



Daily and Supporting Learning Targets

- Opening A: I can sort words with the /ō/ and /ā/ vowel sounds. (RF.1.3)
 - I can identify long and short vowel sounds in a single-syllable word that I hear.
 - I can decode a word with a vowel team (two vowels that make a long vowel sound) in the middle.
- Work Time A: I can collaborate with my teacher to edit a sentence with vowel team words and high-frequency words. (RF.1.1, RF.1.2, RF.1.3)
 - I can look at each letter and say its sound.
 - I can point to where a sentence begins and ends.
 - I can find the capital letters in a sentence.
 - 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 decode words using the following patterns: magic “e” and vowel teams (“ai,” “ea,” “oa,” “ee,” “ow,” “ay”).
- Observe students sharing the pen (or following along) during Work Time. Determine whether students can recognize spelling mistakes and identify the graphemes needed to correctly spell the word.

Agenda

1. **Opening (3–5 minutes)**
 - A. Reviewing Skills and Knowledge: Sort It Out
2. **Work Time (10 minutes)**
 - A. Interactive Editing: Editing a Sentence with One- and Two-Syllable Words (Vowel Teams “ay” and “ow”)
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: Magic “e” column, Vowel Team column (“ai,” “ay,” “oa,” “ow”)
 - Sort It Out Word Cards with the following words: “slow,” “bone,” “rain,” “wait,” “paint,” “stay,” “play,” “game,” “paste,” “load,” “float,” “home,” “stone,” “show”
 - Snapshot Assessment (optional; one per student)

- Predetermine sentences to be used for the Interactive Editing instructional practice.
Examples:
 - Suggested correct sentence: “Maybe the snow will blow hard on Friday and Sunday so we can stay home all day.”
- Suggested incorrect sentence (in need of editing): “Mybe the snoa will bloa herd on Fridai and Sundai so we can stay hom all dai.”

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- interact, interactive, proficient (L)

Materials

- ✓ T-chart (see supporting materials for a model)
- ✓ Sort It Out Word Cards (one per student)
- ✓ Work Time Sentence to Edit inside sheet protector on top of cardboard (one per student or pair)
- ✓ Whiteboard markers (one per student)
- ✓ Whiteboard erasers (or tissues, socks, etc.; one per student)
- ✓ 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 is lots of F-U-N (fun!). We made a change to R-U-N (run). A different vowel changes run to ran. We can find some rhymes like can and tan. Look for words that sound the same. That’s how we’re going to play a sorting game.”

- Begin the Sort It Out instructional practice:
 1. Teacher shows students the **t-chart** and introduces the two columns: Magic “e” and Vowel Teams: “ai” and “ay,” “oa” and “ow.”
 2. Teacher says: “Over the past few lessons, we’ve been working with the sounds /ā/ and /ō/ in words that we read and write. We’ve seen that the sound /ā/ can be spelled with the vowel team ‘ay.’ We’ve seen that the sound /ō/ can be spelled with the vowel team ‘ow.’”
 3. Teacher asks:

“What are some other ways the sound /ā/ can be spelled?” (open syllable, magic “e,” vowel team “ai”)

“What are some other ways the sound /ō/ can be spelled?” (open syllable, magic “e,” vowel team “oa”)

4. Teacher says: “Today we are going to read and sort long ‘a’ and long ‘o’ words by the way those sounds are spelled. We’ll focus on magic ‘e’ spellings and vowel team spellings for those sounds.”
5. Teacher holds up the first **Sort It Out Word Card** and reads it aloud: “slow.”
6. Teacher says: “I am going to say the word again slowly, segmenting each part, so I can listen for the vowel sound that I hear: /s//l//ō/.”
7. Teacher asks:
“What vowel sound do we hear?” (/ō/)
“How is that sound spelled?” (vowel team “ow”)
8. Teacher says: “Yes, the vowel team ‘ow’ is making the /ō/ sound in this word, so I will place this word in the vowel team column under the ‘ow.’”
9. Teacher (or student volunteer) places the card in the correct column.
10. Teacher repeats steps 5–9 with the remaining Sort It Out Word Cards (in no particular order): “bone,” “rain,” “wait,” “paint,” “stay,” “play,” “game,” “paste,” “load,” “float,” “home,” “stone,” “show.”

Meeting Students' Needs

- Consider asking student volunteers to lead step 5. Full or Consolidated Alphabetic students may lead this instructional practice once it is learned.
- Some students may be challenged by the word “paste” as there are two consonants between the vowel and the silent “e.” Noting this with students will support their understanding that words with a magic “e” pattern do not always have to have one consonant between the vowel and the magic “e.”
- Consider extending the level of word analysis in this activity by asking students to notice the position of the vowel teams “ai” vs. “ay” and “oa” vs. “ow.” The “ai” and “oa” vowel teams are in the middle, and the “ay” and “ow” teams are at the end of single-syllable words. This can become step 11 in this activity.

Work Time

A. Interactive Editing: Editing a Sentence with One- and Two-Syllable Words (Vowel Teams “ay” and “ow”)

- (Suggested transition song, sung to the tune of “The More We Get Together”):
“Now let’s all be editors, editors, editors. Now let’s all be editors to make the writing make sense. Look at the sentence, the sentence, the sentence. Look to the sentence, we will change it as a group.”
- Optional: Distribute **Work Time Sentence to Edit inside sheet protector on top of card-board, whiteboard markers, and whiteboard erasers** (or have students follow along by skywriting).
- Begin the Interactive Editing instructional practice:
 1. Teacher shows students the sentence to be edited: “Mybe the snoa will bloa herd on Fridai and Sundai so we can stay hom all dai.”

2. Teacher invites a student(s) to read the sentence exactly as it is written.
3. Teacher asks:
“Has this writer communicated this message clearly? Can we easily read and understand it?” (no) “Why not?”
4. Teacher says: “Let’s fix this sentence so that it is easy to read and understand.”
5. Teacher says: “‘Mybe the snoa.’ Hmm. That doesn’t make sense.”
6. Teacher asks:
“What do you think the writer is trying to say here?” (maybe the snow)
7. Teacher says: “That sounds better. I am going to cross out the word ‘mybe’ and write the correct word above it.”
8. Teacher asks:
“Who can help me write the new word?”
9. Teacher chooses a student to share the pen (marker) and write the word “maybe” above the word “mybe.” Remaining students follow along on their own paper or skywrite.
10. Students read sentence with new word.
11. Teacher asks students to look at the first part of the sentence again. Teacher says: “‘Maybe the snoa.’ Hmm. That sounds right, but something about the word ‘snoa’ doesn’t look right.”
12. Teacher asks:
“How is the /ō/ sound spelled here in the word ‘snow’?” (“oa”)
“How should it be spelled?” (“ow”)
13. Teacher reminds students that, in this cycle, they have discovered that the /ō/ sound spelled with the vowel team “oa” is usually found in the middle of a word. When that sound comes at the end, it is usually spelled “ow.”
14. Teacher chooses a student to explain what needs to be corrected and why.
15. Teacher asks:
“What needs to be edited?”
“Why do you think it needs to be edited?”
“How should the sentence be edited?”
16. Student volunteer uses shared pen (marker) to fix the mistake. Use the suggested key to edit parts of sentences:
 - Edit spelling: Student puts a line through the incorrect word and writes the correctly spelled word above it.
 - Edit capitalization: Student puts a line through the incorrectly capitalized or lower-cased word and writes the correctly capitalized or lowercased word above it.
 - Edit punctuation: Student puts a line through incorrect punctuation and adds correct punctuation mark next to incorrect mark (?!) or adds punctuation mark if it is missing entirely.
17. Remaining students follow along on their own paper or skywrite.
18. Repeat the process until all parts of the sentence have been edited. Teacher may fix misspellings, capitalization, or punctuation errors to speed up the process if necessary.

19. Teacher points to each word as he or she reads the completed sentence aloud.
20. Students read the completed sentence aloud.

Meeting Students' Needs

- This sentence includes words such as "snoa" for "snow" and "dai" for "day." While the misspellings capture the correct vowel sound, editing these words for the correct graphemes (spelling patterns) will support students in understanding when to use "ai" vs. "ay" and "oa" vs. "ow." Typically, the former vowel teams represent the long vowel sound when it is in the middle of the word, while the latter represent that sound at the end of the word.
- 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 letter cycles. You can 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 words and/or words parts they have read previously, remind them that these are familiar, 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.
- Consider providing and/or modeling with sound boards as needed.

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 become more proficient readers.
- Remind students that today they reviewed different ways to represent the long "a" and long "o" sounds and used the skills they've been learning to edit 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

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 guidance 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 Editing or 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:

- For students in the late Partial Alphabetic (PA) phase, consider extending or creating a new Interactive Writing or Editing piece focusing on single-syllable words with vowel teams "ay" and/or "ow." This may 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 PA phase, consider working on an Interactive Writing piece with a pattern from a previous cycle needing review.
- Related Activity Bank suggestions:
 - An Activity Bank activity from the Vowels category (V)

Consolidated Alphabetic:

- Extend work with Interactive Editing by inviting students to compose sentences or a story related to the Engagement Text: "Pat's Birthday" (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 111 Word List and exit ticket.
- Check in on Accountable Independent Reading.