



Daily and Supporting Learning Targets

- Opening A: I can retell events from the story “The Jazz Trio.”
- Work Time A (optional): Using evidence from the text, I can answer questions about the story “The Jazz Trio.”
- Work Time B: I can read the decodable text “The Jazz Trio.” (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 turn the pages in order and begin reading the page on the left side, then the page on the right.
 - I can map graphemes (letters) and phonemes (sounds) for consonants in words I see or read.
 - I can map graphemes (letters) and phonemes (sounds) for vowels in words I see or read.
 - 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 Jazz Trio”
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)
- jazz, imitated, rhythm (T)

Materials

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

Opening

A. Engagement Text Read-aloud: “The Jazz Trio”

- (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 Jazz Trio.”**
- Begin a read-aloud of the **Engagement Text: “The Jazz Trio”**:
 1. Teacher says: “Listen carefully as I read today’s story: ‘The Jazz Trio.’ Listen for some familiar words. 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 will 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 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:
 - “What does Josh hear coming from the restaurant?” (jazz music)*
 - “What instrument does Josh play?” (drums) “What does he use?” (a lid from the trash can)*
 - “How does Ben make music?” (He uses his voice as an instrument.)*
 - Vocabulary and Language:
 - “In the story it says: ‘He found a stick and imitated the drummer from the jazz band.’ What does it mean to imitate the drummer?” (Josh copied the jazz drummer.)*
 - “How do you know?” (He tapped the lid with a steady rhythm.)*
 - “Chip follows the ‘rhythm’ Josh is playing. What does ‘rhythm’ mean?” (a repeated pattern)*
 - Digging Deeper: Extension Questions:
 - “Does Josh like the music?” (Yes!) “How do you know?” (He feels the beats and rhythm of music all through his body. He has to find the music.)*

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:
 - “Josh likes jazz 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 Jazz Trio.”
 2. Teacher says: “This book is based on the Engagement Text: ‘The Jazz Trio.’ 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 “a,” “and,” “he,” “it,” “is,” “will,” and “said.” 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 we know them in a snap!"
6. Teacher rereads page 3.
7. Teacher asks:
"Can you find the letters '-zz'?"
8. Teacher highlights the letters.
9. Teacher asks:
"What sound do the letters '-zz' make?" (/z/)
10. Teacher says: "That's right! The two letters make one sound. This is called a 'double consonant' at the end of words. It has twin power! As you read, look for other double consonants that make one sound."
11. 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 'a,' 'and,' 'he,' 'it,' 'is,' 'will,' 'said,' and other words we know in the book. There are lots of words in this book that you can figure out by tapping each sound and then blending them to say the word."
12. Teacher distributes the **Decodable Reader: "The Jazz Trio"** to each student.
13. Students read the Decodable Reader: "The Jazz Trio" with a partner. Partners may take turns (by page or whole text), read in unison, or both.
14. As they read, partners search for high-frequency words and letters in the Decodable Reader: "The Jazz Trio" 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.
15. Teacher says: "Today you searched for words and letters in a book, and you used that to help you read it!"

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. Or consider asking them to find the beginning letter of the word instead of the whole word.
- Consider reminding students the words ending in double consonants make one sound ("-ll" makes the /l/ sound; "-zz" makes the /z/ sound). The double consonants protect the short vowel sound.
- Consider whether students are ready to begin reading the Decodable Reader on their own (whole class, small group of students, or individual). If so, skip step 3, but possibly include step 4 (identifying the high-frequency words) before students' independent reading to ensure they can read the irregularly spelled words.
- 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 a word that ends with two letters (‘-ll,’ ‘-zz’) like ‘jazz,’ how can we remember the sound they make?” (Two letters make one sound.)

“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 saw the word ‘said,’ 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 document for full routine. See supporting materials for Decodable Student Reader Planning and Recording Template.

Pre-Alphabetic:

- Practice activity: Teacher guides students to build high-frequency words from previous cycles.
 - Students cut apart letters from the Letter sheet.
 - Teacher guides students in building high-frequency words “will” and “said.”
 - Students paste letters on the High-Frequency Words sheet.

- Additional Supporting Materials:
 - Letter sheet (one per student)
 - High-Frequency Words sheet (one per student)

Partial Alphabetic:

- Practice activity: Students cut out 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 “will” and “said.”
 - Students paste letters on the High-Frequency Words sheet.
- Additional Supporting Materials:
 - Letter sheet (one per student)
 - High-Frequency Words sheet (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 the High-Frequency Word Sentences sheet.
 - Students create new sentences with mystery words.
- Consider marking the Decodable Reader words by instructing students to make a box around high-frequency words. Instruct students to underline short vowel sounds they know.
- Conference with students about Accountable Independent Reading.
- Additional Supporting Materials:
 - High-Frequency Word Sentences sheet and writing utensil (one per student)
 - Additional writing paper