



### 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 identify the sounds made by different vowel teams.
  - I can decode a two-syllable word that contains a vowel team.
  - I can decode words with common suffixes.
- Work Time A: I can read and spell words with the common word endings “-tion” and “-sion.” (RF.2.3, L.2.2)
  - I can decode words with other vowel patterns.
  - I can identify common spelling patterns for adding affixes to words.

### 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 “-tion” and “-sion.”
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

### Agenda

1. **Opening (3–5 minutes)**
  - A. Syllable Sleuth: Two-Syllable Words: “group-ing,” “cash-ew,” “few-er,” “res-cue,” “Tues-day,” “fruit-y,” “suit-case,” “car-toon,” “swoop-ing”
2. **Work Time (10 minutes)**
  - A. Words Rule: Words Ending in “tion” and “sion”
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:

- Copy Syllable Sleuth Word List (one per pair).
- Pre-determine partners for Opening A (optional).
- Copy and cut apart Words Rule Word Cards (for display).
- Copy and cut apart “-tion” and “-sion” sentences (enough for one sentence per student; optional).
- 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 per student or pair)
- ✓ Whiteboard markers (one per student)
- ✓ Whiteboard erasers (or tissues, socks, etc.; one per student)
- ✓ Whiteboards if not working at a desk/table (one per student)
- ✓ Words Rule Word Cards (one set per pair)
- ✓ “-tion” and “-sion” sentences (see Teaching Notes, “In Advance” above; enough for one sentence per student; optional)

## Opening

### A. Syllable Sleuth: Two-Syllable Words: “group-ing,” “cash-ew,” “few-er,” “res-cue,” “Tues-day,” “fruit-y,” “suit-case,” “car-toon,” “swoop-ing”

- (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!”*

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. Some of the two-syllable words we’ll work on today have a base word and a suffix, some have vowel teams that make the long ‘u’ sound, and others have both suffixes AND vowel teams that make the long ‘u’ sound!”
2. Teacher writes the word on the board: “planted.”
3. Teacher says: “Not all of the words will have a base word and a suffix, but some will.”
4. Teacher asks:
  - “Is there a base word and suffix in this word?” (yes)*
  - “What is the base word?” (“plant”)*
  - “What is the suffix?” (“-ed”)*
  - “How do we pronounce this word?” (“planted”)*
5. Teacher underlines the base word and suffix and says: “This word says ‘planted.’ The first syllable, ‘plant,’ is the base word. The second syllable, ‘-ed,’ is the suffix.”
6. Teacher invites one or two students to share a sentence using the word “planted” and articulate how the suffix changed the base word.

7. Teacher writes the word “argue” on the board and says: “As I said before, some of these words will have base words and suffixes and some will have vowel teams that make the long ‘u’ sound.”
8. Teacher asks:
  - “Does this word have a base word and suffix?” (no)*
  - “Does this word have a vowel team that makes the long ‘u’ sound?” (yes)*
9. Teacher invites students to turn to an elbow partner and name the vowel team in the word that makes the long “u” sound. (“ue”)
10. Teacher invites a student to share with the group and underlines the letters “ue.”
11. Teacher says: “When we see this vowel team, we’ll say /ū/.”
12. Teacher invites students to identify the other vowel in the word (“a”) and makes a dot underneath it.
13. Teacher asks:
  - “What do we notice right after the vowel letter ‘a’?” (the letter “r”)*
  - “What does that tell us about the sound?” (The “a” is r-controlled.)*
14. Teacher draws a swoop under the letters “ar” and asks:
  - “How do we pronounce this syllable?” (“ar”)*
15. Teacher draws a swoop under the letters “gue” and asks:
  - “How do we pronounce this syllable?” (/gū/)*
16. Teacher invites students to blend the two syllables to say the word: “argue.”
17. Teacher distributes the **Syllable Sleuth Word List in a transparent sleeve, whiteboard markers, whiteboard erasers, and whiteboards** (if students are not sitting at a desk).
18. Teacher says: “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. Remember that some of the words today will have base words and suffixes and some will have vowel teams that make the long ‘u’ sound, and some will have both.”
19. Students complete the Syllable Sleuth Word List individually or in pairs.

### Meeting Students' Needs

- 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 17 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 (see K–2 Skills Resource Manual). Below is the syllable division for words used in Opening A: "group-ing," "cash-ew," "few-er," "res-cue," "Tues-day," "fruit-y," "suit-case," "car-toon," "swoop-ing."

## Work Time

### A. Words Rule: Words Ending in “-tion” and “-sion”

- (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** on the board and reads aloud words in random order: “fiction,” “question,” “station,” “addition,” “vacation,” “version,” “television,” “discussion,” “mansion.”
  2. Teacher says: “Think about what you notice when we read these words. You will share your thinking with a partner in a moment. After you notice, think about how you could group these words together in ways they are alike.”
  3. Students read words silently and notice similar patterns, and decide how they would group words together.
  4. Teacher says: “Now I would like you to share with your elbow partner what you noticed and how you could group words that are similar.”
  5. Students share with their elbow partners what they noticed and how they can group similar words.
  6. Teacher asks:
 

**“Who would like to share what they noticed about these words?” (They all have a similar sound at the end, /shun/, and all have “-ion” at the end.)**

**“How did you group these words together?” (in two groups: “-tion” and “-sion”)**
  7. Teacher divides the “-tion” and “-sion” words into two columns.
  8. Teacher invites students to read the first list together with him or her, listening for the /shun/.
  9. Teacher and students repeat with the second list.
  10. Consider ending this Work Time with one of the following options.
 

Option A: “Conversation” Game

    - Teacher writes the word “conversation” on the board, says it aloud, and underlines the “-tion.”
    - Teacher explains that students will play a game called “conversation” that will give them practice with reading words with “-tion” and “-sion.”
    - Teacher explains that each student will get a sentence strip that will have a word with /shun/ in it. They should read their sentence silently to themselves.

- Teacher explains that they will then find a partner and greet each other by reading their sentences aloud.
- Once they have shared with one partner, students should find another and repeat the process.
- When they have done this with a total of three partners, they should sit back down.
- Teacher distributes “-tion” and “-sion” sentences to students, and they begin the “conversation.”

Option B: Word Dictation

- Teacher distributes whiteboards, whiteboard markers, and whiteboard erasers (or has students turn their Syllable Sleuth Words Lists to the other side and use that to write on).
- Teacher dictates the following words and supports students to spell them on their whiteboards: “fiction,” “question,” “addition.”

**Meeting Students' Needs**

- Consider inviting students to feel the position of the mouth and tongue when pronouncing the sound /shun/.
- Consider inviting students to notice how the sound of the “-sion” in words like “version” and “television” is slightly different from that in words like “discussion” and “mansion” (/zhun/ vs. /shun/).
- If choosing Option A at the end of this Work Time, remind students to read the sentence fluently (smoothly, with expression, with meaning, and not too fast or too slow).

**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:
  - “During Syllable Sleuth, I realized that I need extra practice with identifying the vowel sounds in words. So, during small group instruction, I will ask my teacher to help me work on this.”

**Meeting Students' Needs**

- For students who need additional support organizing their ideas: Provide sentence frames. Examples:
  - “During Words Rule, I \_\_\_\_.”
  - “When I work by myself 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 find the “-tion” and “-sion” in words in the Word Bank in Sentence Builders #1 and circle them.
  - Students work with teacher to complete Sentence Builders #1 with “-tion” and “-sion” (found in Supporting Materials).
  - 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.
- Students complete Cycle 12 worksheet with teacher support.
- Additional Supporting Materials:
  - Sentence Builders
  - Paper and writing utensils (one per student; for writing words built with letter tiles)
  - Cycle 12 worksheet

### Full Alphabetic:

- Students complete exit ticket:
  - Students complete Sentence Builders #2 with “-tion” and “-sion” (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 “-tion” and “-sion” words.
- Students complete Cycle 12 worksheet (with teacher or during independent rotations) with teacher introduction.
- Additional Supporting Materials:
  - Sentence Builders
  - Paper and writing utensils (for students to write sentences; optional)
  - Cycle 12 worksheet

**Consolidated Alphabetic:**

- Students complete exit ticket:
  - Students complete Sentence Builders #2 with “-tion” and “-sion” (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 “-tion” and “-sion” words as they can.
- Students complete Cycle 12 worksheet during independent rotations
- Additional Supporting Materials:
  - Sentence Builders
  - Paper and writing utensils (for students to write an article for the *Sunnyside Gazette*; optional)
  - Cycle 12 worksheet