns to spell words with that common pattern correctly.

## Ongoing Assessment

- Cycle 18 Assessment

## Agenda

1. **Opening (10 minutes)**
  - A. Reading Silly Words
  - B. Spelling with Style
2. **Work Time (45 minutes)**
  - A. Extended Differentiated Small Group Instruction: Cycle Assessment and Goal Setting
3. **Closing and Assessment (2 minutes)**
  - A. Reflecting on Learning

## Teaching Notes

### In advance:

- Gather a list of regularly spelled nonsense (“silly”) words, using only phonemes and graphemes that have been taught thus far.
- For Spelling with Style, consider teaching the students some “styles” so they can choose one or more styles to use. Consider adding to the collection of styles as the year progresses.
- Prepare the Cycle 18 Assessment.

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- decode, goal (L)

## Materials

- ✓ Whiteboards (one per student)
- ✓ Whiteboard markers (one per student)
- ✓ Whiteboard erasers (one per student)
- ✓ Cycle 18 Assessment (one per student)

## Opening

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### A. Reading Silly Words

- (Suggested transition song, sung to the tune of “The More We Get Together”):  
*“Gather round together, together, together. Gather round together to read silly words. They may sound a little strange, strange, strange. They may sound a little strange, ’cause that’s how they’re arranged.”*
- Begin the Reading Silly Words instructional practice. See Cycle Assessment and Goal Setting lessons from Modules 1–2 for a more detailed description of the procedure
- Words to use: “incobe,” “zenfute,” or “mapehat.”

### Meeting Students’ Needs

- After this activity has been modeled and practiced, break the class into smaller phase groups (Pre-Alphabetic, Partial Alphabetic, etc.) or with partners (from different phases). Additional words may be written on Word Cards or in a list, differentiated in complexity according to phase. If students from different phases are paired, those further along in their acquisition of letter-sound connections can provide support for their partner.

## Opening

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### B. Spelling with Style

- (Suggested transition song, sung to the tune of “The More We Get Together”):  
*“Now let’s all spell words, spell words, spell words. Now let’s all spell words in ways that we know. It’s time to be silly, to be silly, to be silly. It’s time to show how silly we can be when we spell.”*
- Distribute **whiteboards**, **whiteboard markers**, and **whiteboard erasers**.
- Begin the Spelling with Style instructional practice. See Cycle Assessment and Goal Setting lessons from Modules 1–2 for a more detailed description of the procedure.
- Words to use: “pinecone,” “became,” “inside,” “baseball,” and other words from this cycle.

## Work Time

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### A. Extended Differentiated Small Group Instruction: Cycle Assessment and Goal Setting

- (Cycle Assessment and Goal Setting transition song, sung to the tune of “The More We Get Together”):  
*“It’s time to spell and decode to show what we’re learning. It’s time to spell and decode to show what we’ve learned.”*
- Teacher helps students transition to their differentiated small groups, telling them they will complete the **Cycle 18 Assessment** during their rotations.

## Closing and Assessment

### A. Reflecting on Learning

- Emphasize that effective learners keep track of and reflect on their own learning. Point out to students that they are doing this each time they consider how what they did today helps them become more proficient readers.
- Remind students that today they reviewed the skills they've been working on all week, including matching sounds and letters, blending and separating sounds to read and write words, and learning to get new words into their memories. They also took an assessment to see what they've learned and what they might still need to work on.
- Explain that, in any work, people use information from assessments, advice from coworkers or friends, and help from experts to get better. Share examples (athletes reviewing videos of past games, getting advice from coaches and teammates, etc.). Part of being an effective learner is knowing what you need to work on so you can continue to grow and improve.
- Ask for volunteers to share out:

***“What goal did you set following the assessment?” (Responses will vary. Example: “I noticed that if I don’t say each syllable in a word, it is harder for me to spell it. I need to remember to do that when I am writing longer words.”)***

### Differentiated Small Groups: Work with Teacher

*Suggested Plan: An extended differentiated small group instruction time today will allow the teacher to meet with each group. Begin by administering the cycle assessment to each group. If time allows, score the assessment right away and guide students to create goals based on assessment results. If time is a concern, teacher may only meet with one or two groups per cycle for goal setting. (Refer to Assessment Overview for more information.) Suggestions are provided for additional work with the Pre-Alphabetic group if time allows.*

#### Pre-Alphabetic:

- Assessment:
  - Use the Pre-Alphabetic phase blank Assessment Planning template (see supporting materials) to create an assessment focused on the letters and sounds appropriate for individuals or the group.

#### Partial Alphabetic:

- Assessment:
  - Administer Cycle 18 Spelling Assessment items 1–5. Consider extending by using items 6–10, based on the student/group.
  - Administer Cycle 18 Reading Assessment page 1. Consider extending by using words on page 2, based on the student/group.

**Full Alphabetic:**

- Assessment:
  - Administer Cycle 18 Spelling Assessment items 1–10. Consider extending by using sentence dictation items 11 and 12, based on the student/group.
  - Administer Cycle 18 Reading Assessment page 1 and the top half of page 2. Consider extending by using remaining words on page 2, based on the student/group.

**Consolidated Alphabetic:**

- Assessment:
  - Administer Cycle 18 Spelling Assessment items 1–12.
  - Administer Cycle 18 Reading Assessment pages 1 and 2.