



### Daily and Supporting Learning Targets

- Opening A: I can identify the long vowel sounds in words in the song “The Vowels Have Something Important to Say.” I can say the beginning, middle, and end phonemes (sounds) in a CVCe word. (RF.K.2)
  - I can listen to a CVC word and pronounce the initial phoneme (sound) in the word.
  - I can listen to a CVC word and pronounce the middle vowel (phoneme) sound in the word.
  - I can listen to a CVC 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 identify the long sounds /ā/ and /ī/ in words with common vowel graphemes.
  - I can identify the long sound for each common vowel grapheme.
  - I can write the letter or letters for most of the consonants I hear.
  - I can write the letter or letters for most of the short-vowel sounds I hear.

### 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. Song: “The Vowels Have Something Important to Say”
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 the song “The Vowels Have Something Important to Say” for use in Opening A (see supporting materials).
- Enlarge the picture of the sun over a lake from the poem: “A Busy Sun” (one for teacher use; from Lesson 117; see supporting materials).

- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher).

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- vowel phonemes (sounds), interactive (L)

## Materials

- Vowel Keyword Picture Cards
- Enlarged song: “The Vowels Have Something Important to Say” (or handwritten on chart paper to display)
- Large pointer (optional)
- Whiteboards (optional; one per student)
- Whiteboard markers (optional; one per student)
- Whiteboard erasers (optional; one per student)
- Enlarged picture of sun over a lake from the poem: “A Busy Sun” (one for teacher use; from Lesson 117; see supporting materials)
- Snapshot Assessment (optional; one per student)

## Opening

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### A. Song: “The Vowels Have Something Important to Say”

1. Teacher displays the **vowel Keyword Picture Cards** and leads students in a letter-sound chant: “a, alligator, /a/,” etc.
2. Teacher says: “These are the five vowel letters. We’ve been reading and writing words with these vowels. But you know what? These vowels have a secret, and they have a song they want us to hear.”
3. Teacher displays **enlarged song: “The Vowels Have Something Important to Say.”**
4. Teacher sings the first verse while pointing with a finger or **pointer**.
5. Teacher sings the first four lines while students listen.
6. Students sing the first four lines.
7. Teacher sings the last three lines while students listen.
8. Teacher sings the entire verse while students listen.
9. Students sing the entire verse.
10. Teacher asks:

**“What is the secret the vowels want us to know?” (Their names are the same as the new sounds they make.)**

**“What does ‘their names are the same as a new sounds they make’ mean?” (Answers may vary. Example: The letter “a” can make the sound /ā/.)**

11. Teacher sings the second verse.
12. Repeat steps 4–9 with the second verse.
13. Teacher asks:
 

***“Now what do we think the secret is that the vowels want us to know?”***
14. If time allows, consider extending this practice with the following steps:
  - Teacher says: “Let’s say the first line in the second verse.”
  - Teacher and students say: “‘a,’ ‘can,’ ‘say,’ ‘a,’ ‘as,’ ‘in,’ ‘day’ and ‘Kate’” while teacher points to the words.
  - Teacher invites students to say the word “Kate.”
  - Teacher invites students to use the thumb-tapping technique to listen for and identify the middle sound in the word.
  - Teacher and students tap out the word “Kate”: /k/ /ā/ /t/.
  - Teacher asks:
 

***“What is the middle sound in the word Kate?” (/ā/)***

***“What letter makes that sound?” (“a”)***
  - Teacher says: “So it’s just like the song said. Their name is the same as the new sound they make. The ‘a’ in the word ‘Kate’ says its name: /ā/. So the letter ‘a’ has two sounds: /a/ and /ā/.”
15. If time allows, repeat step 14 with the line: “I can say ‘i’ as in ‘hi’ and ‘bike.’”

### Meeting Students' Needs

- Remind students of the sounds for each vowel and refer to the Articulatory Gestures chart as needed to distinguish between the sounds.
- Because it may take a while to learn the song, consider stopping after step 13. This Opening will be revisited in Lesson 123 of Cycle 24. Remind students of the thumb-tapping technique each time they tap out the sounds of words. The mouth and fingers change together as each sound is said aloud.
- Consider inviting students to look at the printed word “Kate.” Slide a finger under each letter when making each sound: /k/ /ā/ /t/. Students will notice that there is an extra letter. Ask students to articulate why they think that is. The magic “e” spelling pattern will be explored further during Work Time A.

## Work Time

### 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 have 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 matches the picture. Today we will write a new sentence to match the picture we see.”
  2. Teacher shows students the **enlarged picture of the sun over a lake**.
  3. Teacher asks:
 

***“What do you see?” (the sun over a lake)***
  4. Teacher says: “Yes! This picture reminds me of the poem we read yesterday when we looked for mystery words. So our sentence can be ‘When the sun wakes up, it shines on the lake.’”
  5. Teacher asks:
 

***“How many words in 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 ten words in this sentence.” Teacher draws ten 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 ‘when,’ which is one of our mystery words!”
  11. Teacher asks:
 

***“What kind of letter starts our sentence in the word ‘when?’” (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, ‘when?’”***
  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 we spelled ‘when’ with the letters ‘w,’ ‘h,’ ‘e,’ and ‘n.’”
  16. Teacher asks:
 

***“What do you notice about the letters ‘wh’ in this word?” (They make one sound; you can’t hear the “h.”)***
  17. Teacher says: “That’s right! The ‘w’ and ‘h’ in this word make one sound, /w/. Remembering this will help us to spell ‘when.’”
  18. Teacher asks:
 

***“What comes after ‘when?’” (a space)***
  19. Teacher says: “Yes! We remember that we put a space between each word in our sentence.” The “spacer” makes a space with their index and middle fingers.
  20. Teacher continues to choose students to write words “the” and “sun.”
  21. Teacher says: “Now the next word in our sentence is ‘wakes.’ I’m going to ask you to help me write this word.”

22. Teacher asks:  
*“What is the first sound we hear in ‘wakes?’” (/w/)*  
*“And what letter makes the sound /w/?” (“w”)*
23. Teacher writes “w.”
24. Teacher asks:  
*“What is the next sound you hear in ‘wakes?’” (/ā/)*  
*“And what letter will I write for that sound?” (“a”)*
25. Teacher writes “a.”
26. Teacher asks:  
*“What is the sound after /ā/?” (/k/)*  
*“And what letter will I write for that sound?” (“k”)*
27. Teacher asks:  
*“What sound comes after /k/?” (/s/)*  
*“And what letter will I write for that sound?” (“s”)*
28. Teacher says: “Hmm. This word is supposed to be ‘wakes.’”
29. Teacher asks:  
*“But what does it sound like to you when we tap out each letter?” (waks)*
30. Teacher says: “Right, so this ‘a’ has what we call the short sound, /a/. But in the word ‘wakes,’ the ‘a’ doesn’t make the /a/ sound. It makes a different sound.”
31. Teacher asks:  
*“What sound does the ‘a’ make in the word ‘wakes?’” (/ā/)*
32. Teacher says: “That’s right. It says /ā/. Somehow we need to show that it makes that sound. I remember when we read the poem that this word was spelled w-a-k-e-s. I see that if I add an ‘e’ after the ‘k,’ then this word will be ‘wakes.’ That ‘e’ must be magical to make the ‘a’ say its name in ‘wakes.’”
33. Teacher continues to choose students to write the words “up” and “it.”
34. Repeat steps 13–19 with “shines,” highlighting the long /ī/ sound.
35. Teacher continues to choose students to write the remaining words to complete the sentence.
36. When sentence is completed, teacher and students read it aloud, pointing at each word as they read.
37. Teacher says: “In our sentence, we wrote two words in which we heard the sound /ā/ for the letter ‘a’ and /ī/ for the letter ‘i.’”
38. Teacher asks:  
*“Who remembers those words?” (“wakes,” “shines”)*
39. 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 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 and middle fingers 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 students if their word matches the word on the list.
- Encourage students to use the thumb-tapping technique when saying each sound.
- Remind students of the correct letter formation of each letter using Letter Formation chart.
- Invite students to notice the long vowel sounds in "wakes" and "shines," and contrast these long vowel sounds with the short sounds for "a" and "i."
- Invite students to hear that the sound the letter "a" makes in the word "wakes" is the same sound we hear when we say the name of the letter. Explain that the same happens with the letter "i" in "shines."

## 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:
  - “What two sounds does the letter ‘a’ make?” (/a/ and /ā/)
  - “What two sounds does the letter ‘i’ make?” (/i/ and /ī/)
  - “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.
- Consider also using a dictated sentence to practice writing letters to match the letter sounds.
- Additional Supporting Materials:
  - Picture Cards (in the same word family; one set per student)
  - Letter writing paper and writing utensils (one per student)

### **Partial Alphabetic:**

- Practice activity: Students write the initial, middle, and final 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.
- Consider also using a dictated sentence to practice writing letters to match the letter sounds.
- Additional Supporting Materials:
  - Picture Cards (one set per student)
  - Letter writing paper and writing utensils (one per student)

### **Full and Consolidated Alphabetic:**

- Independent Practice activity: Students write sentences using the familiar characters Chip and Josh from their decodable books.
  - Students read their decodable books.
  - 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 and writing utensils (one per student)