

Grade 2: Module 4: Cycle 21

Overview

Introduced in This Cycle

/ə/ words spelled with “a”

High-Frequency Words

“another,” “inside,” “isn’t,” “process,” “similar,” “usually,” “you’re”

Cycle Word List

In this cycle, students are introduced to schwa words spelled with “a.” In addition, they are introduced to the prefixes “dis” and “de” (examples: “disagree,” “dislike,” “deconstruct”). Examples of words used in this cycle include:

across	amaze	panda
adult	around	regal
agree	awake	tundra
alone	balloon	animals
along	China	Alaska



Cycle at a Glance

Lesson 101

RF.2.3, RF.2.3c, RF.2.3e, L.2.2, L.2.2d

Agenda

1. **Opening (3–5 minutes)**
 - A. Poem Launch: “Come Along!”
2. **Work Time (10 minutes)**
 - A. Words Rule: Two-Syllable /ə/ Words Spelled with “a”: “along,” “amaze,” “agree,” “China,” “panda,” “across,” “awake,” “regal,” “tundra,” “alone,” “around,” “animals”
3. **Closing and Assessment (2 minutes)**
 - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40–45 minutes)**

Daily Learning Targets

- I can identify two-syllable /ə/ words spelled with “a” in a shared text (poem). (RF.2.3)
- I can read, identify the /ə/ sound, and spell two-syllable /ə/ words spelled with “a.” (RF.2.3, L.2.2)

Ongoing Assessment

- Observe students during Opening A. Determine whether they can identify words that share the /ə/ sound in two-syllable words from the poem: “Come Along!”
- Observe students during Work Time A. Determine whether they can apply the spelling pattern “a” for /ə/ in writing words on white boards.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Lesson 102

RF.2.3, RF.2.3e, RF.2.3f, RF.2.4, RF.2.4a

Agenda

- Opening (3–5 minutes)**
 - Engagement Text Read-aloud: “The Lifecycle of Moths and Butterflies”
 - Comprehension Conversation (optional)
- Work Time (10 minutes)**
 - Snap or Trap: “another,” “inside,” “isn’t,” “pretty,” “process,” “similar,” “usually,” “you’re”
 - Decodable Reader: Partner Search and Read: “The Lifecycle of Moths and Butterflies”
- Closing and Assessment (2 minutes)**
 - Reflecting on Learning
- Differentiated Small Group Instruction and Rotations (40–45 minutes)**

Daily Learning Targets

- I can tell what I learned from the text: “The Lifecycle of Moths and Butterflies.”
- Using evidence from the text, I can answer questions about the text: “The Lifecycle of Moths and Butterflies.” (optional)
- I can read high-frequency words: “another,” “inside,” “isn’t,” “pretty,” “process,” “similar,” “usually,” “you’re.” (RF.2.3f)
- I can read the decodable text: “The Lifecycle of Moths and Butterflies.” (RF.2.3)

Ongoing Assessment

- Observe students during Work Time A. Determine whether they can read high-frequency words and explain their identification as regularly or irregularly spelled.
- Observe students during Work Time B.
- Determine whether they can independently find a given word.
- Also determine whether they can decode two-syllable /ə/ words spelled with “a,” words containing vowel teams (one- or two-syllable) and irregularly spelled high-frequency words.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Lesson 103

RF.2.3, RF.2.3c, RF.2.3d, L.2.2, L.2.2d

Agenda

1. **Opening (3–5 minutes)**
 - A. Word Parts: “de-” and “dis-”
2. **Work Time (10 minutes)**
 - A. Interactive Writing: Writing a Silly Sentence with Two-Syllable /ə/ Words Spelled with “a”
3. **Closing and Assessment (2 minutes)**
 - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40–45 minutes)**

Daily Learning Targets

- I can make new words using base words and the prefixes “de-” and “dis-” (RF.2.3)
- I can write a sentence using two-syllable /ə/ words spelled with “a,” words with prefixes “de,” “dis,” and high-frequency words. (L.2.2d)

Ongoing Assessment

- Observe students during Opening A. Determine whether they can identify word parts correctly, make a new word by adding prefixes “de-” and “dis-,” and decode the new word.
- Observe students during Work Time A. Determine whether they can correctly spell two-syllable /ə/ words spelled with “a” and high-frequency words from this cycle.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Lesson 104

RF.2.3, RF.2.3e, RF.2.4, RF.2.4a, RF.2.4b, RF.2.4c

Agenda

1. **Opening (3–5 minutes)**
 - A. Words Rule: Homophones: “wear” and “where”
2. **Work Time (10 minutes)**
 - A. Fluency
3. **Closing and Assessment (2 minutes)**
 - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40–45 minutes)**

Daily Learning Targets

- I can identify the correct homophone (“wear” or “where”) based on meaning and context. (RF.2.3)
- I can read a text fluently (smoothly, with expression and meaning, rereading and self-correcting when necessary). (RF.2.4)

Ongoing Assessment

- Observe students during Opening A. Determine whether they can identify the homophones “wear” and “where” based on meaning.
- Observe students during Work Time A. Determine whether they can attend to punctuation and phrasing to read fluently in a conversational manner.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

RF.2.3, RF.2.3e, L.2.2, L.2.2d**Agenda**

1. **Opening (3–5 minutes)**
 - A. Word Workout: Sneaky Sounds
2. **Work Time (10 minutes)**
 - A. Word Workout: Exercise Practice
3. **Closing and Assessment (2 minutes)**
 - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40–45 minutes)**

Daily Learning Targets

- I can read and spell /ə/ words spelled with “a.” (RF.2.3, L.2.2)
- I can use my knowledge of vowel sounds and syllables to read and spell words. (RF.2.3, L.2.2)

Ongoing Assessment

- Observe students during Opening A. Determine whether they can correctly read and spell /ə/ words spelled with “a.”
- Observe students during Work Time A. Determine whether they can apply knowledge of sounds and syllables in the selected exercise.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Lesson 101 Teaching Notes**Purpose of lesson and alignment to standards:**

- Opening A, Poem Launch, introduces the poem that will be used as a shared text in this lesson. The poem includes words that share the schwa (/ə/) sound spelled with “a.” Students identify words sharing the /ə/ sound as they read the poem both aloud with the teacher and independently. Consider using this poem during differentiated small groups as well (RF.2.3).
- In Work Time A, students examine the /ə/ sound in two-syllable words, where /ə/ is spelled with “a.” Students then apply this knowledge to read and spell two-syllable words containing the /ə/ sound. As the /ə/ sound accounts for 20 percent of all vowel sounds, this knowledge supports students’ ability to decode and encode words by generalizing familiar spelling patterns (RF.2.3, L.2.2). The schwa sound is noted as “/v/” and approximates the short “u” sound (/u/). Although the sound of schwa is not exactly the same as /u/, providing this connection helps students identify the schwa sound in words.
- The schwa is the most common vowel sound in English words, so explicit teaching of this sound supports students’ development in decoding multisyllabic words.

How it builds on previous work:

- Over the course of the modules in the Grade 1 curriculum, students worked with five syllable types (i.e., written patterns representing a vowel sound). These include closed (CVC), open

(CV), magic “e” (CVCe), r-controlled, and vowel teams (CVVC, CVV). In this lesson, students practice decoding two-syllable words using combinations of those syllable types.

Down the road:

- During the Closing of Grade 2 lessons, students have been reflecting on key character elements necessary for learning. In Module 1, they considered what it means to become proficient or “really good” at something and reflected on ways they take responsibility in the process of becoming proficient readers. In Module 2, students considered the role of goal setting in the process and identified concrete knowledge or skills to work on. In Module 3, they reflected on the power of collaboration to help themselves and others “grow and flourish” (i.e., become proficient readers and writers). By Module 4, students are applying these habits of character. They now have strategies and a sense of confidence that has built a strong foundation for Module 4: independence.

Lesson 102 Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A and B, students work with the Engagement Text: “The Lifecycle of Moths and Butterflies.” This text serves to pique students’ interest about the Decodable Reader, introduced in Work Time B, by incorporating the topic and some words from this cycle into an engaging read-aloud. Students will notice that this Engagement Text has a different format: an informative, nonfiction text.
- In Opening B, consider asking students suggested (or similar) text-based comprehension questions. Although the Reading Foundations Skills Block focuses primarily on RF standards, comprehension is an integral part of reading development. Leading a brief discussion after the read-aloud connects students to key ideas, details, and vocabulary contained within it. Because these questions will likely cause the Opening to take longer than 5 minutes, they are optional. Consider adjusting differentiated small group instruction time accordingly to accommodate the extended Opening.
- In Work Time A, students examine the following high-frequency words: “another,” “inside,” “isn’t,” “pretty,” “process,” “similar,” “usually,” “you’re” (RF.2.3f). Students must determine which are “snap” (easily decodable) and which are “trap” (difficult to decode/irregular) words and explain their thinking. This lesson includes a contraction that is also a homophone (“you’re”). While students are familiar with the word, this provides an opportunity to review “you’re” as both a contraction for “you” and “are,” and as a homophone of “your.”
- In Work Time B, before students read the Decodable Student Reader: “The Lifecycle of Moths and Butterflies”, alone or in pairs, they search for the high-frequency words from Work Time A. Pairing students during the Decodable Reader routine provides support for those who need it and engages more proficient students to apply their knowledge to support a peer. Have students work individually if you prefer that they receive more individual practice without peer guidance or support.

How it builds on previous work:

- Students apply what they have learned about the schwa sound to reading words containing /ə/ spelled with “a.” Students also apply knowledge of vowel sounds to decode and analyze high-frequency words.

Down the road:

- During the Closing of Grade 2 lessons, students have been reflecting on key character elements necessary for learning. In Module 1, they considered what it means to become proficient or “really good” at something and reflected on ways they take responsibility in the process of becoming proficient readers. In Module 2, students considered the role of goal setting in the process and identified concrete knowledge or skills to work on. In Module 3, they reflected on the power of collaboration to help themselves and others “grow and flourish” (i.e., become proficient readers and writers). By Module 4, students are applying these habits of character. They now have strategies and a sense of confidence that has built a strong foundation for Module 4: independence.

Lesson 103 Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A, students notice that prefixes change the meaning of the base word. They begin to understand that identifying these word parts when they are added to a base word helps them to more easily decode and understand an unknown word.
- In Work Time A, students first brainstorm a list of two-syllable /ə/ words spelled with “a,” writing them on their white boards, then checking with the larger group to ensure the correct spelling. Then, the teacher and class work together to compose and write a silly sentence using some of the words. Because these words are familiar, spellings should be accurate, not invented. Encourage students to recall the specific graphemes (letters) that represent those phonemes in a word. The goal is for students to develop automaticity with the correct spelling and pronunciation of each word.
- Consider recording the silly sentences produced each week during Interactive Writing on chart paper, sentence strips, or a book so those sentences can be displayed and practiced by the group, in pairs, or individually.

How it builds on previous work:

- This lesson addresses the spelling patterns and high-frequency words that have been used throughout the cycle (to decode in isolation, read in a text, and spell words). Students now apply all of these skills to construct a shared sentence. The chosen sentence also reinforces words from the decodable text.

Down the road:

- During the Closing of Grade 2 lessons, students have been reflecting on key character elements necessary for learning. In Module 1, they considered what it means to become proficient or “really good” at something and reflected on ways they take responsibility in the process of becoming proficient readers. In Module 2, students considered the role of goal setting in the process and identified concrete knowledge or skills to work on. In Module 3, they reflected on the power of collaboration to help themselves and others “grow and flourish” (i.e., become proficient readers and writers). By Module 4, students are applying these habits of character. They now have strategies and a sense of confidence that has built a strong foundation for Module 4: independence.

Lesson 104 Teaching Notes**Purpose of lesson and alignment to standards:**

- In Opening A, students identify words that sound the same but are spelled differently (homophones) in a text and use the context to determine the meaning of each word. This supports students' ability to generalize the spelling pattern used based on the meaning of the word. If homophones have not yet been collected and displayed in the classroom, consider enlarging or writing the text from the Opening in this lesson on chart paper and displaying it in the classroom for students to reference. This supports eventual generalization of these words for both comprehension and spelling (RF.2.3).
- In Work Time A, students interact with an excerpt from the Decodable Reader: "The Lifecycle of Moths and Butterflies." Students practice reading the piece "fluently" by applying the elements identified in the fluency rubric (read smoothly, with expression, with meaning, at just the right speed). Students use the rubric to provide each other with descriptive feedback in an effort to improve their fluency (RF.2.4).
- Consider collecting the sentences and excerpts of text used during Work Time on chart paper in such a way that they can be practiced by the group, in pairs or individually. This may involve collecting them into a class notebook, individual notebooks, or displaying them on chart paper.

How it builds on previous work:

- In Opening A, students work with familiar words that are now examined as homophones. Regular examination of those words for known graphophonemic (letter-sound) patterns supports automaticity and commitment of those patterns to memory.
- In Work Time A, students work with short pieces of text containing patterns worked with in this and previous cycles to develop fluency (phrasing, expression, speed, and meaning).

Down the road:

- During the Closing of Grade 2 lessons, students have been reflecting on key character elements necessary for learning. In Module 1, they considered what it means to become proficient or "really good" at something and reflected on ways they take responsibility in the process of becoming proficient readers. In Module 2, students considered the role of goal setting in the process and identified concrete knowledge or skills to work on. In Module 3, they reflected on the power of collaboration to help themselves and others "grow and flourish" (i.e., become proficient readers and writers). By Module 4, students are applying these habits of character. They now have strategies and a sense of confidence that has built a strong foundation for Module 4: independence.

Lesson 105 Teaching Notes**Purpose of lesson and alignment to standards:**

- The Word Workout instructional practice serves as a cycle review. Students are introduced to a new "exercise," or learning activity, in each Word Workout. These exercises allow students to apply skills learned throughout the cycle in a fun, engaging activity.

- In Opening A, students are introduced to a new exercise: Sneaky Sounds. In this exercise, students apply their knowledge of the schwa sound (/ə/) spelled with “a” to read and spell words correctly (RF.2.3, L.2.2).
- In Work Time A, the teacher may choose from any of the review “exercises” taught in Modules 1–2. Students build their workout by practicing these exercises as a review of skills taught thus far. Consider that some exercises may be a better fit for the focus of this cycle so that schwa words spelled with “a” can be included, as well as prefixes “de-” and “dis-.”

How it builds on previous work:

- This lesson continues work with the schwa sound (/ə/) spelled with “a.”

Down the road:

- During the Closing of Grade 2 lessons, students have been reflecting on key character elements necessary for learning. In Module 1, they considered what it means to become proficient or “really good” at something and reflected on ways they take responsibility in the process of becoming proficient readers. In Module 2, students considered the role of goal setting in the process and identified concrete knowledge or skills to work on. In Module 3, they reflected on the power of collaboration to help themselves and others “grow and flourish” (i.e., become proficient readers and writers). By Module 4, students are applying these habits of character. They now have strategies and a sense of confidence that has built a strong foundation for Module 4: independence.

Preparation and Materials

- Enlarged poem: “Come Along!” (or write on chart paper to display)
- Enlarged Schwa T-chart (optional)
- Clipboards if students are not sitting at a desk (one per student; optional)
- Word Cards for Lesson 101 (one set per pair)
- Schwa T-chart (one per pair)
- Cycle 21 Assessment (optional)
- Enlarged Engagement Text: “The Lifecycle of Moths and Butterflies”
- Enlarged Decodable Reader: “The Lifecycle of Moths and Butterflies” (one to display)
- Decodable Reader: “The Lifecycle of Moths and Butterflies” (one per student, see Student Workbook)
- Highlighters (one per student and one for teacher)
- Highlighting tape, or an alternate material, for highlighting letter information in the displayed large version of the Decodable Reader
- Snap or Trap Word Cards
- Tape, magnet, or other material to fasten Snap or Trap Word Cards to the Snap or Trap T-chart
- Snap or Trap T-chart (on white board or chart paper; Snap on one side and Trap on the other)
- Word Parts Cards: “code,” “construct,” “compose,” “agree,” “comfort,” “infect,” “like,” “de-,” “dis-”

Reading Foundations Skills Block

- Interactive Word Wall (to display)
- White boards, white board markers, and white board erasers (one per student)
- Enlarged Homophone Demonstration Sentence: “Where is the red shirt that you need to wear for the game?”
- Enlarged selected excerpt from the Decodable Reader: “The Lifecycle of Moths and Butterflies” (one for display)
- Fluency rubric
- Individual copies of excerpt from the Decodable Reader: “The Lifecycle of Moths and Butterflies” (one per student)
- Sneaky Sounds Word Cards (one set per pair)
- Sneaky Sounds Word List (one per pair)
- Exercise materials for Work Time A for Lesson 105
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher in each lesson)