



## Daily and Supporting Learning Targets

- Opening A: I can retell the events from the story “Reading Together.”
- Opening B (optional): Using evidence from the text, I can answer questions about the story “Reading Together.”
- Work Time A: I can read high-frequency words and words that “don’t play fair.” (RF.1.3)
  - I can read first-grade words that “don’t play fair” (irregularly spelled words) in isolation.
  - I can decode regularly spelled one-syllable words by mapping graphemes and phonemes.
- Work Time B: I can read the decodable text “Reading Together.” (RF.1.3)
  - I can decode regularly spelled one-syllable words by mapping graphemes and phonemes.
  - I can use what I know about the types of syllables to decode (read) a two-syllable word.
  - I can read first-grade words that “don’t play fair” (irregularly spelled words) in text.
  - I can decode a word with a vowel in the middle and a silent “e” at the end.
  - I can read words with “-s,” “-ed,” and “-ing” endings.
  - I can decode words with other vowel patterns like “igh” and r-controlled vowels.
  - I can decode a word with a vowel team (two vowels that make a long vowel sound) in the middle.

## Ongoing Assessment

- Observe students during Work Time.
  - Determine whether they can independently find a given word.
  - Also determine whether they can decode two-syllable words and identify familiar sounds in or automatically read high-frequency words.

## Agenda

1. **Opening (3–5 minutes)**
  - A. Engagement Text Read-aloud: “Reading Together”
  - B. Comprehension Conversation (optional)
2. **Work Time (10 minutes)**
  - A. High-Frequency Words: “come,” “himself,” “together” (Review)
  - B. Decodable Reader: Partner Search and Read
3. **Closing and Assessment (2 minutes)**
  - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40 minutes)**

## Teaching Notes

### In advance:

- Prepare:
  - Comprehension Conversation questions (if different from suggested questions)

- High-Frequency Word Cards
- Interactive Word Wall (one to display)
- Snapshot Assessment (optional; one per student)
- Predetermine partnerships for retelling during Opening A and Work Time B.

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- decode, divide, blend, plural, proficient, skills, syllable, high-frequency (L)
- beanbag, greedy, repeat, eager (T)

## Materials

- ✓ Enlarged Decodable Reader: “Reading Together” (one to display)
- ✓ Engagement Text: “Reading Together” (one for teacher read-aloud)
- ✓ Movable letters (from Lesson 96)
- ✓ High-Frequency Word Cards (one of each; for teacher to place on Interactive Word Wall)
- ✓ Interactive Word Wall (one to display)
- ✓ Decodable Reader: “Reading Together” (one per student)
- ✓ Highlighters (one per student and one for teacher)
- ✓ Highlighter tape (optional; for the teacher to use to highlight the Decodable Reader)
- ✓ Snapshot Assessment (optional; one per student)

## Opening

### A. Engagement Text Read-aloud: “Reading Together”

- (Suggested transition song, sung to the tune of “The More We Get Together”):  
***“Gather round together, together, together. It’s time to hear a story, a story, a story.  
 It’s time to hear a story and say what you’ve learned.”***
- Display **Enlarged Decodable Reader: “Reading Together.”**
- Begin a read-aloud of the **Engagement Text: “Reading Together.”**
  1. Teacher reads the story aloud once or twice without interruption, pointing the illustrations in the Enlarged Decodable Reader for each section.
  2. Students turn to a partner and retell the story in their own words.

## Meeting Students’ Needs

- Consider providing a copy of the Decodable Reader to students who need help with retelling the story. The illustrations in the reader will show the sequence of the story; students can simply retell the details based on what they see in the illustrations.

## Opening

### B. Comprehension Conversation (optional)

- Teacher asks the following suggested comprehension questions:
  - Recall:
    - “Where do Pat and James always sit when they read together?” (blue beanbag chair)*
    - “What are they reading about?” (a character named Daisy who is afraid of shadows in the nighttime)*
    - “What does Sam read about in his book?” (a baseball team)*
  - Vocabulary and Language:
    - “In the story, when James finishes the book, Pat says ‘Again!’ and James repeats the book. What does the word ‘repeat’ mean?” (do something again)*
    - “How does Pat saying ‘Again!’ help us know what ‘repeat’ means?” (By saying “again,” she’s saying she wants him to read it another time.)*
  - Digging Deeper: Extension Questions:
    - “In the story, Grandma says that reading is a good way to spend the day. In the story, does it say why she thinks that?” (no) “Why do YOU think she might think that?”*

## Work Time

### A. High-Frequency Words: “come,” “himself,” “together” (review)

- (Suggested transition song, sung to the tune of “The More We Get Together”):
  - “Now it’s time to learn high-frequency words together, it’s time to learn about words readers and writers use a lot.”*
- Begin the High-Frequency Words instructional practice. See From Engagement Text to Decodables lessons from Modules 1–2 for a more detailed description of the procedure.

### Meeting Students’ Needs

- For ELLs and students who may need additional support: Consider providing picture cards of nouns in “Reading Together” to aid comprehension.

## Work Time

### B. Decodable Reader: Partner Search and Read

- (Suggested transition song, sung to the tune of “The More We Get Together”):
  - “Now you will read a story, a story, a story. Now you will read a story with words that you know.”*
- Begin the Partner Search and Read instructional practice. See From Engagement Text to Decodables lessons from Modules 1–2 for a more detailed description of the procedure.

### Meeting Students' Needs

- If readers in the Pre-Alphabetic or Early Partial Alphabetic phase need help finding identified letters/digraphs, consider providing Letter Cards as support. The students can hold the letter next to each page and find the letter shape that matches.
- If readers in the Pre-Alphabetic or Partial Alphabetic phase need additional help finding the high-frequency words, allow a reader in the Full or Consolidated Alphabetic phase to help them. Or consider asking them to find the beginning letter of the word instead of the whole word.
- Consider highlighting the vowel team patterns in words in the Decodable Reader for students who might need the support. This will make those patterns stand out, visually reminding them of the fact that those letters together represent a sound.
- Consider modeling the Syllable Sleuth practice with a word such as "explains" from the decodable text. This will support students in their ability to use this strategy themselves when decoding two-syllable words during the Partner reading time.
- If readers need help with words that "don't play fair," direct them to the Interactive Word Wall. Or have them read the rest of the sentence and think about which high-frequency word would make sense in the blank.

## Closing and Assessment

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### 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 when two vowels are together, the first one says its name. That helped me read the word 'eager.'")***

### Meeting Students' Needs

- For students who need additional support organizing their ideas: provide sentence frames. Examples:
  - "When I heard a word, I knew it was a \_\_\_\_."
  - "When I see an 's' on the end of the word, I know \_\_\_\_."
  - "When my partner \_\_\_\_, I \_\_\_\_."

## Differentiated Small Groups: Work with Teacher

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*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.
- Consider using the Decodable Reader from the whole group lesson as a resource during this time. Example:
  - Teacher identifies a grapheme or phoneme (from the current cycle or based on the needs of the group). Students look for grapheme. Student volunteer identifies the grapheme, makes the sound, and possibly practices proper formation (skywriting or whiteboard).

### Partial Alphabetic:

- Students in the early to middle Partial Alphabetic (PA) phase may need more time with each vowel sound spelling pattern than the whole group lessons provide. Those working within the middle to late PA phase may be able to use the patterns from the cycle with support from the teacher. If so, small group work may include extended practice of work time.
- Suggestions for working with students at the early to middle PA phase:
  - Use the Decodable Reader from the current cycle and Cycles 21–24 to examine spelling patterns for long vowel sounds.
  - Use the Word List from Lesson 121 to work with vowel 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 previous cycle.
  - Prepare short decodable sentences with one- and two-syllable words. Example: "Pat and James go inside to read."
  - Cut up the decodable sentences and have students reconstruct. Example: "Pat and James go in/side to r/ea/d."
- Related Activity Bank suggestions:
  - An Activity Bank activity from the Syllable Pattern category (SP)

### Full Alphabetic:

- 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 two-syllable words within it, and holding text-based comprehension conversations.