



### Daily and Supporting Learning Targets

- Opening A: I can make new words using base words and the suffixes “-er” and “-est.” (RF.2.3)
  - I can make and decode a new word by adding a prefix or a suffix to a base word.
  - I can identify common spelling patterns for adding affixes to words.
- Work Time A: I can write a sentence using words with the spelling patterns “-ch” and “-tch,” suffixes “-er” and “-est,” and high-frequency words. (L.2.2d)
  - I can identify spelling patterns based on vowel sounds.
  - 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 spelling patterns “-ch,” and “-tch” 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: “-er” and “-est”
2. **Work Time (10 minutes)**
  - A. Interactive Writing: Writing a Silly Sentence with Words Spelled with “-ch” and “-tch”
3. **Closing and Assessment (2 minutes)**
  - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40–45 minutes)**

### Teaching Notes

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#### In advance:

- Prepare possible silly sentence examples (students may also generate their own; optional): “You should not pinch yourself or screech frequently just because your coach said you are the fastest runner.” “If the weather is warmer for a whole week in March, we might ditch our plan and go to the beach.”
- Copy and enlarge T-chart (two-column chart with headings: 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.
- 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, comparative, compare, interact, interactive, pattern, proficient, suffix (L)

## Materials

- ✓ Word Part Cards: “long,” “big,” “tall,” “late,” “-er,” “-est”
- ✓ Word Parts T-chart (with headings “-er” and “-est”; optional)
- ✓ Whiteboards (one per student)
- ✓ Whiteboard markers (one per student)
- ✓ Whiteboard erasers (or tissues, socks, etc.; one per student)
- ✓ Interactive Word Wall
- ✓ Spelling Pattern Cards: “-ch” and “-tch”

## Opening

### A. Word Parts: “-er” and “-est”

- (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: “long,” “big,” “funny,” “late,” “-er,” “-est.”
  2. Teacher says: “We have base words and suffixes displayed here.”
  3. Teacher asks:
 

**“Which are the base words?” (“long,” “big,” “funny,” “late”)**

**“And which are the suffixes?” (“-er,” “-est”)**
  4. Teacher says: “Let’s look at the suffixes, ‘-er’ and ‘-est.’ I wonder how these two suffixes are different in how they are used. Think about how these suffixes may be used that makes them different.”
  5. Teacher invites student to share his or her thinking. (“-er” is used to compare two things; “-est” is used to compare three or more things.)
  6. Teacher says: “Right! These are special suffixes called ‘comparative suffixes’ because they are used to compare two or more things. When we are comparing two things, we use ‘-er,’ as in, ‘I am shorter than my sister.’ When we are comparing three or more things, we use ‘-est,’ as in, ‘I am the shortest person on the team.’ Let’s learn more about how to use these suffixes to change the meaning of a base word.”

7. Teacher says: "The first word part we will use is 'long.'"
8. Teacher asks:
  - "Is this a base word or suffix?" (base word)*
  - "And if we are comparing the length of two sticks, which suffix would we use?" ("er")*
  - "Yes, and what would the word be?" ("longer")*
9. Teacher says: "Right. Take a minute to write 'longer' on your whiteboard (if using them)."
10. Students write "longer" on whiteboards.
11. Teacher displays the **Word Part T-chart** (with headings "-er" and "-est").
12. Teacher says: "Great. I'll write 'longer' under the '-er' column. Now let's write the word we would use to compare the length of five sticks. Think about which suffix to use and write that word on your whiteboard."
13. Students write "longest" on whiteboards.
14. Teacher asks:
  - "What word did we write?" ("longest")*
15. Teacher says: "Great. I'll write 'longest' under the '-est' column."
16. Teacher says: "Now let's try with 'big.'"
17. Teacher asks:
  - "If we are comparing the size between two cookies, which suffix would we use?" ("er")*
  - "Yes, and what would the word be?" ("bigger")*
18. Teacher says: "Right. Take a minute to write 'bigger' on your whiteboard."
19. Students write "bigger" on whiteboards.
20. Teacher asks:
  - "How did you spell the word 'bigger'?" ("b-i-g-g-e-r")*
  - "Why isn't it spelled 'b-i-g-e-r'?" (The first syllable has to be closed for the short vowel sound.)*
21. Teacher says: "Right! I remember we learned that! When we have a one-syllable word ending in a consonant, we double that consonant before adding '-er' or '-est.' I'll write 'bigger' on the chart under '-er.'"
22. Repeat steps 19–21 with "biggest."
23. Teacher says: "Now let's try with 'tall.'"
24. Teacher asks:
  - "If we are comparing two people's heights, which suffix would we use?" ("er")*
  - "Yes, and what would the word be?" (taller)*
25. Teacher says: "Right. Take a minute to write 'taller' on your whiteboard."
26. Teacher asks:
  - "How did you spell the word 'taller'?" ("t-a-l-l-e-r")*
27. Repeat step 24–26 with "tallest."

28. Teacher says: “Lastly, let’s try ‘late.’”
29. Teacher asks:  
*“If we are comparing two movie times, which suffix would we use?” (“-er”)*  
*“Yes, and what would the word be?” (“later”)*
30. Teacher says: “Right. Take a minute to write ‘later’ on your whiteboard.”
31. Teacher asks:  
*“How did you spell the word ‘later?’” (“l-a-t-e-r”)*  
*“Can you think of why isn’t it spelled ‘l-a-t-e-e-r?’” (would be pronounced “lay-teer”)*
32. Teacher says: “That’s right. When we have word ending in ‘e,’ we take off the ‘e’ before adding ‘-er’ or ‘-est’ so we don’t have the /ē/ sound. I’ll write ‘later’ on the chart under ‘-er.”
33. Teacher leads students in reading all words together.

### Meeting Students’ Needs

- For ELLs and other students who may need extra practice with the concept of comparatives: Consider providing pictures of comparing two items and also comparing three or more items to support understanding.
- In step 4, students may identify the “-er” suffix as a “doer” suffix. (Examples: “teacher,” “baker”). Acknowledge this meaning of the “-er” suffix and introduce the comparative as another meaning of this suffix as described in step 6.

## Work Time

### A. Interactive Writing: Writing a Silly Sentence with Words Spelled with “-ch” and “-tch”

- (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: “-ch” and “-tch.”**
  2. Teacher says: “Today we will use the words we know to make a silly sentence. We will use the words that have the /k/ sound spelled with ‘-ch’ and ‘-tch.’ Let’s think of words we can use!”
  3. Teacher says: “Remember that we use ‘-tch’ after a short vowel sound and in the middle of multisyllabic words, ‘-ch’ after a vowel team, r-controlled vowels, and the consonants ‘l’ and ‘n.’”
  4. Teacher asks:  
*“Who can share a word that is spelled with ‘-ch’ or ‘-tch?’”*
  5. Invite student to identify correct spelling pattern for word provided.
  6. Teacher records word under the appropriate spelling pattern and repeats the word.

7. Teacher says: “Yes, (suggested word) has the /ch/ sound spelled with (pattern). Now it’s time to use your whiteboards to record the words.”
8. Teacher says: “After we make our list, will write a silly sentence together. The sentence has to have as many words with these spelling 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.”
9. Students write words individually or with partners for 1–2 minutes.
10. Volunteers share out words from their list. If a student spells a word incorrectly, teacher guides student to correct the mistake.
11. Teacher adds the students’ words to the list.
12. Repeat steps 6–8 with more words if necessary (enough from which to create a silly sentence). Students follow along by circling words shared by others on their whiteboards.
13. 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.”
14. 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.”
15. Teacher says silly sentence. Example (use student-generated words): “You should not pinch yourself or screech frequently just because your coach said you are the fastest runner.”
16. Teacher asks:  

**“How many words are in the sentence?” (18)**
17. Teacher says: “Yes! We will write this sentence with 18 words together. Let’s start with the first word, which is a high-frequency word that we know.”
18. Teacher asks:  

**“Who would like to write our first word, ‘you?’”**
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 (see Interactive Writing lessons in Grade 1, Modules 1–2 for more details). Teacher stops to review punctuation rules as needed.
21. When sentence is finished, teacher says: “Let’s read our silly sentence we wrote from the words we know.”
22. 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 preassigned partners for management concerns, if needed.
- 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

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### 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:
  - “My goal is to \_\_\_\_.”
  - “When I work toward my goal during small group time, I will \_\_\_\_.”

## Differentiated Small Groups: Work with Teacher

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*Suggested Plan: Teacher works with students in the Partial Alphanumeric and Full Alphanumeric groups. If possible, teacher should also meet with the Consolidated Alphanumeric 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 spelling patterns “-ch” and “-tch.”
- 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 spelling patterns “-ch” and “-tch.” Teacher provides immediate feedback and support.
  - Consider using a Writing Checklist (see Lesson 82 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 82 supporting materials)

**Consolidated Alphabetic:**

- Students complete exit ticket:
  - Students write their own silly (or normal) with words containing spelling patterns “-ch” and “-tch.” Students use the Writing Checklist (see Lesson 82 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 differentiated small groups for the fluency lesson (Lesson 84).
- Use leveled readers for fluency practice. (Refer to 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 84, have students write the sentences on chart paper or sentence strips
  - Writing Checklist (see Lesson 82 supporting materials)