

Grade 2: Module 2: Cycle 10

Overview

Introduced in This Cycle

Three sounds of “ed” /id/, /d/, /t/ and contractions with “would”

High-Frequency Words

“anything,” “could,” “he’d,” “I’d,” “you’d,” “o’clock,” “played,” “walked”

Cycle Word List

In this cycle, students are introduced to the three sounds the suffix “-ed” makes when added to a base word: /id/, /t/, and /d/. In addition, they are introduced to contractions with the word “would” (examples: “I’d,” “he’d,” “they’d”) and continue to review and practice using their knowledge of known syllable types to decode two-syllable words. Examples of words used in this cycle include:

/id/	/t/	/d/
fitted	helped	called
landed	fixed	hugged
needed	jumped	loved
shouted	kicked	quizzed
wanted	stopped	sailed



Cycle at a Glance

Lesson 46

RF.1.3, RF.1.3d, RF.2.3, RF.2.3d, RF.2.3e, L.2.2, L.2.2d

Agenda

1. Opening (3–5 minutes)

A. Syllable Sleuth: Two-Syllable Words with Short Vowel Sounds and r-Controlled Sounds:
“sum-mer,” “sil-ly,” “writ-ten,” “ad-dress,” “sud-den,” “pop-ping,” “hip-po,” “motten”

2. Work Time (10 minutes)

A. Words Rule: Words with “ed” Ending

3. Closing and Assessment (2 minutes)

A. Reflecting on Learning

4. Differentiated and Small Group Instruction and Rotations**Daily Learning Targets**

- I can use my knowledge of syllable division to help me decode two-syllable words. (RF.1.3, RF.2.3)
- I can read, identify the syllable type, and spell words with the suffix “ed.” (RF.2.3, L.2.2)

Ongoing Assessment

- Observe students during Opening A.
 - Determine whether they can count the number of syllables by identifying the vowel sounds in the word.
 - Also determine whether they can divide the word and identify the syllable types in order to decode it.
- Observe students during Work Time A.
- Determine whether they can correctly pronounce the “ed” suffix appropriately.
- Also determine whether they can apply spelling patterns in writing words on white boards.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

RF.2.3, RF.2.3d, RF.2.3f**Agenda****1. Opening (3–5 minutes)**

- A. Engagement Text Read-aloud: *Sunnyside Gazette*: “Sunnyside High School Band Going to State Championship!”
- B. Comprehension Conversation (optional)

2. Work Time (10 minutes)

- A. Snap or Trap: “he’d,” “I’d,” “you’d,” “o’clock,” “anything,” “would”
- B. Decodable Reader: Partner Search and Read: “The Marching Band”

3. Closing and Assessment (2 minutes)

A. Reflecting on Learning

4. Differentiated and Small Group Instruction and Rotations**Daily Learning Targets**

- I can retell the events from the current edition of the *Sunnyside Gazette*: “Sunnyside High School Band Going to State Championship!”
- Using evidence from the text, I can answer questions about the current edition of the *Sunnyside Gazette*: “Sunnyside High School Band Going to State Championship!.” (optional)
- I can read high-frequency words that “don’t play fair”: “would,” “you’d,” “o’clock.” (RF.2.3f)
- I can read the decodable text: “The Marching Band.” (RF.2.3)

Ongoing Assessment

- Observe students during Work Time A. Determine whether they can read irregularly spelled high-frequency words and determine why they are irregular.
- Observe students during Work Time B.
 - Determine whether they can independently find a given word.
 - Also determine whether they can decode two-syllable words, words with an “ed” ending and irregularly spelled high-frequency words.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Lesson 48

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

Agenda

1. **Opening (3–5 minutes)**
 - A. Words Rule Review: The 1-1-1 Doubling Rule and Magic “e” Rule: “stop/stopped,” “quiz/quizzed,” “fit/fitted,” “hug/hugged,” “care/cared,” “change/changed,” “surprise/surprised”
2. **Work Time (10 minutes)**
 - A. Interactive Writing: Writing a Silly Sentence with Words that End in “-ed” and Words that Follow the 1-1-1 Doubling Rule or Magic “e” Rule, and Contractions with “could”
3. **Closing and Assessment (2 minutes)**
 - A. Reflecting on Learning
4. **Differentiated and Small Group Instruction and Rotations**

Daily Learning Targets

- I can read, and spell words that follow the 1-1-1 doubling rule and magic “e” rule for vowel suffixes “-ed.” (RF.2.3, L.2.2)
- I can write a sentence using words that follow the 1-1-1 doubling rule or magic “e” rule for vowel suffixes “ed” and contractions containing “would.” (L.2.2)

Ongoing Assessment

- Observe students during Work Time A.
 - Determine whether they can write the given sentence following basic concepts of print such as directionality and spacing.
 - Also determine whether they can identify and apply the 1-1-1 doubling rule and magic “e” rule using “-ed.”
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Lesson 49

RF.2.3, RF.2.3b, RF.2.3d, RF.2.3f, RF.2.4, RF.2.4b, RF.2.4c

Agenda

1. **Opening (3–5 minutes)**
 - A. Snap or Trap Review: “anything,” “could,” “he’d,” “I’d,” “you’d,” “o’clock,” “played,” “walked”
2. **Work Time (10 minutes)**
 - A. Fluency

3. Closing and Assessment (2 minutes)

A. Reflecting on Learning

4. Differentiated and Small Group Instruction and Rotations**Daily Learning Targets**

- I can find regularly spelled high-frequency words in a list of words. (RF.2.3a, RF.2.3f)
- 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 regularly spelled high-frequency words and explain what makes them “regularly spelled.”
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

RF.2.3, RF.2.3d, L.2.2, L.2.2d**Agenda****1. Opening (3–5 minutes)**

A. Word Workout: Word Stars

2. Work Time (10 minutes)

A. Word Workout: Exercise Practice

3. Closing and Assessment (2 minutes)

A. Reflecting on Learning

4. Differentiated and Small Group Instruction and Rotations**Daily Learning Targets**

- I can identify the sound of “-ed” when adding it to the end of a CVC, VVC, VCC, and CVCe base word. (RF.2.3, L.2.2)
- I can read and spell CVC, VCC, VVC, and CVCe words with suffix “-ed.” (RF.2.3, L.2.2)

Ongoing Assessment

- Observe students during Opening A. Determine whether they can explain the three sounds “-ed” makes when added to CVC, VCC, VVC, and CVCe words.
- Observe students during Work Time A. Determine whether they are able to spell CVC, VCC, VVC, and CVCe words correctly when adding the “-ed” suffix.
Exit ticket (see Differentiated Small Groups: Work with Teacher).

Lesson 46 Teaching Notes

Purpose of lesson and alignment to standards:

- The Opening Syllable Sleuth instructional practice focuses on decoding two-syllable words using the syllable types and spelling patterns accumulated thus far. This includes closed (CVC), open (CV), magic “e” (CVCe), r-controlled, and vowel teams. Students examine written words and identify the syllable types and use the information to successfully decode the words. Most of the words in this lesson are two-syllable words with short vowel sounds. Notice that some words are nonsense words, which push students to only decode and not just remember the word.
- An important understanding in decoding multisyllabic words is that every syllable has one vowel *sound* as opposed to one vowel letter. Continue to echo this throughout the lesson.
- In Work Time A, students discover the three sounds “-ed” makes when added to a base word: /id/, /t/, and /d/. They also examine the base words and learn that the pronunciation of “-ed” is dependent on the consonant at the end of that base word. For example, if the base word ends in “d” or “t,” the “-ed” is pronounced /id/. Students are introduced to an anchor chart that identifies what sound “-ed” makes based on the consonant at the end of the base word.
- Important note about the suffix “-ed”: This suffix denotes past tense. There are three sounds of “-ed.” The most frequent is /id/ as in “landed,” followed by /t/ as in “jumped,” and the least frequent is /d/ as in “sailed.”

How it builds on previous work:

- Over the course of the modules in the Grade 1 curriculum and in Module 1 of second grade, 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:

- In the Closing, students reflect on taking responsibility for their own learning during whole group instruction or differentiated small group instruction and consider their own goals (example: “I noticed that words with ‘-ed’ at the end have three different sounds. I will look at the spelling to help me pronounce ‘-ed’ endings correctly”). Consider asking students to name how they also are building habits of character (examples: persevering, listening to a partner).
- The Syllable Sleuth instructional practice will continue throughout Modules 2–4 as students encounter different syllable types in multisyllabic words. Consider an appropriate pace for building familiarity with this new instructional practice that supports students as they discover different syllable types.
- The Words Rule instructional practice will continue throughout Modules 2–4 as students discover different patterns and generalizations applicable to the words encountered in text. Consider an appropriate pace for building familiarity with this new instructional practice that supports students as they notice and discover these patterns and generalizations.

Lesson 47 Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson includes three instructional practices: Engagement Text Read-aloud with an optional Comprehension Conversation, Snap or Trap, and Decodable Reader: Partner Search and Read.
- In Opening A and B, students work with the Engagement Text: *Sunnyside Gazette*: “Sunnyside High School Band going to State Championship!” 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. If students are familiar with the Grade 1 and/or Kindergarten curriculum, they will notice that the Grade 2 Engagement Text has a different format: a local newspaper called the *Sunnyside Gazette*. The *Gazette* reports on events around the neighborhood of the familiar kindergarten and first-grade characters Pat, James, Sam, Chip, and Josh.
- In Opening B, consider asking students suggested (or similar) text-based comprehension questions. Although the Foundational 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 will learn new high-frequency words (RF.2.3f). They examine each word to determine if it is irregular or not and why. Students grapple with this concept until they determine the reason for it being irregular, or a trap word because it “doesn’t play fair.” Note that this lesson includes contractions. These words include two regularly spelled words (“he” and “I”) and two irregularly spelled words (“you” and “o’clock”) involving contractions with “could” and “of the.” Students examine these four words and learn that the apostrophe “d” represents the word “could” and the “o” apostrophe represents the words “of the.” The two contractions with irregularly spelled words can go in the Trap column and the two with regularly spelled words can go in the Snap column of the T-chart. The other words in this cycle are: “anything” and “would.” Once they have learned these words, they are placed on the classroom Interactive Word Wall.
- In Work Time B, before students read the Decodable Reader: “The Marching Band,” alone or in pairs, they search for the irregularly-spelled, high-frequency words from Work Time A. Pairing students during the Decodable Reader routine provides support for students 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 spelling pattern(s) from the current cycle (words with “-ed” ending) to decoding words with vowel teams, multisyllabic words, and irregularly spelled high-frequency words.

Down the road:

- In the Closing, students reflect on taking responsibility for their own learning during whole group instruction or differentiated small group instruction and the role of goal setting (example: “I found all of the irregularly spelled words in the Decodable Reader and highlighted them. I’ll look for those irregular words when I’m reading on my own so that I get them in my memory”). Consider asking students to name how they also are building habits of character (examples: persevering, listening to a partner).

Lesson 48 Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A, students engage in the shorter Opening version of the Words Rule instructional practice (used first as a Work Time instructional practice for the first lesson of the cycle). In this practice, students discover spelling patterns in words and apply their knowledge of syllable types to identify when each pattern is applied. They work with the 1-1-1 doubling rule from Cycle 9 and revisit the magic “e” rule introduced in Grade 1. Both of these rules involve the spelling of base words when adding a suffix beginning with a vowel (in this case “-ed”). This knowledge supports students’ ability to decode and encode words by generalizing these spelling patterns.
- In Work Time A, students first brainstorm a list of words that follow the 1-1-1 doubling rule and magic “e” rule, writing them on their white boards, then check 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:

- In the Closing, students reflect on their daily progress toward becoming a more proficient reader and the role of goals they set. Throughout the module, guide students toward more specific responses (example: “I can identify words that follow the 1-1-1 doubling rule when I am writing so I can spell them correctly”). Consider directing students to name character traits/work habits (examples: persevering, listening to a partner).

Lesson 49 Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A, students examine a group of high-frequency words and identify those that are regularly spelled (snap words). They support their identification by articulating the grapho-phonemic (letter-sound) connections that make those words snap words (i.e., the spelling sound correspondences make them easily decodable) while providing a review of already-taught and easily decodable high-frequency words (RF.2.3).
- In Work Time A, students interact with an excerpt from the Decodable Reader: “The Marching Band.” They think about how to apply the elements of fluency they identified via the song in Work Time A to this excerpt and work together to read this piece fluently (RF.2.4).
- Consider collecting the sentences and excerpts of text used in the Work Time on chart paper in such a way that they can be practiced by the group, in pairs, or individually. This might 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 regularly spelled high-frequency words accumulated in Grade 1 and previous Grade 2 cycles and new high-frequency words introduced in this cycle. 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:

- In the Closing, students reflect on taking responsibility for their own learning during whole group instruction or differentiated small group instruction (example: “I was able to read the decodable text smoothly. I am still working on reading the right speed, not too fast”). Consider asking students to name how they also are building habits of character (examples: persevering, listening to a partner).

Lesson 50 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 learn a new version of a familiar exercise: Word Stars. In this exercise, students apply their knowledge of syllable types to read and spell words with the “-ed” suffix correctly (RF.2.3, L.2.2).
- In Work Time A, students first practice the exercise: Word Stars. As time allows, students may practice an exercise from a previous cycle. Students build their workout by practicing these exercises as a review of skills taught thus far.

- In the Grade 1 curriculum, a cycle assessment is administered for each cycle. In Grade 2, the assessments become more time-consuming. As a result, assessments are only administered at mid- and end of module. For each cycle without an assessment in Modules 1 and 2, a new review exercise is introduced. In Modules 3 and 4, the teacher may choose from any of the taught review exercises.

How it builds on previous work:

- This lesson continues the work of adding the suffix “-ed” to base words.

Down the road:

- In the Closing, students reflect on taking responsibility for their own learning during whole group instruction or differentiated small group instruction (example: “I know that magic ‘e’ is taken away when I add the ‘-ed’ suffix to CVCe words. My goal is to spell those words correctly”). Consider asking students to name how they also are building habits of character (examples: persevering, listening to a partner).

Preparation and Materials

- Syllable Sleuth Word List in a transparent sleeve (one per student or pair)
- /d/, /t/, and /id/ Word Cards (Lesson 46)
- Pronunciation of “ed” anchor chart
- Cycle 10 Assessment (Optional)
- Enlarged Engagement Text: *Sunnyside Gazette*: “Sunnyside Band Going to State Championship!” (one to display)
- Enlarged Decodable Reader: “The Marching Band” (one to display)
- Decodable Reader: “Marching Band” (one per student)
- Highlighting tape (for the teacher to use to highlight the Decodable Reader; optional)
- Highlighters (one per student and one for teacher)
- Snap or Trap Word Cards (write the following words on index cards: “he’d,” “I’d,” “you’d,” “o’clock,” “anything,” “would”)
- Snap or Trap T-chart (on white board or chart paper; Snap on one side and Trap on the other)
- Doubling Rule Word Cards (one to display; one per pair)
- Magic “e” Word Cards (one set to display; one per pair)
- Doubling Rule and Magic “e” Rule T-charts
- White boards, white board markers, and white board erasers (one per student)
- Snap or Trap T-chart (one for teacher use)
- Interactive Word Wall

- Enlarged selected excerpt from the Decodable Reader: “The Marching Band” (one for display)
- Individual copies of excerpt from the Decodable Reader: “The Marching Band” (one per student)
- Rules of Fluency index cards: “smoothly,” “with expression,” “with meaning,” “just the right speed”
- Prepare /d/, /t/, and /id/ Word Cards (write the following words on index cards: “wanted,” “needed,” “helped,” “fixed,” “called,” “loved”)
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher)