



Daily and Supporting Learning Targets

- Opening A: I can retell events from the story “Josh’s New Home.”
- Work Time A (optional): Using evidence from the text, I can answer questions about the story “Josh’s New Home.”
- Work Time B: I can read the decodable text “Josh’s New Home.” (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 recognize and read many high-frequency words by sight.
 - I can identify the name of each uppercase and lowercase letter.
 - I can look at each consonant and say its sound.
 - I can look at each vowel and say its short sound.

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: “Josh’s New Home”
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

- blend, high-frequency (mystery) word, phoneme (sound), segment (L)
- chat, coziest, den, fabric, most inviting (T)

Materials

- ✓ Enlarged Decodable Reader: “Josh’s New Home” (one to display)
- ✓ Engagement Text: “Josh’s New Home” (one for teacher use)
- ✓ Highlighter, highlighting tape, or Wikki Stix (for teacher use)
- ✓ Decodable Reader: “Josh’s New Home” (one per student)
- ✓ Snapshot Assessment (optional; one per student)

Opening

A. Engagement Text Read-aloud: “Josh’s New Home”

- 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: “Josh’s New Home.”**
- Begin a read-aloud of the **Engagement Text: “Josh’s New Home”**:
 1. Teacher says: “Listen carefully as I read today’s story, ‘Josh’s New Home.’ 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:
 1. Recall:
 - “What things has Josh put into his home?” (a bed made out of cotton balls and a mitten, a red rug)*
 - “Who did Josh invite into his home?” (his friend Ben)*
 2. Vocabulary and Language:
 - “In the story, it says that Josh ‘wanted to make his rat hole the coziest and most inviting rat hole in the alley.’ What does ‘coziest’ mean?” (comfortable) “What does ‘most inviting’ mean?” (a place his friends would like)*
 - “Josh said that his rug was made of ‘red fabric.’ What is ‘fabric?’” (cloth)*
 3. Digging Deeper: Extension Questions:
 - “What does Ben think of Josh’s home?” (He likes it.) “How do you know?” (He said, “Wow! This looks great!”)*
 - “Why was Ben sorry when he spilled the water?” (It got on the rug and Josh had worked so hard to make a nice home.)*
 - “Why isn’t Josh mad?” (He is just happy to share his home with his friend.)*

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 _____.”

Work Time

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: “Josh’s New Home.”
 2. Teacher says: “This book is based on the story ‘Josh’s New Home.’ I will read the words first, and then you will read the words with me. Look and listen for high-frequency words and 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,” “is,” “by,” “see,”** and **“and.”** Teacher highlights the words 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 1.
7. Teacher asks:
“Can you find the letter ‘r’?”
8. Teacher says: “This letter makes the /r/ sound at the beginning of this word.”
9. Teacher highlights the letter.
10. Teacher asks:
“Can you find the letter ‘d’?”
11. Teacher says: “This letter makes the /d/ sound at the end of this word.”
12. Teacher highlights the letter.
13. Teacher asks:
“What vowel is in the middle of this word?” (“e”)
14. Teacher says: “That’s right! ‘E’ makes the /e/ sound. This word is pronounced ‘red.’ 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 and vowels, especially the ‘e’ (/e/) that you know in the book.”
16. Teacher distributes the **Decodable Reader: “Josh’s New Home”** to each student.
17. Students read “Josh’s New Home” 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: “Josh’s New Home” together, pointing to letters as they say their sound. Teacher circulates to help partners who need additional support finding words.
19. Teacher says: “Today you searched for words and letters in a book. Soon, you won’t just be searching for words you know—you’ll be reading new words!”

Meeting Students’ Needs

- If readers in the Pre-Alphabetic or Partial Alphabetic phase need help finding the high-frequency words, consider allowing a reader in the Full or Consolidated Alphabetic phase to help them.
- If students need help recalling letter sounds, remind them of the keyword and sound of the letter. Example:
 - The keyword for letter “b” in “bat” and “b” makes the /b/ sound.
- Encourage students to identify the letter-sound matches they know within words. Example:
 - They identify r’ in “rug” because they know “r” makes the /r/ sound.

- As an extension for readers in the Full Alphabetic or Consolidated Alphabetic phases, consider providing a whiteboard. Direct students to write a word that begins with the letter being searched or a sentence with the high-frequency word being searched.
- Encourage students to tap out the CVC and VC words they read or point to each letter as they say its sound.

Closing and Assessment

A. Reflecting on Learning

- Emphasize that successful learners think about what they've learned and why it's important. Consider using a metaphor, such as a baseball player learning to keep his or her eye on the ball to know exactly when to hit it.
- Ask:

“When we see the letter ‘e,’ how can we remember the sound it makes?” (Think of our keyword, “elephant,” and listen for the first sound or the sound that “elephant” makes at the beginning.)

“How will that help us with reading or writing?” (Responses will vary.)

Meeting Students' Needs

- For students who need additional support organizing their ideas: Provide sentence frames. Example:
 - “When I said the word ‘den,’ 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 mystery high-frequency words from this decodable text.
 - Students cut apart letters from the Letter sheet.
 - Teacher guides students in building mystery words “**by**” and “**and.**”
 - Students paste letters on the Mystery Words sheet.
- Consider rereading the Decodable Reader: “Josh’s New Home,” inviting students to make a box around high-frequency words.
- Consider also reading any Letter Stories, found in the Learning Letters, that correspond to letters students may need practice with. After reading the story, practice skywriting the letters.
- Additional Supporting Materials:
 - Letter sheet (one per student)
 - Mystery Words sheet (one per student)
 - Scissors and glue sticks (one per student)

Partial Alphabetic:

- Practice activity: Students cut apart letters to build mystery high-frequency words from this decodable text.
 - Students cut apart letters from the Letter sheet.
 - Students build mystery words “**by**” and “**and.**”
 - Students paste letters on the Mystery Words sheet.
- Consider rereading the Decodable Reader: “Josh’s New Home,” inviting students to make a box around high-frequency words.
- Additional Supporting Materials:
 - Letter sheet (one per student)
 - Mystery Words sheet (one per student)
 - Scissors and glue sticks (one per student)

Full and Consolidated Alphabetic:

- Independent Practice activity: Students complete “missing word” sentences.
 - Students write missing mystery words in decodable sentences on the Mystery Word Sentences sheet.
 - Students create new sentences with mystery words.
 - Consider inviting students to make a box around high-frequency words in their Decodable Reader: “Josh’s New Home.” Instruct students to underline the short vowel sounds they know.
- Conference with students about Accountable Independent Reading.
- Additional Supporting Materials:
 - Mystery Word Sentences sheet (one per student)
 - Additional writing paper