



Daily and Supporting Learning Targets

- Opening A: I can review the sound-spelling patterns from Cycles 9–12 (RF.2.3): adding suffixes to CVC words (1-1-1 doubling rule), suffix “-ed” (/t/, /d/, and /ed/), /ū/ and /ōō/ spelled “oo,” “ou,” “ui,” “ue,” “ew,” and /shun/ spelled “-tion” and “-sion.”
 - I can identify a suffix in a word.
 - I can identify the sounds made by different vowel teams.
 - I can decode words with other vowel patterns.
- Extended Differentiated Small Group Instruction: I can apply what I’ve learned to read and write words in isolation and in text. (RF.2.3, RF.2.4, L.2.2)
 - I can decode one- and two-syllable words with long vowels.
 - I can decode words with common suffixes.
 - I can decode words with other vowel patterns.
 - I can read second-grade words that “don’t play fair” in isolation.
 - I can read second-grade words that “don’t play fair” in text.
 - I can read with appropriate phrasing while paying attention to punctuation.
 - I can read with expression and meaning.
 - I can reread when something doesn’t make sense or sound right.
 - I can form contractions correctly.
 - I can identify spelling patterns based on syllable type.

Ongoing Assessment

- End of Module 2 Assessment

Agenda

1. **Opening (5–7 minutes)**
 - A. Review and Setting Purpose for the Assessment
2. **Work Time (50 minutes)**
 - A. Extended Differentiated Small Group Instruction: Assessment and Goal Setting
3. **Closing and Assessment (3 minutes)**
 - A. Reflecting on Learning

Teaching Notes

In advance:

- Enlarge the Suggested 1-1-1 Doubling Rule and Magic “e” Rule charts (optional).
- Enlarge the Suggested Long “u” Vowel Teams chart (optional).
- Prepare the End of Module 2 Assessment.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- decode, feedback, goal, suffix (L)

Materials

- ✓ Enlarged Suggested 1-1-1 Doubling Rule and Magic “e” Rule chart (see Supporting Materials; optional)
- ✓ Enlarged Suggested Long “u” Vowel Teams chart (see Supporting Materials; optional)
- ✓ End of Module 2 Assessment (one per student)

Opening

A. Review and Setting Purpose for the Assessment

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

“Do you know why we learn to read, we learn to read, we learn to read? Do you know why we learn to read? It’s a great question indeed. Do you know why we learn to spell, we learn to spell, we learn to spell? Do you know why we learn to spell, let’s come together and tell!”
- Begin the Review and Setting Purpose for the Assessment instructional practice:
 1. Teacher says: “‘landing,’ ‘landed,’ ‘hopping,’ ‘hopped,’ ‘smiling,’ ‘smiled.’ These are some examples of base words and suffixes we’ve been working on. /ū/ and /ōō/ are long vowel sounds we hear in words like ‘blue’ and ‘new.’ /shun/ and /zhun/ are sounds we hear at the end of words like ‘vacation’ and ‘vision.’ Over the past several weeks, we’ve been looking closely at how these suffixes and sounds are spelled.”
 2. Teacher displays the **enlarged Suggested 1-1-1 Doubling Rule and Magic “e” Rule chart**.
 3. Teacher says: “Let’s start with what we know about adding suffixes that start with a vowel, like ‘-ing’ and ‘-ed,’ to base words.”
 4. Teacher invites students to look at the chart and reviews the chart with them.
 5. Teacher invites one or two students to share additional examples to support understanding of the rules.
 6. Teacher displays the **enlarged Suggested Long “u” Vowel Teams chart**.
 7. Teacher says: “We worked with a lot of vowel teams that all make the long ‘u’ sound. When we see this in words, we know we’ll need to make the long ‘u’ sound.”
 8. Teacher invites students to notice the vowel teams and read each word aloud with him or her.
 9. Teacher writes “-tion” and “-sion” on the board.
 10. Teacher points to “-tion” and says: /shun/.
 11. Teacher points to “-sion” and says: /shun/ or /zhun/.

12. Teacher explains to students that today they will meet with him or her in small groups to take an assessment and that at some point today or in the next few days they will meet with him or her to look at the assessment and set goals.
13. Teacher asks:
 - “How does getting feedback from an assessment help us set goals?”*
 - “How does setting goals help us become more proficient readers and writers?”*
 - “What responsibility does each of us (teacher and student) have in this process?”*

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.
- If students are unfamiliar with the term “feedback,” consider providing a metaphor, such as an athlete looking at video of his or her performance with a coach in an effort to improve future performance.

Work Time

A. Extended Differentiated Small Group Instruction: Assessment and Goal Setting

- (Assessment and Goal Setting transition song, sung to the tune of “The More We Get Together”):
 - “It’s time to spell and decode to show what we’re learning. It’s time to spell and decode to show what we’ve learned.”*
- Teacher helps students transition to their differentiated small groups, telling them they will complete the **End of Module 2 Assessment** during their rotation.

Closing and Assessment

A. Reflecting on Learning

- Teacher says: “Now that you’ve taken the assessment on the knowledge and skills we’ve been working on, you may have already given yourself some feedback. In other words, as you were working, you may have realized what is automatic or clear for you and what might need some practice or might still be confusing.”
- Teacher explains that this is an important way for students to take responsibility for their own learning. Teacher invites students to consider for a moment any feedback they may have realized as they were taking the assessment and then invites a student(s) to share.
- If time allows, consider asking the same questions from Opening A:
 - “How does getting feedback from an assessment help us set goals?”*
 - “How does setting goals help us become more proficient readers and writers?”*
 - “What responsibility does each of us (teacher and student) have in this process?”*

Meeting Students' Needs

- For students who need additional support organizing their ideas: Providing sentence frames. Example:
 - "When I was working on the ____ part of the assessment, I realized ____."

Differentiated Small Groups: Work with Teacher

An extended differentiated small group instruction time today will allow the teacher to meet with each group. Administer the cycle assessment to each group. Score the assessment right away and guide students to create goals based on assessment results (see Assessment Overview for more details).

Partial Alphabetic:

- If using a cycle from the Grade 1 curriculum, use the assessment from that cycle.
- Assessment:
 - If choosing to use the End of Module 2 Assessment in the Supporting Materials in this lesson, follow the suggestions for which parts to use for the Partial Alphabetic group.

Full Alphabetic:

- Assessment:
 - Administer End of Module 2 Assessment.

Consolidated Alphabetic:

- Assessment:
 - Administer End of Module 2 Assessment.