



Daily and Supporting Learning Targets

- Opening A: 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 explain that single vowel letters in one-syllable words usually have short vowel sounds.
 - I can explain that vowel team spellings in one-syllable words usually have long vowel sounds.
 - I can explain that in CVCe (consonant, vowel, consonant, silent “e”) one-syllable words ending in final “-e,” the V (vowel) letter usually has a long vowel sound.
 - I can identify the sounds made by different vowel teams.
 - I can make and decode a new word by adding a prefix or a suffix to a base word.
- Work Time A: I can write a sentence using words with the spelling patterns “tion” and “sion” and other patterns I’ve learned. (RF.2.3, L.2.2d)
 - I can identify common spelling patterns for adding affixes to words.
 - I can identify spelling patterns based on syllable type.

Ongoing Assessment

- Observe students during Opening A. Determine whether they can identify a base word, prefix, and suffix.
- Observe students during Work Time A.
 - Determine whether students can write the given sentence following basic concepts of print such as directionality and spacing.
 - Also determine whether they can identify common spelling patterns for /shun/ (“tion” and “sion”).
 - 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. Word Parts
2. **Work Time (10 minutes)**
 - A. Interactive Writing: Writing a Silly Sentence with “tion” and “sion” Words and Other Patterns from Module 2
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 from which students can choose (consider generating your own): “The large flower had a conversation with the moon at midnight.” “The wild oyster shouted at the television screen.”
- Create Word Parts T-chart (three-column chart with headings Prefix, Base Word, and Suffix; see Supporting Materials).
- Cut out Word Parts Cards and have tape or magnets ready to affix cards to the Word Parts T-chart.
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher)

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- base word, prefix, suffix, syllable (L)

Materials

- ✓ Word Part Cards: “jog,” “clean,” “camp,” “stay,” “spell,” “ing,” “er,” “ed,” “s” (one of each)
- ✓ Word Parts T-chart: three-column chart with headings Prefix, Base Word, and Suffix (one for teacher display)
- ✓ 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. Word Parts

- (Suggested transition song, sung to the tune of “The Muffin Man”):

Teacher: “*Can you build a word from scratch? A word from scratch, a word from scratch? Can you build a word from scratch, using many parts?*”

Students: “*Yes, we’ll build a brand-new word, a brand-new word, a brand-new word. Yes, we’ll build a brand new word by using many parts.*”
- Begin the Word Parts instructional practice:
 1. Teacher displays the **Word Parts Cards** randomly on the board: “jog,” “clean,” “camp,” “stay,” “spell,” “-er,” “-ed,” “-ing,” “-s.”
 2. Teacher says: “Turn and talk with an elbow partner about what you notice on the board.”

3. Teacher invites one or two volunteers to share their ideas. (words, word parts, base words, suffixes)
4. Teacher displays the **Word Parts T-chart** and points to each heading in turn and asks:
 - “What is a prefix?” (a word part added to the beginning of a word)***
 - “What is a base word?” (a word that has meaning all on its own)***
 - “What is a suffix?” (a word part added to the end of a word)***
5. Teacher invites one or two students to sort the base words by moving them into the Base Word column on the Word Parts T-chart.
6. Teacher says: “The rest of these cards must be word parts. They must be prefixes or suffixes. I can use these word parts to build a brand-new word.”
7. Teacher models with the word “spell”:
 - Teacher takes the word “spell” out of the Base Word column and chooses one of the affixes (example: “s”).
 - Teacher says: “I wonder if this is a prefix or a suffix. Let me try it at the beginning of the word.”
 - Teacher builds “sspell” with the cards and reads it aloud.
 - Teacher says: “That doesn’t look right or make sense. Let me try it at the end of the word.”
 - Teacher builds “spells” with the cards and says: “That looks right and makes sense. This must be a suffix. It goes on the end of the base word.”
 - Teacher invites a student to share a sentence using “spells” and another using just “spell.”
 - Teacher invites a student to explain how the suffix “-s” affects the meaning of the base word.
 - Teacher places the “s” in the suffix column.
8. Teacher invites a volunteer to build a word with any of the base words and word parts. As word parts are identified, they are placed in the appropriate column (all of those in this lesson are suffixes) and can be used again.
9. Teacher repeats step 8 with two or three more volunteers as time allows.
10. Teacher says: “Remember, if you come to a word that you do not know how to read or you are not sure of the meaning, look really closely to see if you recognize the base word, the suffix, or the prefix. If you do, it might help you read the word or understand what it means.”
11. If time allows, consider working with the CVCe base word “bake”:
 - Teacher writes “bake” on the board and moves the “-s” suffix to the end to build “bakes.”
 - Teacher invites students to read the word and confirm that it looks right and makes sense.
 - Teacher removes the “-s” and replaces it with the “-er” suffix.
 - Teacher invites students to read the word (“bakeer”) and concludes that it does not look right or make sense.

- Teacher moves the “-er” to cover the “e” in the base word “bake.”
- Teacher invites students to read the word (“baker”) and explains that when adding a suffix that begins with a vowel to the end of a CVCe word the silent (magic) “e” must be dropped.
- Teacher repeats the process with the base word “bake” and the remaining suffixes.

Meeting Students’ Needs

- The base word “jog” provides an opportunity to review the 1-1-1 doubling rule introduced in Cycle 9. Remind students that when adding a vowel suffix to one-syllable words with one vowel followed by one consonant, the consonant must be doubled. This will result in “jogged,” “jogger,” and “jogging.”

Work Time

A. Interactive Writing: Writing a Silly Sentence with “tion” and “sion” Words and Other Patterns from Module 2

- (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!”*
- Optional: Distribute **whiteboards**, **whiteboard markers**, and **whiteboard erasers** (or have students follow along by skywriting).
- Begin the Interactive Writing instructional practice:
 1. Teacher says: “Today we will use the words we know to make a silly sentence. Let’s start by thinking of some words that end with /shun/. These are words with the ‘tion’ and ‘sion’ pattern spelling that sound.”
 2. Teacher asks:

“Who can think of a word with that sound spelling pattern?”
 3. Teacher records words on the board and underlines the “tion” or “sion” in each word.
 4. Teacher says: “After we make our list, we will be writing a silly sentence together. The sentence has to have at least one ‘tion’ or ‘sion’ word in it. Let’s see if we can also try and use some words with the sounds /oy/, /ow/, /ild/, /ōld/, /ind/, or /ōst/ in them. That’s a lot to think about.”
 5. Teacher invites students to generate a sentence based on the criteria in step 4 or offers pre-determined choices for students to decide (see Teaching Notes, “In Advance”). Example:
 - “The large flower had a conversation with the moon at midnight.”
 6. Teacher and students rehearse the chosen sentence aloud two or three times.

7. Teacher asks:
“How many words are in the sentence?” (11)
8. Teacher says: “Yes! We will write an 11-word sentence together.”
9. Teacher repeats the sentence, tapping out each word on the chart paper or whiteboard.
10. 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).
11. Teacher stops to review punctuation rules as needed.
12. When sentence is finished, teacher says: “Let’s read the silly sentence we came up with from the words we know.”
13. 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.
- Depending on students’ needs, allow them to air-write words instead of write on their whiteboards.
- When working with a multisyllabic word, such as “conversation,” invite students to segment the word into syllables and work to encode each syllable. In this example, support students to see how the spoken syllable /sā/ in the word “conversation” is spelled with the open syllable pattern.
- Consider coming up with 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 take responsibility for their own learning. Invite students to reflect on ways they took responsibility for their learning during whole group instruction or how they plan to take responsibility during differentiated small group instruction. Example:
 - “My goal is to identify the syllable type in words that are challenging for me. That will help me figure out what the vowel sound is. 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:
 - “When I spelled ____, I ____.”
 - “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 instead of vowel teams.
- 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 with partners to interactively create new silly (or normal) sentences, using words with the spelling patterns from this module. Teacher provides immediate feedback and support.
 - Consider using a Writing Checklist (modified for the needs of this group. Encourage students to peer or self-edit their sentences based on the Checklist criteria (see Supporting Materials for Lesson 57).

Consolidated Alphabetic:

- Students complete exit ticket:
 - Students write their own silly (or normal) sentences using words with the spelling patterns from this module. Students use the Writing Checklist to peer or self-edit their writing (see Supporting Materials for Lesson 57).
 - 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 59).
- Use leveled readers for fluency practice. Refer to the Independent Student Work Guidance document (see K–2 Skills Resource Manual).
- Additional Supporting Materials:
 - If silly sentences are being used for fluency practice in Lesson 59, have students write the sentences on chart paper or sentence strips.