



Daily and Supporting Learning Targets

- Opening A: I can use my knowledge of syllable division to help me decode two-syllable words. (RF.1.3, RF.2.3)
 - I can use knowledge of vowel sounds to help me decode words with different spelling patterns.
 - I can decode words with other vowel patterns.
- Work Time A: I can read, identify the syllable type, and spell words with the suffix “-ed.” (RF.2.3, L.2.2)
 - I can identify the suffix in a word.
 - I can decode words with common suffixes.
 - I can identify spelling patterns based on syllable type.

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

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,” “mot-ten”
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 (40–45 minutes)**

Teaching Notes

In advance:

- Prepare the Pronunciation of “-ed” anchor chart.
- Copy Syllable Sleuth Word List (one for each student or set of partners).
- Cut out /d/, /t/, and /id/ Word Cards for display in Work Time A.
- 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, suffix, voiced, unvoiced (L)

Materials

- Syllable Sleuth Word List in a transparent sleeve (one per pair)
- /d/, /t/, and /id/ Word Cards (for display)
- Pronunciation of “-ed” anchor chart
- Whiteboards (one per student)
- Whiteboard markers (one per student)
- Whiteboard erasers (or tissues, socks, etc.; one per student)
- Clipboards if not sitting at a desk (one per student; optional)
- Cycle 10 Assessment (optional)

Opening

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,” “mot-ten”

- (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: “summer.”

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 do we know about the vowel sound when a consonant ends the syllable?”
(The vowel has a short sound /u/.)

“How do you pronounce the first syllable?” (“sum”)
5. Teacher draws a swoop under the second syllable and asks:

“What is this second syllable?” (“mer”)

“How do you know?” (The “e” is controlled by the bossy “r.”)

“That’s right. So how would we read this word?” (“summer”)
6. 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.”
7. Teacher distributes **Syllable Sleuth Word List in a transparent sleeve, whiteboard markers, and whiteboard erasers.**
8. Students complete Syllable Sleuth Word List.
9. 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 “summer,” where there are two types of syllables within one word, continue to remind students that every syllable has one vowel sound.
- Step 8 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: “sum-mer,” “sil-ly,” “writ-ten,” “ad-dress,” “sud-den,” “pop-ping,” “hip-po,” “mot-ten.”

Work Time

A. Words Rule: Words with “-ed” Ending

- (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 **/d/, /t/, and /id/ Word Cards** (“wanted,” “needed,” “helped,” “fixed,” “called,” “loved”) in random order on board and says: “Before I read any of these words aloud, take a close look.”
 2. Teacher asks:

“What do we see in every one of these words?” (the letters “-ed” at the end)
 3. Teacher underlines the “-ed” in each word and says: “Every one of these words includes the suffix ‘-ed.’”
 4. Teacher points to the word “wanted” and says: “This word is ‘wanted.’ The suffix ‘-ed’ changes the meaning of the base word ‘want.’”
 5. Teacher invites students to think about how adding “-ed” to “want” changed its meaning and share with an elbow partner. (made it past tense, already happened)
 6. Teacher invites one or two students to share with the group.
 7. Teacher says: “Watch and listen while I read each base word from the Word Cards.”
 8. Teacher points to each word, pronouncing just the base word while running his or her finger underneath the base word: “want,” “need,” “help,” “fix,” “call,” “love.”
 9. Teacher says: “Now listen carefully as I read these words again with the suffix ‘-ed.’ This time I want you to listen to the sound made by the letters ‘-ed’ at the end of each word. Be ready to share what you noticed about their sound.”
 10. Teacher reads each word aloud, carefully enunciating the sound of the “-ed” ending in each word.
 11. Teacher asks:

“What did you notice about the sound made by the letters ‘-ed?’” (three different sounds, /id/, /t/, and /d/)

“How would you group these words based on the sound of the letters ‘-ed’ at the end?” (“wanted and needed,” “helped and fixed,” “and called and loved”)
 12. Teacher invites a student volunteer to move the cards into the three groups: /id/, /t/, and /d/.
 13. Teacher points to the words “wanted” and “needed,” reads them aloud, and says: “Sometimes the suffix ‘-ed’ is pronounced /id/, like it is in these words.”
 14. Teacher points to the words “helped” and “fixed,” reads them aloud, and says: “Sometimes the suffix ‘-ed’ is pronounced /t/, like it is in these words.”
 15. Teacher points to the words “called” and “loved,” reads them aloud, and says: “Sometimes the suffix ‘-ed’ is pronounced /d/, like it is in these words.”

16. Teacher says: “When you read a base word you know with the ‘-ed’ suffix at the end, usually you would know how the ‘-ed’ sounds because you’ve said the word before and you would hear if it makes sense. For example, you would not say ‘love-id’; you would say ‘loved.’”
17. Teacher says: “But sometimes you may not be familiar with the base word, so you may not know which ‘-ed’ sound to use at the end when you read it.”
18. Teacher asks:

“What do you notice about the final letters in each base word just before the ‘-ed’ ending?” (They are all different consonants.)
19. Teacher says: “Right. The three sounds ‘-ed’ makes depends on the final consonant sound.”
20. Teacher displays **Pronunciation of “-ed” anchor chart.**
21. Teacher asks:

“What two final consonant makes the ‘-ed’ say /id/?” (“t” and “d”)
22. Teacher says: “Right! In the word ‘want,’ we know the final consonant in ‘want’ is ‘t,’ so ‘-ed’ is pronounced /id/. In the word ‘helped,’ the final consonant in ‘help’ is ‘p,’ so ‘-ed’ is pronounced /t/. When we say ‘called’ we know the final consonant in ‘call’ is ‘l,’ so ‘-ed’ is pronounced /d/.”
23. Teacher says: “Now we will practice writing some ‘-ed’ words that have the sound /d/, /t/, and /id/, remembering that when we identify the final consonants in the base words, we have a clue as to how they are pronounced. I will read the words, then you write the words you hear. After you write each word, I will write it on the board so you can check your work.”
24. Teacher reads words aloud as students write words on their whiteboards: “banged,” “hissed,” “fainted.”
25. Teacher writes each word on the board, referring to the “-ed” chart as needed to draw students’ attention to the relationship between the consonant at the end of the base word and the sound of the “-ed” suffix.
26. Teacher says: “Great work! Now let’s read our list of ‘-ed’ words together.”
27. Teacher leads students in reading words from the board.
28. Teacher says: “When we remember to identify what the last consonant is, it helps us say the correct sound for ‘ed.’ Knowing the three sounds ‘-ed’ makes will help us continue to be better readers and writers.”

Meeting Students’ Needs

- Consider providing support as students make connections between spelling patterns and pronunciation of “ed.” The pronunciation of words ending in “-ed” depends on the final consonant sound in the base word.
- Consider providing a definition of “voiced” sounds and “unvoiced” sounds to students. Voiced sounds are sounds that use the vocal cords and they produce a vibration or humming sound in the throat. Encourage students to feel their vocal cords when pronouncing /id/ endings.

- Consider encouraging students to label “-ed” a suffix. It is used to change regular verbs into past tense verbs as well as descriptive adjectives.
- If students are familiar with all of the base words and can identify the correct “-ed” sound for each base word orally, some or all students may need to do steps 17–19. If not, skip straight to step 20 for the whole group instruction and consider using the anchor chart and steps 17–19 with a smaller group that may need extra support with decoding words with the “-ed” suffix.

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 time. This might 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 “-ed” words using Letter Tiles with different sounds /id/, /t/, /d/ (see K–2 Word List for examples).
 - Students check pronunciation by identifying placement of last consonant sound.
 - 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)
 - 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 “-ed” endings (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 a variety of “-ed” ending words.
- 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 “-ed” endings (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 “-ed” ending words as they can.
- Additional Supporting Materials:
 - Sentence Builders (found in Supporting Materials)
 - Paper and writing utensils (optional; for students to write sentences)