



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 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 identify the long sound /ō/ 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” (or handwritten on chart paper to display).

- Enlarge the picture of dog with a rope and a bone (one for teacher use; 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

- vowels, 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)
- Enlarged picture of dog with a rope and a bone
- Large pointer (optional)
- Whiteboards (optional; one per student)
- Whiteboard markers (optional; one per student)
- Whiteboard erasers (optional; one per student)
- Enlarged picture of a dog with a rope and a bone (one for teacher use; from Lesson 116; see supporting materials)
- Snapshot Assessment (optional; one per student)

Opening

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 invites students to sing the song together to the tune of “When Johnny Comes Marching Home.”
6. Teacher asks:

“What is the important thing that the vowels wanted us to know?” (that they can make the sound of their name)
7. Teacher says: “That right! We’re used to hearing the short sound that the vowels make, but they can also make the sound of their own name. We call that their long sound.”

8. Teacher says: “Let’s say the first line in the second verse.”
9. Teacher and students say: “‘a’ can say ‘a’ as in ‘day’ and ‘Kate’” while teacher points to the words.
10. Teacher invites students to say the word “Kate.”
11. Teacher invites students to use the thumb-tapping technique to listen for and identify the middle sound in the word.
12. Teacher and students tap out the word “Kate”: /k/ /ā/ /t/.
13. Teacher asks:
 - “What is the middle sound in the word ‘Kate?’” (/ā/)*
 - “What letter makes that sound?” (a)*
14. Teacher points to the word “Kate” in the enlarged copy of the song and invites students to identify what is making the “a” say its name in the word. (the magic “e”)
 - Teacher covers the “e” and invites students to tap out the first part: /k/ /a/ /t/.
 - Teacher uncovers the “e” and asks:
 - “So what must be making the letter ‘a’ say its name in this word?” (the letter “e”)*
15. If time allows, repeat steps 8–14 with the remaining lines in the second verse, focusing on the following words “Pete,” “like,” “poke,” and “June.”

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 Articulatory Gestures resource as needed, particularly when distinguishing between the sounds of the vowels.

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 **enlarged picture of dog with a rope and a bone**.
 3. Teacher asks:
 - “What do you see?” (a dog, a bone, a rope)*

4. Teacher says: “Yes! This picture is telling a story. It looks like the dog is thinking about her bone and her rope toy. She seems to have lost those things. So our sentence can be ‘The dog got her rope and bone.’”
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 seven words in this sentence.” Teacher draws seven 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 ‘The,’ which is a high-frequency word we learned. We read this word in many books and know that authors use high-frequency words often in their writing.”
11. Teacher asks:
“What kind of letter will start our sentence in the word ‘The?’” (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, ‘The?’”
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 ‘the’ with the letters ‘t,’ ‘h,’ and ‘e.’”
16. Teacher asks:
“What do you notice about the letters ‘th’ in this word?” (They make one sound.)
17. Teacher says: “That’s right! The ‘t and ‘h’ in this word make one sound, /th/. Remembering this will help us to spell ‘the.’”
18. Teacher asks:
“What comes after ‘the?’” (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 “dog,” “got,” and “her.”
21. Teacher says: “Now the next word in our sentence is ‘rope.’ I’m going to ask you to help me write this word.”
22. Teacher asks:
“What is the first sound we hear in ‘rope?’” (/r/)
“And what letter makes the sound /r/?” (“r”)
23. Teacher writes “r.”
24. Teacher asks:
“What is the next sound you hear in ‘rope?’” (ō)
“And what letter will I write for that sound?” (“o”)

25. Teacher writes “o.”
26. Teacher asks:
 - “What is the sound after /ō/?” (/p/)**
 - “And what letter will I write for that sound?” (“p”)**
27. Teacher says: “Hmm. This word is supposed to be ‘rope.’”
28. Teacher asks:
 - “But what does it sound like to you when we tap out each letter?” (“rop”)**
29. Teacher says: “Right, so this ‘o’ has what we call the short sound /o/. But in the word ‘rope,’ the ‘o’ doesn’t make the /o/ sound. It makes a different sound.”
30. Teacher asks:
 - “What sound does the ‘o’ make in the word ‘rope?’” (/ō/)**
31. Teacher says: “That’s right. It says /ō/. Somehow we need to show that it makes that sound. I remember when we needed to show a long vowel sound the last time we wrote a sentence together.”
32. Teacher asks:
 - “Who can remember how we showed the vowel saying its name instead of its short sound?” (Add an “e” to the end.)**
33. Teacher says: “Right! I remember that if we add an ‘e’ after the ‘p,’ then this word will be ‘rope.’ That ‘e’ must be magical to make the ‘o’ say its name in ‘rope.’”
34. Teacher continues to choose students to write the word “and.”
35. Repeat steps 13–19 with “bone,” highlighting the long /ō/ sound.
36. When sentence is completed, teacher and students read it aloud, pointing at each word as they read.
37. Teacher says: “Great job!”
38. Teacher asks:
 - “And what do we need at the end of our sentence to show readers that we are finished with it?” (a period)**
39. Teacher says: “Right!”
40. Teacher asks:
 - “Who would like to add the period to our sentence?”**
41. Teacher says: “In our sentence, we wrote two words in which we heard the long vowel sound for ‘o.’”
42. Teacher asks:
 - “Who remembers those words?” (rope, bone)**
43. 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.
- Individual students 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.
- The sound of the letter "o" in the word "lost" is a little different from the /o/ sound in words like "got" and "lot." Acknowledge this with students and support them to hear the slightly altered sound. In addition, the word has four phonemes instead of two.
- Invite students to notice the long vowel sounds in "rope" and "bone," and contrast these long vowel sounds with the short sounds for "o."
- Invite students to hear that the sound the letter "o" makes in the words "rope" and "bone" is the same sound we hear when we say the name of the letter.

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:

"What two sounds does the letter 'o' make?" (/o/ and /ō/)

"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

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 and CVCe 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

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 and CVCe 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

Full and Consolidated Alphabetic:

- Independent Practice activity: Students write sentences using the familiar characters Chip and Josh from their decodable readers. 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 readers
 - Letter writing paper