



Daily and Supporting Learning Targets

- Opening A: I can read high-frequency words: “really,” “one,” “have,” “sometimes,” “through.” (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 spell words with long vowel sounds like “light” and “night.” (RF.1.3)
 - I can identify and say the first, middle, and final phoneme (sound) in a one-syllable word.
 - I can use what I now about common spelling patterns to correctly spell words with those common patterns.
 - I can decode words with other vowel patterns like “igh” and r-controlled vowels.

Ongoing Assessment

- Observe students during Opening.
 - Determine whether they can read the high-frequency words for this cycle.
 - Also determine whether they can explain how letter-sound knowledge helps identify the high-frequency word.
- Observe students during Work Time. Determine whether they can correctly spell words with the vowel team patterns for this cycle (“ie” and “igh”).

Agenda

1. **Opening (3–5 minutes)**
 - A. Mid-Cycle Review: High-Frequency Word Fishing: “really,” “one,” “have,” “sometimes,” “through”
2. **Work Time (10 minutes)**
 - A. Spelling to Complement Reading
3. **Closing and Assessment (2 minutes)**
 - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40 minutes)**

Teaching Notes

In advance:

- Prepare:
 - High-Frequency Word Cards
 - 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.”

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- vowel team patterns, decode (L)

Materials

- ✓ High-Frequency Word Cards
- ✓ Whiteboards (one per student)
- ✓ Whiteboard markers (one per student)
- ✓ Whiteboard erasers (or tissues, socks, etc.; one per student)
- ✓ Snapshot Assessment (optional; one per student)

Opening

A. Mid-Cycle Review: High-Frequency Word Fishing: “really,” “one,” “have,” “some-times,” “through”

- (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.”
- Teacher randomly places **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: “really”), it is important for students to hear the word in the context of a sentence to understand it and commit it to memory. 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: “through”), 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 spell some words now and segment each sound.”
- Sentences to use:
 - “Do you have one bright light for when it is really dark at night?”
 - “We might eat peach pie all through the flight.”
- Distribute **whiteboards**, **whiteboard markers**, and **whiteboard erasers**.
- Begin the Spelling to Complement Reading instructional practice:
 1. Teacher says: “Today we are going to write sentences using words we are learning. I will say the sentence first, then we will count the number of words in our sentence.”
 2. Teacher says: “Listen closely first as I share our sentence: ‘Do you have one bright light for when it is really dark at night?’ Now let’s count the words in our sentence.”
 3. Teacher leads students in counting words in the sentence. (14)
 4. Teacher says: “So if our sentence has 14 words, we can draw 14 lines on our board.”
 5. Teacher asks:

“Each line will show us where to write each what?” (a word)
 6. Teacher says: “Right! And we will listen closely to the sounds we hear in each word to use what we know about spelling patterns and high-frequency words to spell each one correctly.”
 7. Teacher repeats the sentence slowly, allowing time for students to write each word they hear.
 8. Teacher asks:

“What do we need at the end of this sentence?” (a question mark)
 9. Teacher says: “Right! Because this sentence is a question.”
 10. Teacher asks:

“And how should my sentence start?” (with a capital letter)
 11. Teacher says: “Great! And now we can check our sentence to see if we spelled each word using what we know about the new words we are learning this week.”
 12. Students reread their sentence to check for errors.
 13. Teacher writes the first word in the sentence on the board while students compare their spellings to it. Teacher facilitates conversation around key features of the word as needed. Example:

“How is the /ē/ sound spelled in this word?” (open syllable)
 14. Repeat step 13 with remaining words in the sentence.
 15. Repeat steps 2–14 with second sentence.

Meeting Students' Needs

- Invite students to practice each word before writing by tapping one finger for each sound they hear or skywriting the word.
- Consider allowing students to use sound boxes as a scaffold as needed. Consider allowing students to skip drawing lines for each word in one or both sentences.
- Consider drawing students' attention to key sounds or spelling patterns during step 5 that you know will support their ability to spell words. These might be patterns you have observed them struggling with. This might also include drawing their attention to a key strategy. Example: "If you know the word 'could,' you can spell 'should.'"
- As students reread their sentences, they should be reminded to read it exactly as it is written. In other words, if they write "lit" for "light," they should say "lit" when they read it over. This will continue to reinforce the connection between writing and reading.
- Between steps 7 and 8, consider asking a volunteer to share out anything important they may have noticed about their spelling.
- Consider annotating the vowel teams using the captain's hat or other symbol to denote the role of the first vowel in the team.
- Consider using just one sentence if pressed for time. The other can be used during differentiated small group rotations as appropriate.

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 remembered that the first vowel is the captain in the vowel team, so we hear that sound in 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 guidance document for more details (see K–2 Skills Resource Manual).

All Groups

Either today or another day this week after the Decodable Student Reader has been introduced, follow the Decodable Student Reader routine with each group. Differentiate the routine as needed based on students' microphase. Refer to the Independent and Small Group Work guidance document (see K–2 Skills Resource Manual) for full routine and Decodable Student Reader 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.

Partial Alphabetic:

- Extend the work from Spelling to Complement Reading to include more words in each sentence, or include words with the vowel team patterns from a previous cycle.
- Suggestions for working with students at the early to middle PA phase:
 - Use the Decodable Reader from the current cycle and Cycles 21–23 to examine spelling patterns for long vowel sounds.
 - Use the Word List from Lesson 121 to work with vowel team patterns from this cycle.
 - Spend time on lessons and/or patterns from a previous cycle that may need more practice. Consider using the Assessment Conversion chart to determine an appropriate prior cycle.
- Related Activity Bank suggestions:
 - An Activity Bank activity from the High-Frequency Word category (HF) or from the Vowels category (V)

Full Alphabetic:

- Extend the work from Spelling to Complement Reading to include two-syllable words with the vowel team patterns from this or a previous cycle.
- Check in with Accountable Independent Reading.
- Follow up with Word Lists and exit tickets. Analyze words that were more challenging and discuss why.
- Consider working with an appropriate common text, making connections to the vowel team patterns introduced, and holding text-based comprehension conversations.