



Daily and Supporting Learning Targets

- Opening A: I can use my knowledge of syllable division to help me decode two-syllable words. (RF.2.3)
 - I can decode (regularly spelled) two-syllable words with long vowels.
 - I can decode words with other vowel patterns.
 - I can apply generalizations for decoding words with common vowel teams.
- Work Time A: I can read and spell words using the 1-1-1 doubling rule with vowel suffixes. (RF.2.3, L.2.2)
 - I can decode words with common suffixes.
 - I can identify common spelling patterns for adding affixes to words.

Ongoing Assessment

- Observe students during Opening A. 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 identify the doubling pattern generalization for adding vowel suffixes.
 - Also determine whether they can apply spelling patterns in writing words on whiteboards.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Agenda

1. **Opening (3–5 minutes)**
 - A. Syllable Sleuth: Two-Syllable Words: “dis-play,” “soy-bean,” “point-y,” “floun-der,” “scout-ing,” “houf-ry,” “shoip-ert”
2. **Work Time (10 minutes)**
 - A. Words Rule: Doubling Rule for One-Syllable Words: “run,” “clap,” “plan,” “drum,” “scrub,” “sit”
3. **Closing and Assessment (3–5 minutes)**
 - A. Reflecting on Learning
4. **Differentiated and Small Group Instruction and Rotations (40–45 minutes)**

Teaching Notes

In advance:

- Copy Syllable Sleuth Word List (one for each set of partners).
- Cut apart Doubling Rule Word Cards (for display).
- Cut apart Base Words with “ing,” Base Words with “er,” and Base Words with “s” (for display).
- Cut apart Practice Word Cards (for display).
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher).

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- syllable, similar, patterns (L)

Materials

- ✓ Syllable Sleuth Word List in a transparent sleeve (one for each set of partners)
- ✓ Whiteboard markers (one per student)
- ✓ Whiteboard erasers (or tissues, socks, etc.; one per student)
- ✓ Doubling Rule Word Cards (one set for display)
- ✓ Base Words with “-ing” Word Cards (one set for display)
- ✓ Base Words with “-er” Word Cards (one set for display)
- ✓ Base Words with “-s” Word Cards (one set for display)
- ✓ Whiteboards (one per student)
- ✓ Clipboards if not sitting at a desk (one per student; optional)
- ✓ Practice Word Cards (one set for display)
- ✓ Cycle 9 Assessment (optional)

Opening

A. Syllable Sleuth: Two-Syllable Words: “dis-play,” “soy-bean,” “point-y,” “floun-der,” “scout-ing,” “houf-ry,” “shoip-ert”

- (Suggested transition song, sung to the tune of “I’ve Been Workin’ on the Railroad”):

“We’ve been workin’ on some long words, sound by sound, by sound. We’ve been workin’ on some long words, so we can read more words aloud. We take a word like ‘maybe’ and break it into parts. ‘May’ plus ‘be’ makes ‘maybe,’ and now it’s time to start!”
- Begin the Syllable Sleuth instructional practice:
 1. Teacher says: “It’s time to be syllable sleuths. We are going to find some clues to help us figure out how to break longer words into parts so we can read them. Let’s start with a new word.”
 2. Teacher writes the word on the board: “display.”
 3. Teacher models the Syllable Sleuth practice aloud:
 - “Look for the vowels and put a dot below each.”
 - “Look for the consonants between the vowels.”
 - “Divide the word (in this case, between the two consonants).”

4. Teacher draws a swoop under the first syllable and asks:
“What vowel sound do we hear in this first syllable?” (/i/)
“How do we pronounce this first syllable?” (“dis”)
5. Teacher draws a swoop under the second syllable and asks:
“What vowel sound do we hear in the second syllable?” (/ā/)
“What is this second syllable?” (“play”)
6. Teacher asks:
“And how would we read this word?” (“display”)
7. Teacher says: “Right! Remember, a sleuth is a detective. When you’re a syllable sleuth, your job is to search for the clues that let you know you have found a syllable. As a syllable sleuth, you will look for vowel sounds to see how to divide the words into syllables to read them.”
8. Teacher distributes **Syllable Sleuth Word List in a transparent sleeve, whiteboard markers, and whiteboard erasers.**
9. Students complete Syllable Sleuth Word List.
10. Teacher reminds students (if needed) of the steps in the Syllable Sleuth practice that were just modeled:
 - “Locate the vowels and put a dot below them.”
 - “Look between the vowels.”
 - “Divide the word into syllables.”
 - “Pronounce each syllable according to the spelling pattern (i.e., closed, open, magic ‘e,’ r-controlled, and vowel team).”

Meeting Students' Needs

- When working with words such as “flounder,” where two vowels are used to indicate one sound, continue to remind students that every syllable has one vowel *sound* (as opposed to one vowel *letter*).
- Consider annotating the letters in a vowel team by placing a dot under each and drawing a straight line between the dots. This can serve as a visual, reinforcing the fact that while there are two vowels, they make just one sound.
- Step 9 can be done in a variety of ways, including:
 - Students apply Syllable Sleuth steps to one word at a time. After each word, the teacher models the division and decoding and students check their work.
 - Students work through the list independently or with partners. After a set period of time, the teacher models the division and decoding of each word while students check their work.
- See Syllabication Guidance document as needed. Below is the syllable division for words used in Opening A: “dis-play,” “soy-bean,” “point-y,” “floun-der,” “scout-ing,” “houf-ry,” “shoip-ert.”

Work Time

A. Words Rule: Doubling Rule for One-Syllable Words: “run,” “clap,” “plan,” “drum,” “scrub,” “sit”

- (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 Words Rule instructional practice:

1. Teacher displays **Doubling Rule Word Cards** on the board and reads them aloud (in random order left to right in one or two horizontal rows): “run,” “clap,” “plan,” “drum,” “scrub,” “sit.”
2. Teacher says: “Now read these words to yourself and think about what you notice about these words.”
3. Students read words silently and notice similarities in the words.
4. Teacher says: “Now I would like you to share with your elbow partner what you noticed.”
5. Students share with an elbow partner what they noticed.
6. Teacher asks:

“Who would like to share what they noticed about these words?” (They all have one syllable; they all have one consonant at end; they all have one short vowel.)

7. Teacher says: “Right. These words all have one syllable, one consonant at the end, and one short vowel.”
8. Teacher writes “1 syllable + 1 consonant at the end + 1 short vowel” on the board.
9. Teacher points to each Word Card in turn and asks:

“Now what if I wanted to change ‘run’ to ‘running,’ ‘clap’ to ‘clapping,’ ‘plan’ to ‘planning,’ ‘drum’ to ‘drumming,’ ‘scrub’ to ‘scrubbing,’ and ‘sit’ to ‘sitting’? What sound do you hear added at the end of all of those words?” (/ing/)

“How is that sound spelled?” (“ing”)

10. Teacher says: “Great! We’ll need to add the suffix ‘-ing’ to all of these base words. Let’s see what the words look like when we do that.”
11. Teacher places the **Base Words with “-ing” Word Cards** below each card on the board (“running” below “run,” “clapping” below “clap,” and so on).
12. Teacher asks:

“What happened to the base words when the suffix ‘ing’ was added?” (The final consonant was doubled.)
13. Teacher says: “Let’s see if that happens when we add other suffixes to these words.”
14. Teacher places **Base Words with “-er” and Base Words with “s” Word Cards** below each word on the board (i.e., “runner” and “runs” below “run” and “running,” and so on).

15. Teacher asks:
 - “What happened to the base words when the two suffixes that start with vowels, ‘-ing,’ and ‘-er,’ were added?” (The final consonant was doubled.)*
 - “What happened to the base words when the suffix that doesn’t start with a vowel, ‘-s,’ was added?” (Nothing; it stayed the same.)*
16. Teacher points to the “1 syllable + 1 consonant at the end + 1 short vowel” written on the board (from step 8) and says: “There must be a rule about adding suffixes that start with a vowel to words with one syllable, one consonant, and one short vowel.”
17. Teacher invites one or two students to share their ideas on what the rule could be (double the final consonant when adding a vowel suffix to these words).
18. Teacher says: “Let’s call this the 1-1-1 doubling rule. When we add a vowel suffix like ‘-ing’ or ‘-er’ to a one-syllable word with one consonant at the end and one short vowel sound, we have to double the consonant.”
19. Teacher says: “Now let’s practice. I’ll put some new base words on the board and we’ll add ‘-ing,’ ‘-er,’ or ‘-s’ suffixes to the end.”
20. Teacher displays **Practice Word Cards** on the board.
 - Either:
 - Teacher reads one aloud and invites students to add “-s,” “-er,” or “-ing” to the end and write the new word, confirms the spelling, and repeats with two or three more words.
 - Or:
 - Students work in pairs. Partner A chooses a word from the practice words displayed, such as “shed,” and asks Partner B to add either “-ing” or “-er” to the end and write the new word. Partner B reads the student to Partner A, and then the partners switch.

Meeting Students’ Needs

- To support students’ identification in steps 2–6 of the similarities in the words, consider asking the following:
 - “What can you tell me about the number of syllables in each word?” (They all have one.)
 - “What can you tell me about the sounds of the vowels in the words?” (short)
 - “What can you tell me about the consonants/letters at the end of each word?” (just one consonant at the end)
- Remind students as needed that the “-er” suffix when added to these base words acts as a “doer” suffix. For example, a “runner” is someone who runs.
- Consider providing support as students make connections between spelling patterns and syllable types with sentence frames. Example:
 - “I notice when ‘-ing’ is added to a closed syllable, I need to double the consonant to keep that syllable closed.”
- Consider extending the level of word analysis required in this Work Time by inviting students to identify the part of speech common to all of the base words (verbs).

- Consider showing how a base word like “jump” does not double the final consonant when adding “-er” or “-ing.” Remind students that while it is a one-syllable word with one short vowel, there are two consonants at the end, so it doesn’t follow the 1-1-1 doubling rule.

Closing and Assessment

A. Reflecting on Learning

- Emphasize that successful learners take responsibility for their learning by setting goals for themselves. Invite students to reflect on something concrete they can work on during whole group or differentiated small group instruction. This may be based on their assessment goal-setting conferences, on feedback during differentiated small group work, or on their own self-identified needs. Example:
 - “My goal is to identify vowel sounds in words. I am going to work toward that goal in small group time.”

Meeting Students' Needs

- For students who need additional support organizing their ideas: Provide sentence frames. Examples:
 - “My goal is to ____.”
 - “When I work toward my goal during small group time, I will ____.”

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 words with “-ing” and “-er” using Letter Tiles (see K-2 Word List for examples of short vowel words).
 - Students write list of words created as 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; see K–2 Word List for examples)
 - 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 “-ing” and “-er” 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 “-ing” and “-er” words that follow the 1-1-1 doubling rule.
- Check in with Accountable Independent Reading.
- Activity Bank activities:
 - An Activity Bank Activity from the Affix category (A)
- Additional Supporting Materials:
 - Sentence Builders (found in Supporting Materials)
 - Paper and writing utensils (optional; for students to write sentences)

Consolidated Alphabetic:

- Students complete exit ticket:
 - Students complete Sentence Builders with “-ing” and “-er” 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 “-ing” and “-er” words that follow the 1-1-1 doubling rule as they can.
- Additional Supporting Materials:
 - Sentence Builders (found in Supporting Materials)
 - Paper and writing utensils (optional; for students to write sentences)