



### Daily and Supporting Learning Targets

- Opening A: I can say the beginning, middle, and end phonemes (sounds) in a CVC word. (RF.K.2)
  - I can listen to a single-syllable word and pronounce the initial phoneme (sound) in the word.
  - I can listen to a single-syllable word and pronounce the middle vowel (phoneme) sound in the word.
  - I can listen to a single-syllable word and pronounce the final phoneme (sound) in the word.
- Work Time A: I can use what I know about letters and their sounds to spell simple words. (L.K.2)
  - I can use what I know about letters and their sounds to spell single-syllable words.

### Ongoing Assessment

- Observe students during Opening A. Determine whether they can isolate initial, middle, and final sounds in each CVC word.
- Observe students during Opening A and Work Time A. Determine whether they can recall the correct letter based on its sound.
- Observe students during Work Time A. Determine whether they can spell words correctly using knowledge of high-frequency words and/or letter-sound correspondence.
- Record students' progress on the Snapshot Assessment.

### Agenda

1. **Opening (5 minutes)**
  - A. Writing the Letter to Match the Sound: “c,” “a,” “n,” “m,” “r,” “h”
2. **Work Time (10–15 minutes)**
  - A. Interactive Writing
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 the Snapshot Assessment (optional; one per student).
- Enlarge picture of Josh in the mud from Decodable Reader: “Josh Takes a Bath” (one for teacher use; from Lesson 101).
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher).

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- skywriting, phonemes (sounds), interactive (T)

## Materials

- ✓ Letter Formation chart (from Lesson 98)
- ✓ Whiteboards (optional; one per student)
- ✓ Whiteboard markers (optional; one per student)
- ✓ Whiteboard erasers (optional; one per student)
- ✓ Enlarged picture of Josh in mud from Decodable Reader: “Josh Takes a Bath” (one for teacher use)
- ✓ Snapshot Assessment (optional; one per student)

## Opening

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### A. Writing the Letter to Match the Sound: “c,” “a,” “n,” “m,” “r,” “h”

- (Suggested transition song, sung to the tune of “The More We Get Together”):
  - “*Now it’s time to match these sounds to their letters and write them. Now it’s time to match these sounds to their letters, let’s go!*”
- Begin the Writing the Letter to Match the Sound instructional practice.
  1. Teacher says: “We will write the letters that match each sound you hear. These letters will help us write words!”
  2. Teacher says “can.”
  3. Teacher pronounces the phonemes (sounds): /k/ /a/ /n/.
  4. Students repeat: /k/ /a/ /n/.
  5. Teacher repeats the phonemes, writing the grapheme (letter) for each phoneme as he or she says it and inviting students to repeat by skywriting. Refer to the **Letter Formation chart** in the supporting materials for the suggested formation of each letter:
    - Teacher says: /k/ and writes the grapheme “c” on the board, explaining the motions of letter formation as it is written.
    - Students skywrite “c.”
    - Teacher says: /a/ and writes the grapheme “a,” explaining the motions of letter formation as it is written.
    - Students skywrite “a.”
    - Teacher says: /n/ and writes the grapheme “n,” explaining the motions of letter formation as it is written.
    - Students skywrite “n.”
    - Teacher and students pronounce the phonemes once more as they use their thumbs to tap out each sound in /k/ /a/ /n/, then blend them together to say the word “can.”

6. Teacher asks:  
*“What do you notice about the /a/ sound in this word? What is different about this /a/ sound in the word ‘can?’” [It changes sound (students may demonstrate different sounds).]*
7. Teacher says: “That’s right! The /a/ sounds changes a little bit when it is followed by ‘n.’ Let’s find out what happens to the /a/ sound when it is followed by ‘m.’”
8. Repeat steps 2–5 for the word “ram.”
9. Teacher asks:  
*“What did you hear different about the /a/ sound in ‘ram?’” (It changed sound, sounded like “can.”)*
10. Teacher says: “Right! The /a/ sound is a little different when it is followed by ‘n’ or ‘m.’ We are learning all about ‘-an’ and ‘-am’ words this week. Let’s write a couple more words to practice.”
11. Repeat steps 2–5 for the words “ran” and “ham.”
12. Teacher says: “Great job making these words! Next, we will be authors and write words in sentences.”

### Meeting Students' Needs

- Remind students of the thumb-tapping technique each time they tap out sounds of words. The mouth and fingers change together as each sound is said aloud.
- Remind students of the sounds for each letter and refer to the Articulatory Gestures chart as needed, particularly when distinguishing between the sounds of the vowels.
- Some students may identify the letter “k” as the grapheme that represents the first phoneme in “can.” Consider explaining that when words begin with the sound /k/, the letter “c” is usually used. The letter “k” is used when the /k/ sound is followed by “e,” “i,” or “y” (“Kevin,” “kitchen,” “key”), and “c” is used when the /k/ sound is followed by anything else (“a,” “o,” or any consonant). Examples: “cat,” “cop,” “click.”
- Continue supporting students in hearing the difference in the /a/ sound when followed by “m” or “n,” as compared to the familiar /a/ sound in CVC words.

## Work Time

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### A. Interactive Writing

- (Suggested transition song, sung to the tune of “The More We Get Together”):  
*“Now let’s all be writers, be writers, be writers. Now let’s all be writers like the authors we love. Listen to the sentence, the sentence, the sentence. Listen to the sentence, we will write as a group.”*
- Optional: Teacher distributes **whiteboards**, **whiteboard markers**, and **whiteboard erasers** (or has students follow along by skywriting).

- Begin the Interactive Writing instructional practice:
  1. Teacher says: “Today we will write a sentence like the sentences in our books! In our books, the sentences match the picture. Today we will make a new sentence to match the picture we see.”
  2. Teacher shows students **enlarged picture of Josh in the mud**.
  3. Teacher asks:
 

***“What do you see?” (Josh in the mud)***
  4. Teacher says: “Yes! Our sentence can be ‘Josh is in the mud.’”
  5. Teacher asks:
 

***“How many words are in this sentence?”***
  6. Teacher and students repeat the sentence together and use their fingers to count each time a new word is said.
  7. Teacher says: “That’s right! There are five words in this sentence.” Teacher draws five lines, one for each word in the sentence.
  8. Teacher and students repeat the sentence and point to the lines on the board, moving from left to right as they say each word.
  9. Teacher chooses a “spacer” (a student volunteer) to sit below the board.
  10. Teacher points to the first line on the board and says: “Our first word is ‘Josh.’”
  11. Teacher asks:
 

***“What kind of letter will start our sentence in the word ‘Josh’?” (capital)***
  12. Teacher says: “Right! We begin every sentence with a capital letter.”
  13. Teacher asks:
 

***“Who would like to start our sentence with the first word, ‘Josh’?”***
  14. Teacher invites a student volunteer to the board to write the word. Remaining students follow along with whiteboards or skywriting.
  15. Teacher says: “Great job! I see (/j/ /o/ /sh/) written with the letters ‘j,’ ‘o,’ ‘s,’ and ‘h.’”
  16. Students tap out the sounds they see using the thumb-tapping technique.
  17. Teacher asks:
 

***“What comes after ‘Josh’?” (a space)***
  18. Teacher says: “Yes! We remember that we put a space between each word in our sentence.” If using a student as a “spacer,” invite the selected student to make a space with the index and middle fingers.
  19. Teacher continues to choose students to write words to complete the sentence.
  20. When sentence is completed, teacher and students read it aloud, pointing at each word as they read.
  21. Teacher says: “Wow! We are just like authors because we wrote a sentence to match the picture. When you read your writing or another author’s writing, remember to point to each word as you read.”

### Meeting Students' Needs

- Consider distributing whiteboards, whiteboard markers, and whiteboard erasers (or have students follow along by skywriting).
- Consider using a sentence about a topic or text from the Integrated Literacy Block.
- An individual student can act as a "spacer" by putting their index finger and middle finger together to show the "space" between words.
- Consider providing students with a list of words they know next to the interactive sentence lines and asking them if their word matches the word on the list.
- Remind students of the correct letter formation of each letter using Letter Formation chart.
- Some students may think that the /j/ sound is represented by the letter "g" as the letter "g" contains the /j/ sound in its name ("jee"). Acknowledge this unique situation and help students to understand that, while the letter name seems to suggest its sound, it actually makes a unique sound: /j/.

## Closing and Assessment

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### 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 write words, which sound do we write first?" (the beginning/initial sound) "How do we know what the first sound is?" (We say it slowly and segment the first sound.)***

***"How might 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 wrote \_\_\_\_\_, I thought of the sounds \_\_\_\_\_."

## Differentiated Small Groups: Work with Teacher

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*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.*

**Pre-Alphabetic:**

- Practice activity: Teacher guides students in writing the initial, middle, and final sounds of pictures.
  - Teacher guides students in writing the initial and final graphemes (letters) that match the initial and final phonemes (sounds) of CVC words using Picture Cards.
  - Students read the words aloud when they are finished writing them.
- Alternatively, consider saying each individual sound in a word (in sequence) while students write the letters. Then have them read the word.
- Additional Supporting Materials:
  - Picture Cards (in the same word family; one set per student)
  - Letter writing paper

**Partial Alphabetic:**

- Practice activity: Students write the beginning, middle, and ending sounds of pictures.
  - Students write the initial, middle, and final graphemes (letters) that match the initial, middle, and final phonemes (sounds) of CVC words, using Picture Cards.
  - Students read words aloud when they are finished writing them.
- Alternatively, consider saying each individual sound in a word (in sequence) while students write the letters. Then have them read the word.
- Additional Supporting Materials:
  - Picture Cards (one set per student)
  - Letter writing paper

**Full and Consolidated Alphabetic:**

- Independent Practice activity: Students write sentences using the familiar characters Chip and Josh from the decodable books.
  - Students read their decodable.
  - Students write their own sentences by either finishing a decodable book or writing a new story with the same characters in them.
- Conference with students about Accountable Independent Reading.
- Choose a lesson from the K–2 Continuum to extend the students' learning. (Refer to the students' assessment data and the Assessment Conversion chart to determine an appropriate lesson or group of lessons.)
- Additional Supporting Materials:
  - Past decodable books
  - Letter writing paper