



Daily and Supporting Learning Targets

- Opening A: I can review decoding two-syllable words with vowel team. (RF.1.3)
 - I can decode a word with a vowel team (two vowels that make a long vowel sound) in the middle.
 - I can decode (read) two-syllable words by thinking about the syllable type.
- Work Time A: I can collaborate with my teacher to edit a sentence with two-syllable words and high-frequency words. (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 divide words into syllables and apply their understanding of syllable types (i.e., vowel spelling patterns) to decode two-syllable words.
- Observe students sharing the pen (or following along) during Work Time. Determine whether they 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: Question and Switch
2. **Work Time (10 minutes)**
 - A. Interactive Editing: Editing a Sentence with Two-Syllable Words Using Known Syllable Types and High-Frequency 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:
 - Anchor chart suggested in Cycle 21, Lesson 111 (an optional completed version is included in the supporting materials here in this lesson)

- Question and Switch Cards
- Snapshot Assessment (optional; one per student)
- Predetermine sentences to be used for the Interactive Editing instructional practice. Examples:
 - Suggested correct sentence: “Every night James sits on the carpet by himself and reads books about dragons and railroads.”
 - Suggested incorrect sentence (in need of editing): “Evere nit Jams sits on the corpet bi himslf and reds boox abut draygons and ralrods.”

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- interact, interactive, proficient, syllable, vowel team (L)

Materials

- Question and Switch 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: 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 that has either a one-syllable word or a two-syllable word. Every syllable has a vowel sound represented by a vowel spelling pattern we’ve learned. You may need to be syllable sleuths to decode the word.”
 2. Teacher says: “Look at your card. Raise your hand if your word has a vowel team in it.”
 3. Students who have words with suffixes raise their hands.
 4. Teacher invites a student to share the word.
 5. Teacher asks:

“What is the vowel team?”

“What sound does that team make?”

“What is your word?”

“Is it a one-syllable or two-syllable word? How do you know?”

6. Teacher repeats steps 2–5 for words with the following: an r-controlled vowel, a long vowel spelled with a magic “e,” a short vowel sound, and a long vowel spelled with an open syllable.
7. Teacher says: “Now you are going to find a partner with a different card. You will show each other your cards. 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.”
8. Teacher models this process with a volunteer.
9. Teacher says: “Remember, it is okay to help each other. That’s something effective learners do.”
10. Students find a partner and begin.
11. Teacher circulates and supports as needed.

Meeting Students’ Needs

- Consider asking students to show the syllable division with their fingers.
- Consider inviting students, when working with their partners, to name the way in which the vowel sounds are spelled in the word.
- Consider reminding students of the Syllable Sleuth process as described in Lesson 126 in this cycle.

Work Time

A. Interactive Editing: Editing a Sentence with Two-Syllable Words Using Known Syllable Types and High-Frequency Words

- (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 cardboard, 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.
 2. Teacher invites a student to read the sentence exactly as it is written.
 3. Teacher asks:

“Has this writer communicated the 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: “Evere nit. Hm. That doesn’t make sense.”

6. Teacher asks:
“What do you think the writer is trying to say here?” (every night)
7. Teacher says: “That sounds better. I am going to cross out the words ‘ever’ and ‘nit’ and write the correct words 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 “every” above the word “ever.” Remaining students follow along on their own paper or skywrite.
10. Students read the sentence with the new words.
11. Teacher asks students to look at the sentence again.
12. Teacher chooses a student to explain what needs to be corrected and why. Teacher asks:
“What needs to be edited?”
“Why do you think it needs to be edited?”
“How should the sentence be edited?”
13. 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 lowercased 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.
14. Remaining students follow along on their own paper or skywrite.
15. 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.
16. Teacher points to each word as he or she reads the completed sentence aloud.
17. Students read the completed sentence aloud.

Meeting Students' Needs

- For students who are ready for more challenge, use a more complex sentence, similar to one from the Decodable Reader 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 that they have read previously, 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.
- Consider using the anchor chart suggested in Cycle 21, Lesson 111 (“Ways to Spell Long Vowel Sounds”) to refer to as students work to identify the spelling pattern for the vowel sounds in words. A filled-in anchor chart is included in the supporting materials at the end of this lesson if 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 letters and sounds and irregularly spelled words, practiced decoding, 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 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 experience using a different sentence, focusing on letters and sounds students are working on.

Partial Alphabetic:

- Extend or create a new Interactive Writing or Editing piece focusing on one syllable words using vowel patterns students need more time with, along with a high-leverage (i.e., can be used in their independent writing), high-frequency word such as “play.” 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 worked with during work time.
- For students working at the early to middle Partial Alphabetic phase, consider working with a sentence that uses patterns from a prior cycle that may better match their needs. Consider using the Assessment Conversion chart to determine an appropriate cycle.
- Related Activity Bank suggestions:
 - An Activity Bank activity from the Syllable Pattern category (SP)

Consolidated Alphabetic:

- Extend work with Interactive Writing by inviting students to compose sentences or stories related to the Engagement Text: “Reading Together” (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 126 Word List and exit ticket.
- Check in on Accountable Independent Reading.