



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 “-dge” and “-ge” and other patterns I’ve learned. (RF. 2.3, L.2.2d)
 - I can decode words with differently spelled word endings.
 - 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 they can identify common spelling patterns for /j/ at the end of a word (“-dge” and “-ge”).
 - 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: Suffixes “-ly” and “-y”
2. **Work Time (10 minutes)**
 - A. Interactive Writing: Writing a Silly Sentence with “-dge” and “-ge” Words and Other Familiar Patterns
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 from which students can choose (consider generating your own): “The strange beagle nibbles the large pickle on the edge of the rocky stage.” “I urge you to fix the hinge on the fridge that sticks when I pledge to eat fudge and porridge.”
- Create Word Parts T-chart (three-column chart with headings Prefix, Base Word, and Suffix; see supporting materials).
- Cut apart Word Parts Cards and have tape or magnets ready to affix cards to the Word Parts T-chart.
- Enlarge the Knowing When to Use “-dge” or “-ge” chart (for display; see supporting materials).
- 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 Parts Cards: “safe,” “luck,” “like,” “kind,” “most,” “rock,” “dust,” “hike,” “-ing,” “-er,” “-ed,” “-s,” “-y,” “-ly,” “un-,” “re-”
- ✓ 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)
- ✓ Spelling Pattern Cards (“-dge” and “-ge”)
- ✓ Enlarged Knowing When to Use “-dge” or “-ge” chart (for display)

Opening

A. Word Parts: Suffixes “-ly” and “-y”

- (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.”

- Optional: Distribute **whiteboards**, **whiteboard markers**, and **whiteboard erasers** (or have students follow along by skywriting).
- Begin the Word Parts instructional practice:
 1. Teacher displays the **Word Parts Cards** randomly on the board: “safe,” “luck,” “like,” “kind,” “most,” “rock,” “dust,” “hike,” “-ing,” “-er,” “-ed,” “-s,” “un-,” “re-” (not yet displaying “-y” or “-ly” until step 7).
 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 Word Cards by moving them into the Base Word column on the Word Parts T-chart.
 6. Repeat step 5 with the Prefix Cards and Suffix Cards.
 7. Teacher displays the “-y” and “-ly” Word Parts Cards and says: “Here are two new word parts. They clearly aren’t base words. Let’s see if they are prefixes or suffixes.”
 8. Teacher models with the word “safe”: Teacher takes the word “safe” out of the Base Word column and places “-ly” at the beginning to build “lysaf.”
 9. Teacher says: “This doesn’t make sense or look right. let’s try placing ‘-ly’ at the end.”
 10. Teacher places “-ly” at the end and invites students to read it, reminding as necessary that when “-y” is at the end of a two-syllable word, it makes the /ē/ sound.
 11. Teacher says: “‘Safely.’ That makes sense.”
 12. Teacher invites students to turn to an elbow partner and use the word “safely” in a sentence.
 13. Teacher invites one or two volunteers to share their sentences with the group.
 14. Teacher asks:

“How does the suffix ‘-ly’ change the meaning of the base word?” (It makes it mean “in a safe way.”)
 15. Teacher says: “I’m going to put ‘-ly’ in the Suffix column. I’m going to put ‘-y’ there too because it is a suffix also. When we build new words today, we’ll discover what the suffixes ‘-ly’ and ‘-y’ do when added to base words.”
 16. Teacher says: “Remember, not all prefixes and suffixes work with all base words to make real new words. Let’s see what real words we can make.”
 17. Teacher invites a volunteer to build a word with any of the base words and affixes.
 18. Each time a new word is built, teacher invites the students to use the word in a sentence.
 19. Teacher repeats step 18 with as many volunteers as time allows.
 20. 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 may help you read the word or understand what it means.”

Meeting Students' Needs

- As students become familiar with the routines and the definition of prefix, base word, and suffix, consider skipping steps 2 through 4.
- The base word "hike" provides an opportunity to review how the magic "e" is dropped when adding a vowel suffix. Consider having students simply place the "-ing," "-er," or "-ed" card over the silent "e" on the card "hike" so they can see how it is "dropped."
- If students do not come up with words using both a prefix and suffix such as "unkindly," "unsafely," or "unlikely," consider modeling this with them.
- Consider adjusting the number of affixes used in this lesson depending on students' needs. Consider explaining to students that words with the suffix "-ly" such as "safely" and "kindly" are adverbs (words that describe nouns) and words with the suffix "-y" such as "rocky" and "dusty" are adjectives (words that describe nouns).

Work Time

A. Interactive Writing: Writing a Silly Sentence with "-dge" and "-ge" Words and Other Familiar Patterns

- (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!"*
- Begin the Interactive Writing instructional practice:
 1. Teacher displays **Spelling Pattern Cards: "-dge" and "-ge."**
 2. 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 /j/. These are words with the '-dge' and '-ge' pattern spelling that sound."
 3. Teacher asks:

"Who can think of a word with that sound spelling pattern?"
 4. Teacher makes a two-column T-chart on the board, labels one column "-dge" and the other "-ge," and records the student-generated word by volunteer in the appropriate columns on the chart.
 5. Teacher says: "Great job! Now it's time to use your whiteboards to record the words with me."
 6. Teacher distributes **whiteboards, whiteboard markers, and whiteboard erasers.**
 7. Students draw the same T-chart on their own whiteboards.
 8. Teacher says: "After we make our list, we will write a silly sentence together. The sentence has to have at least one '-dge' or '-ge' word in it. 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 with those spelling patterns. You will think of as many as you can and write them on your whiteboard in the correct column."

9. Teacher displays **Enlarged Knowing When to Use “-dge” or “-ge” chart** and reminds students of the spelling generalizations (“-ge” after a long vowel sound or consonant “n,” “r,” or “l” and “-dge” after a short vowel).
10. Students write words individually or with partners for 1–2 minutes.
11. Volunteers share out words from their list, specifying which column the word should go under in the T-chart. If a student identifies the incorrect column (incorrectly spelled the word), teacher guides student to correct the mistake. Example:
 - If a student spelled “age” as “adge,” teacher says: “Great word! The letters ‘-dge’ at the end of a word do make the /j/ sound. The word ‘age’ has a long vowel sound before that final /j/ sound so it is spelled with just ‘ge.’ This is a word we’ll see over and over and we will eventually get that pattern in our memories.”
12. Students correct on their whiteboard(s).
13. Teacher adds the words to his or her whiteboard in the correct column.
14. Repeat steps 8–10 with several more words if necessary (enough from which to choose to create a silly sentence). Students follow along by circling words on their own whiteboard that were shared by others.
15. Teacher says: “Wow! Look at all the words we’ve come up with that match our pattern! Now we are ready to write a silly sentence! We need some high-frequency words too, and let’s see if we can also use a word with a C-le syllable.”
16. Teacher invites students to generate a sentence based on the criteria in step 15 or offers predetermined choices for students to decide (see Teaching Notes, “In Advance”). (Example: “The strange beagle nibbles the large pickle on the edge of the rocky stage.”)
17. Teacher asks:

“How many words are in the sentence?” (14)
18. Teacher says: “Yes! We will write a 14 word sentences together.”
19. Teacher repeats the sentence, tapping out each word on the chart paper or whiteboard.
20. Teacher and students share the pen to take turns interactively writing sentence. (Refer to the Interactive Writing lessons in EL Education’s Grade 1, Modules 1–2 for additional guidance.)
21. Teacher stops to review punctuation rules as needed.
22. When sentence is finished, teacher says: “Let’s read our silly sentence we came up with from the words we know.”
23. 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.
- Allow students to air-write words instead of write on whiteboards, if needed.
- 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 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 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 77).
- **Additional Supporting Materials:**
 - Writing Checklist (see Lesson 77 supporting materials)

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 77).
 - Consider keeping these sentences to be used for fluency practice with the Full and Partial Alphabetic students during differentiated small group instruction for the fluency lesson (Lesson 79).
- Use leveled readers for fluency practice. Refer to the Independent and Small Group Work Guidance document (see K–2 Skills Resource Manual).
- **Additional Supporting Materials:**
 - If silly sentences are being used for fluency practice in Lesson 79, have students write the sentences on chart paper or sentence strips.
 - Writing Checklist (see Lesson 77 supporting materials)