



Daily and Supporting Learning Targets

- Opening A: I can identify words ending in “-cal” and “-cle” in “Tropical Island” (poem). (RF.2.3)
 - I can use knowledge of vowel sounds to help me decode words with different spelling patterns.
 - I can decode words with common suffixes.
- Work Time A: I can read and identify words ending in “-cal” and “-cle” in order to spell them correctly. (RF.2.3, L.2.2)
 - I can use knowledge of vowel sounds to help me decode words with different spelling patterns.
 - I can identify spelling patterns based on vowel sounds.
 - I can decode words with common suffixes.

Ongoing Assessment

- Observe students during Opening A. Determine whether they can identify words that are compound words from the poem “Tropical Island.”
- Observe students during Work Time A. Determine whether they can sort “-cal” and “-cle” ending words.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Agenda

1. **Opening (3–5 minutes)**
 - A. Poem Launch: “Tropical Island”
2. **Work Time (10 minutes)**
 - A. Words Rule: “-cal” Endings vs. “-cle” Endings: “tropical,” “icicle,” “bicycle,” “critical,” “circle,” “musical,” “logical,” “medical,” “cubicle,” “circle,” “miracle,” “electrical,” “vocal,” “uncle”
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:
 - Enlarged poem: “Tropical Island” for display (or write on chart paper for display)
 - Enlarged T-chart for Work Time A (optional)
- Copy and cut apart Words Rule Word Cards for Work Time A (one set to display; one set per pair).
- Copy T-chart for Work Time A (one per pair).

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

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- base word, endings, syllables, similarities (L)
- tropical, troupe, critical (T)

Materials

- ✓ Enlarged poem: “Tropical Island” (or write on chart paper to display)
- ✓ Words Rule Word Cards (one set to display; one set per pair)
- ✓ Enlarged T-chart (optional)
- ✓ Clipboards if students are not sitting at a desk (one per student; optional)
- ✓ T-chart (one per pair)
- ✓ Writing utensil (one per student)
- ✓ Cycle 25 Assessment (optional)

Opening

A. Poem Launch: “Tropical Island”

- (Suggested transition song, sung to the tune of “I’m a Little Teapot”):

“Now let’s read the poem, line by line. Open up your ears to find the rhyme. When we read together, we sound great. Listen up to the rhymes we make.”
- Begin the Poem Launch instructional practice:
 1. Teacher says: “Today we are going to read a poem together. First, you will follow along as I read. Then we will read it together and think about the words we read.”
 2. Teacher reads aloud from **enlarged poem: “Tropical Island.”**
 3. Teacher says: “Now let’s read this poem aloud together. While we are reading, we can practice our rules of fluency so that we read smoothly, with expression, with meaning, and at just the right speed.”
 4. Students read poem aloud with teacher.
 5. Teacher says: “Great reading! Now take a minute to read the poem to yourself while you think about words that share the same sound. See if you can find some words that all share the same sound, and then you will share your thoughts with an elbow partner.”
 6. Students read poem silently.
 7. Teacher says: “Now turn to an elbow partner and talk about the words you discovered that share the same sound.”

8. Students share with an elbow partner. (Many of the words have a /kul/ sound at the end, some of the words have a “-cle” ending, and some words have a “-cal” ending. They both sound the same.)
9. Teacher says: “Yes! Some of these words are spelled different but have the same /kul/ sound.
10. Teacher asks:
“What ending sound do you hear in ‘tropical’ and ‘circle?’” (/kul/)
11. Teacher says: Yes! Both these words have the same ending sound but are spelled differently. We are going to be learning more about words with a ‘-cle’ and ‘-cal’ ending today and learn clues for figuring out the correct spelling. Now let’s read the poem once more together.”
12. Students read poem aloud with teacher.
13. Teacher says: “Great reading! Now we will take a closer look at those words you discovered.”

Meeting Students’ Needs

- For students who need additional help, including ELLs: Consider providing picture cards of nouns in “Tropical Island” to support comprehension.
- Consider reminding students of the C-le syllable type learned in previous cycles.

Work Time

A. Words Rule: “-cal” Endings vs. “-cle” Endings: “tropical,” “local,” “icicle,” “bicycle,” “critical,” “circle,” “musical,” “logical,” “medical,” “cubicle,” “circle,” “miracle,” “electrical,” “vocal,” “uncle”

- (Suggested transition song, sung to the tune of “The Muffin Man”):
Teacher: “Can you take a closer look, a closer look, a closer look? Can you take a closer look at these words today?”
Students: “Yes, we’ll take a closer look, a closer look, a closer look. Yes, we’ll take a closer look to group the words today.”
- Begin the Word Rules instructional practice:
 1. Teacher displays the **Words Rule Word Cards** on the board and reads them aloud (“-cle” and “-cal” ending words: “tropical,” “local,” “icicle,” “bicycle,” “critical,” “circle,” “musical,” “logical,” “medical,” “cubicle,” “circle,” “miracle,” “electrical,” “vocal,” “uncle”).
 2. Teacher says: “Here are some of the words we read in the poem and some new words. Take a minute to examine these words, then share your thinking about how they are similar and different with an elbow partner.”
 3. Students read words silently and notice similarities. Students share their thinking with an elbow partner.
 4. Teacher asks:
“Who would like to share what they noticed about these words?” (All of the words sound like /kul/ at the end.)
 5. Teacher says: “Yes. All of the words end with a /kul/ sound.”

6. Teacher asks:
“What do you notice about how they are spelled?” (with either “-cle” or “-cal”)
7. Teacher says: “Right. These words can be sorted into two different ending spelling patterns, ‘-cle’ and ‘-cal.’”
8. Teacher asks:
“What do you notice about the words ending in ‘-cal’ if you take off the ‘-al’ ending?” (There is a base word ending in “-ic.”)
9. Teacher says: “Yes. Words ending in ‘-cal’ often have a base word ending in ‘-ic.’”
10. Teacher asks:
“What base word do you see in ‘tropical’?” (“tropic”)
11. Teacher says: “Yes! The base word in ‘tropical’ is ‘tropic.’ It means a hot or humid. A ‘tropical’ place is a place that has hot and humid weather. This is a way you can decide if it is spelled with a ‘-cal’ or ‘-cle’ when spelling words that have a /kul/ ending. If you can determine the base word, it is spelled with a ‘-cal’ ending.”
12. Teacher says: “Let’s put these words into two groups: ‘-cal’ endings and ‘-cle’ endings. I’ll read the word, then we will decide where to write it on this T-chart. The first word is ‘critical.’ Think about the base word.”
13. Teacher asks:
“Do you hear a base word inside this word?” (yes)
“What word?” (“critic”)
“What column does it go into?” (“-cal” endings)
14. Teacher writes “critical” in the “-cal” ending column on the **enlarged T-chart**.
15. Teacher says: “Right! We hear the base word ‘critic’ inside the word ‘critical,’ so we know it’s spelled with a ‘-cal’ ending. Now let’s practice reading and writing these words with a partner. First, you will read a word, and your partner will write it on the chart under ‘-cal’ endings or ‘-cle’ endings, and you will check it together with the Word Card. Then you will switch roles so your partner will read a Word Card and you will write the word in the ‘-cal’ or ‘-cle’ column. When you have written all the words on the T-chart, you will take turns reading the words.”
16. Teacher distributes Word Cards and a **T-chart** to students as they partner together to practice sorting two-syllable compound and not compound words.
17. Students divide Word Cards equally with partner and take turns reading words:
 - Student A reads word.
 - Student B identifies whether the word endings in “-cal” or “-cle.”
 - Student B writes word in appropriate column.
 - Students switch roles.
 - Students take turns reading all words written.

Meeting Students' Needs

- Consider giving a sentence containing each word to help support vocabulary development for students.

- Consider reminding students that “-al” is a suffix that often describes something (“musical,” “logical”). When students break the word apart, remind them to look for the base word (“music” in “musical”).
- If the generalization described in steps 9–12 is too complex for students at this time, consider an alternate generalization: nouns (such as “circle”) usually end in “-cle,” while adjectives (such as “tropical”) usually end in “-cal.”

Closing and Assessment

A. Reflecting on Learning

- In the Closing, students reflect on what it means to be an independent reader and how they can become increasingly more independent during whole group instruction and differentiated small group instruction. Consider asking one or more of the following questions to support students’ understanding of independence (encourage specificity in responses):

“What does it mean to be independent?” (examples: be able to do something on your own, be able to help myself with something)

“What does it mean to be an independent reader?” (examples: have knowledge and skills to problem solve words, have “stamina” or the ability to stick with reading for an extended period of time, know your strengths and weaknesses)

- Consider reviewing reflections from Modules 1–3 to remind students that throughout the year they have learned many skills needed to be an independent reader. They took responsibility for their learning, set goals for themselves, and collaborated with their peers throughout the year. Consider asking one or more of the following questions (encourage specificity in responses):

“What knowledge and skills do you have now that you did not have earlier in the year?”

“How did you acquire that knowledge/skill?”

Meeting Students’ Needs

- For students who need additional support organizing their ideas: Consider providing sentence frames. Examples:
 - “One thing an independent reader has to be able to do is ____.”
 - “As an independent reader, I can ____.”
 - “I can show independence by ____.”

Differentiated Small Groups: Work with Teacher

Suggested Plan: Teacher works with students in the Partial Alphabetic and Full Alphabetic groups. If possible, teacher should also meet with the Consolidated Alphabetic group at least once per week.

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 for more details (see K–2 Skills Resource Manual).

Partial Alphabetic:

- Students complete exit ticket:
 - Students build “-cal” and “-cle” ending words using Letter Tiles (see K–2 Word List for examples).
 - Students check spellings with Word List.
 - Students write a list of words created as an exit ticket.
 - Look over the exit tickets with student(s). Analyze words that were more challenging and discuss why.
- Use the Assessment Conversion chart to determine appropriate Grade 1 lessons and Activity Bank ideas to use in daily small group instruction.
- Check in with Accountable Independent Reading.
- **Additional Supporting Materials:**
 - Letter Tiles (not included in supporting materials)
 - Paper and writing utensils (one per student; for writing words built with Letter Tiles)

Full Alphabetic:

- Students complete exit ticket:
 - Students complete Sentence Builders with “-cal” and “-cle” ending words (found in supporting materials).
 - Look over the exit tickets with student(s). Analyze words that were more challenging and discuss why.
- Write a sentence with compound words.
- Check in with Accountable Independent Reading.
- Activity Bank activities:
 - An Activity Bank activity from the Fluency category (F)
- **Additional Supporting Materials:**
 - Sentence Builders (one per student)
 - Paper and writing utensils (optional; for students to write sentences)

Consolidated Alphabetic:

- Students complete exit ticket:
 - Students complete Sentence Builders with “-cal” and “-cle” ending words (found in supporting materials).
 - Look over the exit tickets with student(s). Analyze words that were more challenging and discuss why.
- Check in with Accountable Independent Reading.
- Consider inviting students to write an article for the *Sunnyside Gazette* using as many compound words as they can.
- **Additional Supporting Materials:**
 - Sentence Builders (one per student)
 - Paper and writing utensils (optional; for students to write an article for the *Sunnyside Gazette*)