Grade 2: Module 3: Cycle 16

Overview

Introduced in This Cycle

/j/ at end of word spelled "-dge," "-ge";/ē/ spelled "ei" and /ōō/ spelled "eu" (read only)

High-Frequency Words

"meant," "against," "receive," "supposed," "surprise"

Cycle Word List

In this cycle, students are introduced to generalizations for the following spellings of the phoneme /j/: "–dge" and "-ge". These patterns are the primary focus of the cycle, although students are also introduced to /ē/ spelled "ei" and /ōō/ spelled "eu" (decoding only). Examples of words used in this cycle include:

"-dge"	"-ge"	/ē/ spelled "ei"	/ōō/ spelled "eu"
badge	age	Keith	Seuss
bridge	cage	Sheila	
ledge	huge		sleuth
porridge	stage	weird	
ridge	surge		

Cycle at a Glance

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

Agenda

1. **Opening (3–5 minutes)**
   A. Syllable Sleuth: Two-Syllable Words: "sim-ple," "lock-ing," "tur-tle," " jum-ble," "sep-tic," "snif-fle," "un-stick," "shock-er," "moi-ble"
2. **Work Time (10 minutes)**
   A. Words Rule: Vowel Teams "ei" and "eu" and Words Ending in "-dge" and "-ge"
3. **Closing and Assessment (2 minutes)**
   A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40–45 minutes)**

Lesson 77

Daily Learning Targets

- I can use my knowledge of syllable division to help me decode two-syllable words. (RF.2.3)
- I can read words with the vowel teams "ei" and "eu" and read and spell words with the endings "ge" and "dge." (RF.2.3, L.2.2)

Ongoing Assessment

- Observe students during Opening A. Determine whether they can accurately divide words into syllables and use that knowledge to decode two-syllable words.
- Observe students during Work Time A. Determine whether they can read words with the common endings "-dge" and "-ge."
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

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

Agenda

1. **Opening (3–5 minutes)**
   A. Engagement Text Read-aloud: "Bike Over the Bridge"
   B. Comprehension Conversation (optional)
2. **Work Time (10 minutes)**
   A. Snap or Trap: "meant," "against," "receive," "supposed," "surprise," "really," "anything," "through"
   B. Decodable Reader: Partner Search and Read: "The Huge Package"
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 retell the events from the current edition of *Sunnyside Gazette*: "Bike Over the Bridge."
- Using evidence from the text, I can answer questions about the current edition of the *Sunnyside Gazette*: "Bike Over the Bridge." (optional)
- I can read regularly spelled high-frequency words and words that "don't play fair": "meant," "against" "receive," "supposed," "surprise," "really," "anything." (RF.2.3f)
- I can read the decodable text: "Too Many Choices!" (RF.2.3)

Ongoing Assessment

- Observe students during Work Time A.
  — Determine whether they can read high-frequency words.
  — Also determine why the words are 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 words, words containing vowel teams (one- or two-syllable) and other vowel patterns (examples: "-dge" and "-ge"), and irregularly spelled high-frequency words.

■ Exit ticket (see Differentiated Small Groups: Work with Teacher).

Lesson 78

RF.2.3, RF.2.3a, RF.2.3b, RF.2.3d, RF.2.3e, L.2.2, L.2.2d

Agenda

1. **Opening (3–5 minutes)**
   A. Word Parts: Suffixes "-ly" and "-y"
2. **Work Time (10 minutes)**
   A. Interactive Writing: Writing a Silly Sentence with "-dge" and "-ge" Words and Other Familiar Patterns
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 add a prefix and/or a suffix to a base word to make and decode a new word. (RF.2.3)

■ I can write a sentence using words with the spelling patterns: "-dge" and "-ge" and other patterns I've learned. (RF. 2.3, L.2.2d)

Ongoing Assessment

■ Observe students during Opening A. Determine whether they can identify a base word, prefix, and suffix.

■ Observe students sharing the pen (or following along) concepts of print such as directionality and spacing.

■ Observe students during Work Time A.
   — Determine whether they can identify common spelling patterns for /j/ at the end of a word ("-dge" and "-ge").
   — Also determine whether they can apply spelling patterns in writing words on white boards.

■ Exit ticket (see Differentiated Small Groups: Work with Teacher).

Lesson 79

RF.2.3, RF.2.3e, RF.2.4, RF.2.4b, RF.2.4c, L.2.2, L.2.2d

Agenda

1. **Opening (3–5 minutes)**
   A. Words Rule: Homophones: "threw" and "through"
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)**

Lesson 80

Daily Learning Targets

- I can identify homophones and determine what they mean and when to use them. (RF.2.3, L.2.2)
- 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 which words in a text are homonyms, use context to determine the meaning of each word, and select the correct word to complete a new sentence.
- Observe students during Work Time A. Determine whether they can group words in logical phrases and attend to punctuation to read the text fluently.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

RF.2.3, RF.2.3d, RF.2.3e, RF.2.3f, L.2.2, L.2.2d, RF.2.4, RF.2.4b, RF.2.4c

Agenda

1. **Opening (5–7 minutes)**
   A. Review (optional)
   B. Setting Purpose for the Assessment
2. **Work Time (50 minutes)**
   A. Extended Differentiated Small Group Instruction: Assessment and Goal Setting
3. **Closing and Assessment (3 minutes)**
   A. Reflecting on Learning

Daily Learning Targets

- I can review the sound spelling patterns from Cycles 13–16: (RF.2.3) words with C-le syllable type ending, words with "-k," "-ck," and "-ic" endings, words with "-dge" and "-ge" endings, and the magic "e" rule when adding vowel suffixes.
- I can apply what I've learned to read and write words in isolation and in text. (RF.2.3, RF.2.4, L.2.2)

Ongoing Assessment

- Mid-Module3 Assessment

Lesson 76   Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A, the Syllable Sleuth instructional practice provides review of and practice with the sound spelling patterns accumulated to this point. Students apply their knowledge of syllable division to divide and decode two-syllable words. Words chosen for this lesson provide practice with the C-le syllable type introduced in Cycle 13 and continued in Cycle 14 as well as syllables ending in "-k," "-ck," and "-ic," introduced in Cycle 15 (RF.2.3c).

- 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, the Words Rule instructional practice begins a little differently in this lesson. Instead of beginning with a display of individual words, students examine a sentence that includes words with the less common vowel teams "ei" and "eu" for the vowel sounds /ē/ and /ōō/, respectively. This allows teachers and students to attach these spelling patterns to the vowel sounds in the words. This sentence is followed by two others that continue the "story" from that first sentence. These sentences contain words with the sound /j/ at the end, spelled with "-dge" and "-ge." The remainder of Work Time leads students to discover the generalization for these two spellings of the /j/ sound. Two options for a final step in Work Time A are offered. One involves decoding words with "-dge" and "-ge" in short sentences, and another involves word dictation to spell high-utility words with "-dge" and "-ge." Consider which of the options best meet your students' needs. You may consider developing the spelling dictation during differentiated small group instruction, as the generalizations for when to use those patterns in writing is challenging for many young students.

- Note about the patterns in this cycle: The /j/ sound at the end of a word is not spelled with the letter "j." That sound is either spelled with "-dge" or "-ge." "-dge" is used right after an accented short vowel (examples: "badge," "ledge," "porridge"). "-ge" is used with words with long vowel (examples: "cage," "huge"). "-ge" is also used if the short or long vowel already has the consonant "l," "n," or "r" right after it (examples: "bulge," "range," "urge").

How it builds on previous work:

- Over the course of the modules students have 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). They have also worked with suffixes including "-ed," "-er," and "-ing." In this lesson, students practice decoding two-syllable words using combinations of those syllable types as well as some with those suffixes.

Down the road:

- In the Closing, students reflect on the role of the individual as part of a larger group in fostering continued growth in knowledge and skills. They consider how they can support the development of their peers and benefit from what those peers have to offer. Consider developing an ongoing routine during which concrete examples are collected and categorized. The collection can be used as a reference for students, encouraging them to enlist peer support when working toward their own personal goals.

Lesson 77   Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A and B, students work with the Engagement Text: "Bike Over the Bridge." 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.

- In Opening B, consider asking students suggested (or similar) text-based comprehension questions. Although the K–2 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 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: "meant," "against," "receive," "supposed," "surprise," "really," "through," and "anything" (RF.2.3f). Students must determine which are "snap" (easily decodable) and which are "trap" (difficult to decode/irregular) words and explain their thinking.

- In Work Time B, before students read the Decodable Reader: "The Huge Package" 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:

- In the Decodable Reader, "The Huge Package," students must apply what they have learned about the sound spelling pattern(s) from the current cycle ("-dge" and "-ge," and "ei") and previous cycles to read words with vowel teams, multisyllabic words, and irregularly spelled high-frequency words.

Down the road:

- In the Closing, students reflect on the role of the individual as part of a larger group in fostering continued growth in knowledge and skills. They consider how they can support the development of their peers and benefit from what those peers have to offer. Consider developing an ongoing routine during which concrete examples are collected and categorized. The collection can be used as a reference for students, encouraging them to enlist peer support when working toward their own personal goals.

Lesson 78   Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A, Word Parts, students build on their understanding of affixes (prefixes and suffixes)as word parts added to the beginning and end of a base word. In this lesson, students work with known word parts to create, read, and define new words. Identifying and understanding the role of affixes (prefixes and suffixes) when they are added to a base word allows students to more easily decode and understand an unknown word (RF.2.3d). This lesson uses one syllable base words with the following syllable types: closed (examples: "luck," "rock," "dust"), CVCe (examples: "safe," "hike"), and the patterns "ind" (example: "kind") and "ost" (example: "most"). This lesson introduces the suffixes "-ly" (example: "kindly") and "-y" (example: "rocky").

- In Work Time A, students first brainstorm words with the spelling patterns: "-dge" and "-ge," write them on their white boards then check with the larger group to ensure correct spelling. Then, the teacher and class work together to compose and write a silly sentence using some of the words. Ideally, these sentences should also include some words that allow for practice with patterns from prior cycles (example: C-le). Two possible sentences that allow for such review are provided. Consider presenting students with these sentences (including a third

option you may create) and allowing them to decide which to use for the lesson. Because these words use familiar patterns, 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 the patterns.

■ 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 Module 3 (to decode in isolation, read in a text, and spell words). Students now apply all of these skills to construct a shared sentence using many of those patterns.

Down the road:

■ In the Closing, students reflect on the role of the individual as part of a larger group in fostering continued growth in knowledge and skills. They consider how they can support the development of their peers and benefit from what those peers have to offer. Consider developing an ongoing routine during which concrete examples are collected and categorized. The collection can be used as a reference for students, encouraging them to enlist peer support when working toward their own personal goals.

Lesson 79   Teaching Notes

Purpose of lesson and alignment to standards:

■ This lesson includes a Words Rule opening focused on homophones. In this version of the Words Rule practice, 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.

■ In Work Time A, students interact with an excerpt from the Decodable Reader: "The Huge Package." This lesson does not start with the teacher modeling. Instead, the students consider what it means to read "smoothly" (phrased) and read "with meaning" (reflect what is happening; example: the feeling or mood). They work with their partners to analyze the excerpt with that focus, annotate their text for phrasing, and practice reading fluently with each other (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 may involve collecting them into a class notebook, individual notebooks, or displaying them on chart paper.

How it builds on previous work:

■ Students have learned the high-frequency word "through" and the spelling pattern "ew" (/ōō/). The words "through" and "threw" are homophones with very different spellings of the same vowel sound. In Opening A, they learn that these are homophones (words that sound the same but are spelled differently) and use context to determine the meaning.

■ 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 the role of the individual as part of a larger group in fostering continued growth in knowledge and skills. They consider how they can support the development of their peers and benefit from what those peers have to offer. Consider developing an ongoing routine during which concrete examples are collected and categorized. The collection can be used as a reference for students, encouraging them to enlist peer support when working toward their own personal goals.

Lesson 80 Teaching Notes

Purpose of lesson and alignment to standards:

■ In Opening A and B students are reminded of the sound spelling patterns they've been working on in the module. They consider how the knowledge and skills they've learned support proficient reading and writing and think about the role of assessment and feedback in taking ownership of their own learning. Assessments in second grade are longer than those in first. As a result, the Opening A review is short to accommodate the extra time needed to administer the assessment. This Opening can be optional; if students would benefit from a brief review or any or all of the patterns as suggested in the Opening sequence, it can be used; otherwise, move directly into small group differentiated time to administer the assessment.

■ This is the Mid-Module 3 Assessment. It assesses knowledge and skills from Cycles 13–16. Work Time for this lesson, as with all assessment lessons, involves extended differentiated small group instruction to allow time for the teacher to meet with each group to administer the assessment. Assessments are on-demand and can be reviewed with students immediately or at a later time so they can analyze their errors and establish personal goals. See the Assessment Overview document for further details.

How it builds on previous work:

■ This lesson is the Mid-Module Assessment for Module 3. This lesson reviews and assesses the sound spelling patterns worked with in Cycles 13, 14, 15, and 16 and spelling generalizations: the C-le syllable type, the magic "e" rule when adding vowel suffixes, /k/ at end of words spelled "-c" or "-ck" (and the spelling generalization), and /j/ at end of words spelled "-dge" or "-ge," and long "e" spelled "ei" (for decoding only). These spelling generalizations take time and repeated practice to develop. The words provided in the Spelling assessment allow the teacher and student to see what generalizations are beginning to develop. Note that there are some nonsense words to decode included in the assessment. This requires students to decode rather than rely on memory of a word. During Work Time A, students complete the Mid-Module Assessment, where they read and write single- and two-syllable words with these patterns in isolation and in text. The assessment also includes a high-frequency word component and a short passage to assess fluency.

Preparation and Materials

- Syllable Sleuth Word List in a transparent sleeve (one per student or per pair)
- Enlarged Sentences for Work Time A
- Enlarged "-dge" and "-ge" Work Time Words T-chart (for display)
- "-dge" and "-ge" sentences (one per student)
- Enlarged Engagement Text: "Bike Over the Bridge"
- Enlarged Decodable Reader: "The Huge Package" (one to display)
- Decodable Reader: "The Huge Package" (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 (see supporting materials)
- Tape, magnet, or other material to fasten Snap or Trap Word Cards to the Snap or Trap T-chart
- High-Frequency Word Cards (one of each; for teacher to place on the Interactive Word Wall)
- Snap or Trap Word List (see Teaching Notes, "In Advance" above; one of each)
- Snap or Trap T-chart (on white board or chart paper; Snap on one side and Trap on the other)
- Interactive Word Wall (one to display)
- Word Parts Cards: "safe," "luck," "like," "kind," "most," "rock," "dust,""hike," "-ing," "-er," "-ed," "-s," "-y," "-ly," "un-," "re-"
- Word Parts T-chart (three-column chart with headings: Prefix, Base Word, and Suffix) (one for teacher display)
- Spelling Pattern Cards ("-dge" and "-ge")
- Enlarged Knowing When to Use "-dge" or "-ge" chart (for display)
- Knowing When to Use "-dge" or "-ge" chart (one for display)
- White boards, white board markers, and white board erasers (one per student)
- Homophone Demonstration Sentence #1:"She threw the huge ball right through the hoop."
- Homophone Demonstration Sentence #2: "The dog raced through the tunnel right after his owner threw the bone."
- Homophone Practice Sentences on chart paper
- Homophone Word Cards
- Rules of Fluency index cards
- Individual copies of excerpt from the Decodable Reader:"The Huge Package" (one per student)
- Prepare possible silly sentence examples from which students can choose (consider generating your own): "The strange beagle nibbles the large pickle on the edge of the rocky stage." "I urge you to fix the hinge on the fridge that sticks when I pledge to eat fudge and porridge."
- Enlarged suggested spelling words with consonant-le rules (optional)

- Enlarged suggested magic "e" rule for vowel suffixes (optional)

- Enlarged suggested "-k,""-ck," and "-ic" rules (optional)

- Enlarged suggested "-dge" and "-ge" rules (optional)

- Mid-Module 3 Assessment (one per student; see supporting materials)

- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher)