



## Daily and Supporting Learning Targets

- Opening A: I can retell events from the story “The Mop Is a Dog!”
- Work Time A (optional): Using evidence from the text, I can answer questions about the story “The Mop Is a Dog!”
  - I can answer questions about the story using words and ideas from the story.
- Work Time B: I can read the decodable text “The Mop Is a Dog!” (RF.K.1, RF.K.3)
  - I can move my finger under words as I read them on a page, left to right and top to bottom.
  - I can identify the short sound for each vowel.
  - I can look at each consonant and say its sound.
  - I can recognize and read many high-frequency words by sight.

## Ongoing Assessment

- Observe students during Work Time.
  - Determine whether they can independently find a given letter or word.
  - Also determine whether they can segment consonant and vowel sounds within words, and identify familiar sounds in or automatically read high-frequency words.
- Record students’ progress on the Snapshot Assessment.

## Agenda

1. **Opening (3–5 minutes)**
  - A. Engagement Text Read-aloud: “The Mop Is a Dog!”
2. **Work Time (10 minutes)**
  - A. Comprehension Conversation (optional)
  - B. Decodable Reader: Partner Search and Read
3. **Closing and Assessment (2 minutes)**
  - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40–45 minutes)**

## Teaching Notes

### In advance:

- Prepare:
  - Comprehension Conversation questions (if different from suggested questions)
  - Snapshot Assessment (optional; one per student)
- Predetermine partnerships for retelling during Work Time B.
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher).

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- decode, proficient (L)
- bristles, nipping, obediently, scurries, terrified (T)

## Materials

- ✓ Enlarged Decodable Reader: “The Mop Is a Dog!” (one to display)
- ✓ Engagement Text: “The Mop Is a Dog!” (one for teacher use)
- ✓ Highlighter, highlighting tape, or Wikki Stix (for teacher use)
- ✓ Decodable Reader: “The Mop Is a Dog!” (one per student)
- ✓ Snapshot Assessment (optional; one per student)

## Opening

### A. Engagement Text Read-aloud: “The Mop Is a Dog!”

- Suggested transition song, sung to the tune of “I’m a Little Teapot”:  
*“Gather around together, and listen up well. We’re going to read a story that you can retell. When we read the story, you will grow. At the end, you’ll say back what you know.”*
- Display **Enlarged Decodable Reader: “The Mop Is a Dog!”**
- Begin a Read-aloud of the **Engagement Text: “The Mop Is a Dog!”**:
  1. Teacher says: “Listen carefully as I read today’s story, ‘The Mop Is a Dog!’ After I am finished reading, you will retell the story to a partner and answer some questions about it.”
  2. Teacher reads the story aloud once or twice without interruption, pointing to the accompanying illustration from the Enlarged Decodable Reader for each section.
  3. 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 retelling the story. The illustrations in the reader show the sequence of the story; the student can simply retell the details based on what they see in the illustrations.
- Consider providing students with a sentence frames to help them retell the story.  
 Example:  
 — “In this story, first, \_\_\_\_\_. Then, \_\_\_\_\_. Finally, \_\_\_\_\_.”

## Work Time

### A. Comprehension Conversation (optional)

- Teacher asks the following suggested comprehension questions:
  - Recall:
    - “Why are Josh and Chip hanging out by a trash can?” (They are hoping for some leftover popcorn from the movie theater.)*
    - “Why is Josh so afraid of the dog?” (Because he escaped from a nipping teacup poodle when he was a baby rat.)*
  - Vocabulary and Language:
    - “The text says Josh was ‘frozen with fear.’ What does ‘frozen’ mean in that sentence?” (couldn’t move)*
    - “The text says: ‘Chip’s back bristles’ when he was trying to escape from the barking dog. What do you think the word ‘bristles’ means?” (stands up stiff, like on a brush)*
  - Digging Deeper: Extension Questions:
    - “How does Josh know that Chip is scared of the dog?” (Because his back arched and he ran behind a trash can.)*

### Meeting Students' Needs

- Consider making comprehension questions optional if students need more time for learning routines for the decodable.
- Consider providing students with sentence frames to help them answer comprehension questions. Example:
  - “I think [insert name of character] is \_\_\_\_ because \_\_\_\_.”

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

- Suggested transition song, sung to the tune of “I’m a Little Teapot”:
  - “Now we’ll read a story with letters that we know. Get your finger ready to follow the flow. When we see a word, we’ll stop and look and get our mouths ready to read the book.”*
- Begin the Decodable Reader: Partner Search and Read instructional practice:
  1. Teacher displays Enlarged Decodable Reader: “The Mop Is a Dog!”
  2. Teacher says: “This book is based on the story we just read: ‘The Mop Is a Dog!’ I will read the words first, and then you will read the words with me. Look and listen for high-frequency words and for letter sounds that you know.
  3. Teacher reads the Enlarged Decodable Reader aloud at least once, pointing to each word as it is read aloud.
  4. Teacher reads the text once more. Teacher thinks aloud as he or she notices the high-frequency words “the,” “a,” “and,” “is,” and “see.” Teacher highlights the word with a **highlighter**.

5. Teacher says: "Wow! This book has many of the high-frequency words we know well. We've been practicing them so much we know them in a snap!"
6. Teacher rereads page 4.
7. Teacher asks: "Can you find the letter 'b'?"
8. Teacher says: "This letter makes the /b/ sound at the beginning of this word."
9. Teacher highlights the letter.
10. Teacher asks:  
*"Can you find the letter 'g'?"*
11. Teacher says: "This letter makes the /g/ sound at the end of this word."
12. Teacher highlights the letter.
13. Teacher asks:  
*"What vowel is in the middle of this word?" ("i")*
14. Teacher says: "That's right! 'i' makes the /i/ sound. This word is pronounced 'big.' Great job!"
15. Teacher says: "Now I will give a book to each of you. You and your partner will read the book together. Pay close attention to the high-frequency words 'the,' 'and,' 'is,' 'a,' 'see,' and other words we know in the book."
16. Teacher distributes the **Decodable Reader: "The Mop Is a Dog!"** to each student.
17. Students read the Decodable Reader: "The Mop Is a Dog!" with a partner. Partners may take turns (by page or whole text), read in unison, or both.
18. As they read, partners search for high-frequency words and letters in the Decodable Reader: "The Mop Is a Dog!" together, "circling" high-frequency words with their fingers and pointing to letters as they say their sounds. Teacher circulates to help partners who need additional support finding words.
19. Teacher says: "Today, you searched for words in a book instead of a poem. Soon, you won't just be searching for words you know—you'll be reading new words!"

### Meeting Students' Needs

- As an extension for readers in the Full Alphabetic phase, consider asking students to think of a word that begins with the letter being searched.
- Encourage students to "tap out" the CVC and VC words they read or point to each letter as they say its sound.
- For students who need additional support organizing their ideas: Provide sentence frames. Example:  
 — "When I saw the word 'the,' I \_\_\_\_."

## Differentiated Small Groups: Work with Teacher

*Suggested Plan: Teacher works with the Pre-Alphabetic and Partial Alphabetic groups. At this point in the year, the teacher may be ready to meet with three rather than just two groups per day. If so, the teacher should work with students in the Full and Consolidated Alphabetic phases at least once per week. The teacher may choose to guide students through the suggested independent activity or refer to the possible practice activities.*

*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 (see K–2 Skills Resource Manual) for more details.*

### 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. See Lesson 71 or Independent and Small Group Work guidance document for full routine. See supporting materials for Decodable Student Reader Planning and Recording Template.

### Pre-Alphabetic:

- Practice activity: Teacher guides students in cutting apart letters to build high-frequency words from previous cycles.
  - Students cut apart letters from the Letter sheet.
  - Teacher guides students in building high-frequency words **“and”** and **“the.”**
  - Students paste letters on High-Frequency Words sheet.
- Consider also reading the Letter Stories: “ch,” “sh,” “e,” “o,” or “i,” found in the Learning Letters Book. After reading the story, practice skywriting the letter. Repeat the following day with the remaining letters.
- Additional Supporting Materials:
  - Letter sheet (one per student)
  - High-Frequency Words sheet (one per student)
  - Glue sticks (one per student)

### Partial Alphabetic:

- Practice activity: Students cut apart letters to build mystery words from previous cycles.
  - Students cut apart letters from the Letter sheet.
  - Teacher guides students in building high-frequency words **“and”** and **“the.”**
  - Students paste letters on High-Frequency Words sheet.
- Additional Supporting Materials:
  - Letter sheet (one per student)
  - High-Frequency Words sheet (one per student)
  - Glue sticks (one per student)

**Full and Consolidated Alphabetic:**

- Independent practice activity: Students complete “missing word” sentences with high-frequency words from previous cycles.
- Students write missing high-frequency words in decodable sentences on High-Frequency Word Sentences sheet.
- Students create new sentences with high-frequency words.
- Consider marking the Decodable Reader words by instructing students to make a box around high-frequency words. Instruct students to underline the short vowel sounds they know.
- Conference with students about Accountable Independent Reading.
- Additional Supporting Materials:
  - High-Frequency Word Sentences sheet (one per student)
  - Additional writing paper