



Daily and Supporting Learning Targets

- Opening A: I can make new words using base words and the suffixes “-ing,” “-ed,” and “-er.” (RF.2.3)
 - 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 syllable type: C-le, suffixes “-ing,” “-ed,” and “-able,” and high-frequency words. (L.2.2d)
 - I can identify spelling patterns based on vowel sounds.
 - I can decode words with C-le syllable patterns.
 - I can identify common spelling patterns for adding affixes to words.

Ongoing Assessment

- Observe students during Opening A. Determine whether they can identify word parts correctly.
- Observe students during Work Time A. Determine whether they can correctly spell words with the syllable type C-le and high-frequency words from this cycle.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Agenda

1. **Opening (3–5 minutes)**
 - A. Word Parts: “-ed,” “-ing,” and “-er”
2. **Work Time (10 minutes)**
 - A. Interactive Writing: Writing a Silly Sentence with Words Ending in C-le Syllable
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 possible silly sentence examples (students may also generate their own; optional): “The puzzle piece spun around in a circle, landing on a pickle.” “The eagle guzzled down the water next to the man who juggled buckles.”
- Copy and enlarge Word Parts T-chart.
- Cut apart 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, interact, interactive, pattern, suffix, proficient (L)

Materials

- ✓ Word Parts Cards: “write,” “come,” “use,” “make,” “change,” “love,” “-ed,” “-er,” “-ing”
- ✓ Word Parts T-chart (two-column chart with headings: Suffix and Base Word) (one for teacher display)
- ✓ Whiteboards (one per student)
- ✓ Whiteboard markers (one per student)
- ✓ Whiteboard erasers (or tissues, socks, etc.; one per student)
- ✓ Spelling Pattern Cards: “-zle,” “-gle,” “-kle” (for teacher display)
- ✓ Interactive Word Wall (one to display)

Opening

A. Word Parts: “-ed,” “-ing,” and “-er”

- (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: “write,” “come,” “use,” “make,” “change,” “love,” “-ing,” “-er,” “-ed.”
 2. Teacher says: “Let’s read these together: ‘write,’ ‘come,’ ‘use,’ ‘make,’ ‘change,’ ‘love,’ ‘-ing,’ ‘-er,’ ‘-ed.’”
 3. Teacher asks:

“What do you notice about these word parts?” (Some are base words; some are suffixes.)
 4. Teacher says: “Yes, we have base words and suffixes here.”
 5. Teacher asks:

“Who can define ‘base word’ for us?” (a word that has meaning on its own)

“And what is a suffix?” (a word part added to the ending of a word)
 6. Teacher says: “Yes, a suffix is a word part that is added to the ending of a word and often changes the meaning.”

7. Teacher asks:
“Can a suffix be a word on its own?” (No; it is a word part that must be added to a base word.)
8. Teacher displays the **Word Part T-chart**.
9. Teacher says: “Let’s sort these into the correct column: Base Word or Suffix. The first word part is ‘make.’”
10. Teacher asks:
“Is this a base word or a suffix?” (base word)
11. Teacher adds “make” to the Base Word column.
12. Repeat steps 8–11 with remaining word parts.
13. Teacher says: “Now let’s make some new words with these word parts. We can do this by choosing one base word and one suffix. I’ll show you by choosing the base word ‘write’ and adding the suffix ‘-er.’”
14. Teacher asks:
“When I put these together, what new word did I make?” (“writer”)
“How does the base word change?” (The “e” was dropped.)
15. Teacher says: “Yes! This is because the suffix ‘-er’ begins with a vowel. When the suffix begins with a vowel, as it does in ‘-er,’ ‘-ed,’ and ‘-ing,’ the ‘e’ ending of the base word is dropped.”
16. Teacher asks:
“How was the meaning changed?” (It changed “write” from an action to a person that does the action. A “writer” is a person who writes.)
“And what does ‘-er’ mean?” (action or process)
17. Teacher says: “Exactly. We have changed the meaning by adding the suffix ‘-er.’”
18. Teacher asks:
“Now who else would like to make a new word with these word parts?”
19. Student volunteer makes new word with a base word and a suffix. Student reads word aloud.
20. Teacher asks student to define the word and describe how the meaning has changed.
21. Repeat steps 18–20 as time allows.

Meeting Students' Needs

- As students become familiar with the routines and the definitions of prefix, base word, and suffix, consider skipping steps 3–7.
- For students who need extra practice making words: Consider offering clues to words they could make with the base words and suffixes available.
- If students forget, remind them that the suffixes are vowel suffixes, meaning they begin with a vowel. Therefore, the “e” is dropped from the base word.
- When adding the “-er,” “-ing,” or “-ed” Suffix Cards to the base words, consider covering the magic “e” on the Base Word Card to illustrate how the “e” is “dropped” from the base word.

- When a suffix is added to a word, it changes the word's meaning. Use the following rules as a key for helping students discover the new meaning.
 - "-ing": action of a verb
 - "-er": more; or a person or thing who does an action or process
 - "-ed": forms a past tense of a verb

Work Time

A. Interactive Writing: Writing a Silly Sentence with Word Ending in C-le Syllable

- (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 displays **Spelling Pattern Cards: "-zle," "-gle," "-kle."**
 2. Teacher says: "Today we will use the words we know to make a silly sentence. We will use the words that have the /əl/ sound spelled with '-le' plus consonants 'z,' 'g,' and 'k.' Let's think of words we can use!"
 3. Teacher asks:

"Who can share a word that is spelled with '-zle,' '-gle,' '-kle'?" These are words that have the syllable /z əl/, /g əl/ or /k əl/ at the end.
 4. Invite a student to identify the correct spelling pattern for the word provided (e.g. if the student says "sparkle," they identify the "-kle" pattern).
 5. Teacher records word under the appropriate spelling pattern and repeats the word.
 6. Teacher says: "Yes, (suggested word) has the C-le syllable spelled with (pattern). Now it's time to use your whiteboards to record the words."
 7. Teacher says: "After we make our list, we will write a silly sentence together. The sentence has to have as many words with these vowel patterns as we can add. If we want our sentence to be really silly, we want to have lots of words to choose from. So, we are going to work together to think of as many words as we can. You can now think of as many of these words as you can and write them on your whiteboard."
 8. Students write words individually or with partners for 1–2 minutes.
 9. Volunteers share out words from their list. If a student spells a word incorrectly, teacher guides him or her to correct the mistake.
 10. Teacher adds the students' words to the list on the board.
 11. Repeat steps 4–6 with more words if necessary (enough to create a silly sentence). Students follow along by circling words shared by others on their whiteboards.

12. Teacher says: "Wow! Look at all the words we've listed that have these vowel patterns! Now we are ready to write a silly sentence. I think we should use a word or two from our work with Word Parts and a few high-frequency words to write our sentence, too. I will use the **Interactive Word Wall** to find some more words for our sentence."
13. Teacher says: "A silly sentence makes us laugh because we use words that don't usually go together; it gives us a funny picture in our head or sounds really silly."
14. Teacher says a silly sentence. Example (use student-generated words):
 - "The eagle guzzled down the water next to the man who juggled buckles."
15. Teacher asks:

"How many words are in the sentence?" (13)
16. Teacher says: "Yes! We will write this sentence with 13 words together. Let's start with the first word, which is a high-frequency word that we know."
17. Teacher asks:

"Who would like to write our first word, 'the'?"
18. Teacher repeats the sentence, tapping out each word on the chart paper or whiteboard.
19. Teacher and students share pen to take turns interactively writing the sentence (see Interactive Writing lessons in Grade 1, Modules 1–2 for more details). Teacher stops to review punctuation rules as needed.
20. When sentence is finished, teacher says: "Let's read our silly sentence we wrote from the words we know."
21. Students and teacher read sentence together.

Meeting Students' Needs

- Observe students as they write. Encourage them to correct the spellings of words as they review what the teacher has written.
- Consider providing students with pre-assigned partners for management concerns, if needed.
- Remind students to double the consonant if the first syllable is a short vowel sound.
- If time is a consideration, shorten the lesson by calling on students to suggest words instead of writing on their individual whiteboards.
- Allow students to air-write words instead of write on whiteboards, if needed.
- Consider providing students who need support with a sentence frame to help them generate a silly sentence.
- Consider creating 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 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).

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 OR words containing C-le syllable type.

- 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, with words containing the C-le syllable type. Teacher provides immediate feedback and support.
 - Consider using a Writing Checklist (see Lesson 62 Supporting Materials) modified for the needs of this group. Encourage students to peer or self-edit their sentences based on the checklist criteria.
- **Additional Supporting Materials:**
 - Writing Checklist (see Lesson 62 Supporting Materials)

Consolidated Alphabetic:

- Students complete exit ticket:
 - Students write their own silly (or normal) sentences with words of the C-le syllable type. Students use the Writing Checklist (see Lesson 62 Supporting Materials) to peer or self-edit their writing.
 - Consider keeping these sentences to be used for fluency practice with the Full and Partial Alphabetic students during Small Groups for the Fluency lesson (Lesson 64).
- Use leveled readers for fluency practice. (Refer to the Independent and Small Group Work Guidance document for guidance; see K–2 Skills Resource Manual.)
- **Additional Supporting Materials:**
 - If silly sentences are being used for fluency practice in Lesson 64, have students write the sentences on chart paper or sentence strips.
 - Writing Checklist (see Lesson 62 Supporting Materials)