



Daily and Supporting Learning Targets

- Opening A: I can identify the vowel sounds in a word to help me determine how many syllables are in the word and use that information to decode it. (RF.2.3)
 - I can decode words with C-le syllable patterns.
 - I can use knowledge of vowel sounds to help me decode words with different spelling patterns.
- Work Time A: I can read and spell words with a C-le ending syllable. (RF.2.3, L.2.2)
 - I can use knowledge of vowel sounds to help me decode words with different spelling patterns.
 - I can decode words with C-le syllable patterns.
 - I can identify spelling patterns based on vowel sounds.

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 identify which spelling pattern to use when writing words with a C-le ending syllable.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Agenda

1. Opening (3–5 minutes)

A. Syllable Sleuth: Two-Syllable Words with a C-le Ending Syllable Pattern: “gob-ble,” “han-dle,” “fum-ble,” “gig-gle,” “trem-ble,” “wip-ple,” “hod-dle”

2. Work Time (10 minutes)

A. Words Rule: Two-Syllable Words with C-le Ending Syllable Pattern: “buckle,” “sprinkle,” “struggle,” “jungle,” “little,” “turtle,” “middle,” “handle,” “bubble,” “paddle,” “castle,” “dimple”

3. Closing and Assessment (2 minutes)

A. Reflecting on Learning

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

Teaching Notes

In advance:

- Prepare:
 - Words Rule Word Cards for Work Time A
- Copy Syllable Sleuth Word List (one per pair).

- Enlarge T-chart (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

- multisyllabic, similar, syllable (L)

Materials

- ✓ Syllable Sleuth Word List in a transparent sleeve (one for each set of partners)
- ✓ Whiteboard markers (one per student)
- ✓ Whiteboard erasers (or tissues, socks, etc.; one per student)
- ✓ Words Rule Word Cards (for teacher display)
- ✓ Whiteboards (one per student)
- ✓ Cycle 13 Assessment (optional)

Opening

A. Syllable Sleuth: Two-Syllable Words with a C-le Ending Pattern: “gob-ble,” “han-dle,” “fum-ble,” “gig-gle,” “trem-ble,” “wip-ple,” “hod-dle”

- (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: “gobble.”
 3. Teacher models Syllable Sleuth practice aloud:
 - Look for the vowel and put a dot below it.
 - Look for two consonants in a row after the first vowel and divide the word.
 - Divide the word just before the “-ble.”

4. Teacher draws a swoop under the first syllable and asks:

“What vowel sound do we hear in this first syllable /o/?”

“How do we know this vowel sound is /o/ and not /ō/?” (It is a closed syllable.)

“So how do we pronounce this first syllable?” (“gob”)

5. Teacher draws a swoop under the second syllable and asks:
“What is this second syllable?” (“ble”)
“What do you notice about this syllable?” (consonant plus “le” ending)
“What sound does the second syllable make?” (/bəl/)
6. Teacher says: “That’s right. So how would we read this word?” (“gobble”)
7. 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. Today, all of the words will have the same C-le ending. It is called a ‘stable final syllable’ because it’s always at the end of the word.”
8. Teacher distributes **Syllable Sleuth Word List in a transparent sleeve, whiteboard markers, and whiteboard erasers.**
9. Students complete Syllable Sleuth with Word List.

Meeting Students’ Needs

- Consider dividing syllables by starting at the end and counting back three letters and then dividing the word. Students can remember this with the rhyme “-le’ count back three.”
- 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 9 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 the Syllabication guidance document (in the K–2 Skills Resource Manual) as needed. Below is the syllable division for words used in Opening A: “gob-ble,” “handle,” “fum-ble,” “gig-gle,” “trem-ble,” “wip-ple,” “hod-dle.”

Work Time

- A. Words Rule: Two-Syllable Words with C-le Ending Syllable Pattern:** “buckle,” “sprinkle,” “struggle,” “jungle,” “little,” “turtle,” “middle,” “handle,” “bubble,” “paddle,” “castle,” “dimple”
- (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 board and reads aloud words with C-le endings in random order: “buckle,” “sprinkle,” “struggle,” “jungle,” “little,” “turtle,” “middle,” “handle,” “bubble,” “paddle,” “castle,” “dimple.”
2. Teacher says: “Now read these words to yourself and think about how you could group these words together in ways they are similar.”
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 what they noticed and how they can group similar words (in pairs).
6. Teacher asks:
“Who would like to share what they noticed about these words?” (They all have an /əl/ ending.)
“And what letters make the /əl/ sound in these words? (-le)”
7. Teacher says: “Yes, all of these words end in the /əl/ sound made by the letters ‘-le.’ This is a new syllable type that is only at the end of words. It will always be at the end of words with more than one syllable.”
8. Teacher asks:
“How many syllables do these words have?” (two)
9. Teacher says: “Hmm...that makes me wonder about the first syllable in these words.”
10. Teacher asks:
“How many consonants come before the ‘-le’ ending in these words?”
“Who would like to share your count of how many consonants come before ‘-le’ ending and after the vowel sound?”
11. Students share how many consonants they count. (All words have two consonants in them, but some of them have two of the same consonant in a row, some of them have “r” as the consonant plus another consonant, and some of them have two different consonants you can easily hear that aren’t “r.”)
12. Teacher says: “It looks like we have three groups of words: Some words have a double consonant in the middle, like bubble, some words have consonant ‘r’ and another consonant, like turtle, and some have two different consonants that aren’t ‘r,’ like jungle.”
13. Teacher asks:
“What do we notice about the first syllable of these words?” (They have a closed syllable sound made up by a short vowel or r-controlled vowel.)
14. Teacher says: “Right! So, many different consonants can be used in to make C-le endings.”
15. Teacher asks:
“What consonants do you notice?” (“-kle,” “-gle,” “-dle,” “-ble,” “-ple”)
16. Teacher says: “Right! ‘-kle,’ ‘-gle,’ ‘-dle,’ ‘-ble,’ and ‘-ple’ are all C-le endings. As we read more C-le ending words, see whether this list gets bigger.”
17. Teacher says: “WOW! Words DO Rule! We have discovered a new syllable type that ends many two-syllable words. I will read a word, and you will think about what we have

learned as you write the word on your board. Remember, listen for a closed syllable or r-controlled syllable first, ending with a C-le syllable. This will help you spell the word correctly.”

18. Teacher distributes **whiteboards**, whiteboard markers, and whiteboard erasers to students.
19. Teacher reads word as students think and write on their whiteboard: “scribble.”
20. Teacher writes the word on the board as students check and correct their work.
21. Teacher asks:
“How many ‘b’s’ did you use to spell this word?” (Two because the first syllable is closed, which means the “b” consonant needs to protect the short vowel sound.)
22. Repeat steps 15–17 with remaining words: “sample,” “bundle,” “raffle,” “circle.”
23. Teacher says: “We will learn more words with the C-le ending syllable. Knowing these spellings will help us continue to be better readers and writers.”

Meeting Students' Needs

- Consider giving a sentence containing each word to help support vocabulary development for students.
- As students may be unfamiliar with the word “multisyllabic,” consider unpacking the word to support understanding.
- In step 15, consider supporting students to segment the word into syllables orally first and then spell each syllable.
 - Example: “scribble.”
 - Ask:
“What is the first syllable you hear?” (“scrib”)
“What syllable type is that?” (closed)
 - Students write the first syllable. Ask:
“What is the second syllable you hear?” (“ble”)
“What syllable type is that?” (C-le)
 - Students write the second syllable.

Closing and Assessment

A. Reflecting on Learning

- Emphasize that in any organization made up of a group of people working toward a common goal, everyone has their own responsibilities, but they also collaborate (work together) so that everyone can “grow and flourish” or “be the best they can be.” Consider using a metaphor, such as a sports team, city government, or other group, that may be familiar to students. Invite students to share how the classroom community is such an organization. It is made up of a group of people (students and teachers) working toward a common goal (everyone becoming proficient readers and writers).

- To support students' reflection of their own role in collaboration, consider inviting them to reflect on one or more of the following questions:

"What can I do today that will help create a classroom community where all of us can 'grow and flourish' as readers and writers/become proficient readers and writers?" Encourage specificity.

"How can I ask for help so I can 'grow and flourish' as a reader/writer or 'become proficient' as a reader/writer?" (Example: "I can ask someone to look over my work and give me feedback.")

- Depending on students' comfort level, consider inviting them to share their own personal goals (based on feedback from mid- or end-of-module assessments or self-identified goals based on daily work).

Meeting Students' Needs

- For students who need additional support organizing their ideas: Provide sentence frames. Examples:
 - "When I see someone ____, I'll make sure to ____."
 - "If someone asks me to ____, I'll ____."
 - "If I have a question about or need help with ____, I'll ____."

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 C-le ending words using letter tiles (see K–2 Word List for examples).
 - Students check spellings by identifying vowel sounds and syllables.
 - 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.

Full Alphabetic:

- Students complete exit ticket:
 - Students complete Sentence Builders with C-le ending words (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 C-le ending words.
- Check in with Accountable Independent Reading.
- Activity Bank activities:
 - An Activity Bank activity from the Fluency category (F) or from the Vowels category (V)
- **Additional Supporting Materials:**
 - Sentence Builders with C-le endings
 - Word List for Sentence Builders

Consolidated Alphabetic:

- Students complete exit ticket:
 - Students complete Sentence Builders with C-le ending words (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 C-le ending words as they can.
- **Additional Supporting Materials:**
 - Sentence Builders with C-le endings
 - Word List for Sentence Builders