



Daily and Supporting Learning Targets

- Opening A: I can read and spell words that follow the 1-1-1 doubling rule for vowel suffixes “-ing” and “-er.” (RF.2.3, L.2.2)
 - I can decode words with common suffixes.
 - I can identify common spelling patterns for adding affixes to words.
- Work Time A: I can write a sentence using words that follow the 1-1-1 doubling rule for vowel suffixes “-ing” and “-er.” (L.2.2d)
 - I can identify common spelling patterns for adding affixes to words.

Ongoing Assessment

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

Agenda

1. Opening (3–5 minutes)

A. Words Rule Review: The 1-1-1 Doubling Rule: “grab/grabbing,” “scan/scanning,” “shred/shredder,” “clip/clipper,” “hug/hugging,” “chop/chopper”

2. Work Time (10 minutes)

A. Interactive Writing: Writing a Silly Sentence with Words Ending in “-ing” and “-er” That Follow the 1-1-1 Doubling Rule

3. Closing and Assessment (2 minutes)

A. Reflecting on Learning

4. Differentiated and Small Group Instruction and Rotations (40–45 minutes)

Teaching Notes

In advance:

- Prepare possible silly sentence examples (students may also generate their own; optional): “The drummer was strumming and humming with good manners all summer.” “It wouldn’t be proper to go zipping and strutting when we are shopping.”
- Copy and cut apart Doubling Rule Word Cards for Opening A (and enlarge, if desired).
- Draw a two-column T-chart on chart paper with “-ing” and “-er” columns

- Copy and cut apart Words Rule Word Cards for Work Time A (one set to display; one set per pair).
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher).

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- interact, interactive, pattern, proficient (L)

Materials

- ✓ Words Rule Word Cards set #1 (one set to display; one set per pair)
- ✓ Words Rule Word Cards set #2 (one set to display; one set per pair)
- ✓ Whiteboards or sheet protectors with white cardboard inside if not working at a desk/table (one per student or pair)
- ✓ Whiteboard markers (one per student)
- ✓ Whiteboard erasers (or tissues, socks, etc.; one per student)

Opening

A. Words Rule Review: The 1-1-1 Doubling Rule: “grab/grabbing,” “scan/scanning,” “shred/shredder,” “clip/clipper,” “hug/hugging,” “chop/chopper”

- (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 **Words Rule Word Cards set #1** on the board and reads words aloud in order: “grab/grabbing,” “scan/scanning,” “shred/shredder,” “clip/clipper,” “hug/hugging,” “chop/chopper.”
 2. Teacher says: “Talk to an elbow partner about the rule we have learned about these words.” (When the word has one syllable, one consonant at the end, and one short vowel, we need to double the ending consonant when we add “-ing” or “-er.”).
 3. Teacher says: “Right! We called this the 1-1-1 doubling rule.”
 4. Teacher says: “Now you will partner up and practice more words to decide which ones follow the 1-1-1 doubling rule. When your partner reads the word, you will think about the 1-1-1 doubling rule to spell it correctly. After you write the word, read it to your partner and check it with the Word Card. Then you will switch roles in taking turns reading the words and writing the words.”
 5. Teacher distributes **Words Rule Word Cards set #2** and **whiteboards, whiteboard markers, and whiteboard erasers** to students as they partner together.

6. Students divide Word Cards equally with partner and take turns reading words:
 - Student A reads word.
 - Student B decides if the word follows the 1-1-1 doubling rule and writes the word on his or her whiteboard.
 - Student B reads the word and checks spelling with Word Card.
 - Students switch roles.

Meeting Students' Needs

- 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 with one consonant at the end, I need to double the final consonant to keep that syllable closed."

Work Time

A. Interactive Writing: Writing a Silly Sentence with Words Ending in "-ing" and "-er" That Follow the 1-1-1 Doubling Rule

- (Suggested transition song, sung to the tune of "The Muffin Man"):
Teacher: *"Do you know the words we'll write, the words we'll write, the words we'll write? Do you know the words we'll write on our boards today?"*
Students: *"Yes, we know the words we'll write, the words we'll write, the words we'll write. Yes, we know the words we'll write on our boards today!"*
- Begin the Interactive Writing instructional practice:
 1. Teacher says: "Today we will use the words we know to make a silly sentence. We will use the words that follow the 1-1-1 doubling rule. Let's think of words we can use!"
 2. Teacher asks:
"Who can think of a word that follows the 1-1-1 doubling rule with '-ing' or '-er'?"
 3. Teacher records word on **T-chart** in the appropriate column and repeats the word.
 4. Teacher says: "Yes, (suggested word) follows the 1-1-1 doubling rule."
 5. Teacher asks:
"How do you know it follows this rule?" (It has one syllable, one consonant at the end, and one short vowel.)
 6. Teacher says: "Great job! Now it's time to use your whiteboards to record the words with me."
 7. Teacher says: "After we make our list, we will be writing a silly sentence together. The sentence has to have as many '-ing' and '-er' words that follow the 1-1-1 doubling rule as we can add. If we want our sentence to be really silly, we want to have lots of words to choose from. So, we are going to work together to think of as many words as we can. You can now think of as many of these words as you can and write them on your whiteboard."

8. Students write words individually or with partners for 1–2 minutes.
9. Volunteers share out words from their list. If a student identifies a word that does not follow the 1-1-1 doubling rule, teacher guides student to correct the mistake.
10. Teacher adds the students' words to the Word List.
11. Repeat steps 8–9 with more words if necessary (enough from which to create a silly sentence). Students follow along by circling words shared by others on their whiteboards.
12. Teacher says: "Wow! Look at all the words we've listed that follow the 1-1-1 doubling rule! Now we are ready to write a silly sentence! We need a few high-frequency words to make our sentence, too. I will use the word wall to find some more words for our sentence."
13. Teacher says: "A silly sentence makes us laugh because we use words that don't usually go together, it gives us a funny picture in our head, or sounds really silly."
14. Teacher says silly sentence. Example: (use student-generated words): "The drummer was strumming and humming with good manners all summer."
15. Teacher asks:
"How many words are in the sentence?" (11)
16. Teacher says: "Yes! We will write this sentence with 11 words together. Let's start with the first word, which is a high-frequency word that we know."
17. Teacher asks:
"Who would like to write our first word, 'the'?"
18. Teacher repeats the sentence, tapping out each word on the chart paper or whiteboard.
19. Teacher and students share the pen to take turns interactively writing sentence (see Interactive Writing lessons in Grade 1, Modules 1–2 for more details). Teacher stops to review punctuation rules as needed.
20. When sentence is finished, teacher says: "Let's read our silly sentence we wrote from the words we know."
21. Students and teacher read sentence together.

Meeting Students' Needs

- Observe students as they write. Encourage them to fix the spelling of their sentences as they review what the teacher has written.
- Consider providing students with pre-determined partners to work with.
- If time is a consideration, shorten the lesson by calling on students to brainstorm words instead of having them write on their own individual whiteboards.
- Depending on students' needs, allow them to air-write words instead of write on their whiteboards.
- Consider providing students who need support with a sentence frame to help them generate a silly sentence.
- Consider creating a structure for celebrating the silly sentences. As the classroom generates more silly sentences, consider making them into a silly poem.

Closing and Assessment

A. Reflecting on Learning

- Emphasize that successful learners have a responsibility to set goals for themselves. Invite students to reflect on the goals they set for themselves based on their Mid-Module 2 Assessment (Cycle 8) results. They can track their progress toward their goal during whole group or differentiated small group instruction. 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).

All Groups

The Reader's Toolbox routine should be used with every group today or another day this week. Teacher may also choose to use a flex day to teach the routine in whole group. See Lesson 28 or Independent and Small Group Work document for full routine and see Supporting Materials for Reader's Toolbox Planning and Recording Template.

Partial Alphabetic:

- Students complete exit ticket:
 - Students work with teacher to interactively create a new silly (or normal) sentence, possibly using CVC, CCVC, and CVCC words rather than words that follow the 1-1-1 doubling rule.
- Use the Assessment Conversion chart to determine appropriate Grade 1 lessons and Activity Bank ideas to use in daily small group instruction.

Full Alphabetic:

- Students complete exit ticket:
 - Students work with teacher or in pairs to interactively create new silly (or normal) sentences, using words that follow the 1-1-1 doubling rule. Teacher provides immediate feedback and support.
 - Consider using a Writing Checklist (see Lesson 42 Supporting Materials), modified for the needs of this group. Encourage students to peer or self-edit their sentences based on the Checklist criteria.
- Additional Supporting Materials:
 - Writing Checklist (one per student)

Consolidated Alphabetic:

- Students complete exit ticket:
 - Students write their own silly (or normal) using words that follow the 1-1-1 doubling rule. Students use the Writing Checklist (see Lesson 42) to peer or self-edit their writing.
 - Consider keeping these sentences to be used for fluency practice with the Full and Partial Alphabetic students during differentiated small groups for the Fluency lesson (Lesson 44).
- Use leveled readers for fluency practice. (Refer to Independent Word Guidance document for guidance; see K-2 Skills Resource Manual.)
- Additional Supporting Materials:
 - If silly sentences are being used for fluency practice in Lesson 44, have students write the sentences on chart paper or sentence strips.
 - Writing Checklist (one per student)