



## Daily and Supporting Learning Targets

- Opening A: I can identify suffixes with spelling patterns “-able” and “-ible” in a shared text (poem). (RF.2.3)
  - I can use knowledge of vowel sounds to help me decode words with different spelling patterns.
  - I can decode words with common suffixes.
- Work Time A: I can read, identify the vowel sound, and spell words with the ending spelling patterns “-able” and “-ible.” (RF.2.3, L.2.2)
  - I can use knowledge of vowel sounds to help me decode words with different spelling patterns.
  - I can identify spelling patterns based on vowel sounds.
  - I can decode words with common suffixes.

## Ongoing Assessment

- Observe students during Opening A. Determine whether they can identify words that share ending spelling patterns “-able” and “-ible” in “Cake for Dinner?”
- Observe students during Work Time A. 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. Poem Launch: “Cake for Dinner?”

### 2. Work Time (10 minutes)

A. Words Rule: Suffixes Spelled with “-able” and “-ible”: “sensible,” “terrible,” “edible,” “possible,” “incredible,” “dependable,” “preferable,” “breakable,” “acceptable,” “comfortable”

### 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 (one set for teacher to display; one per pair).
- Enlarge poem: “Cake for Dinner?” (or write on chart paper to display).
- Copy T-chart for Work Time A (one per pair).
- Predetermine partners for Work Time A.
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher).

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- similar, patterns (L)

## Materials

- ✓ Enlarged poem: “Cake for Dinner?” (teacher can write on chart paper to display)
- ✓ Words Rule Word Cards (one set for teacher to display; one per pair)
- ✓ T-chart: “-able” and “-ible” (one per pair)
- ✓ Cycle 18 Assessment (optional)

## Opening

### A. Poem Launch: “Cake for Dinner?”

- (Suggested transition song, sung to the tune of “I’m a Little Teapot”):
 

*“Now let’s read the poem, line by line. Open up your ears to find the rhyme. When we read together, we sound great. Listen up to the rhymes we make.”*
- Begin the Poem Launch instructional practice:
  1. Teacher says: “Today we are going to read a poem together. First, you will follow along as I read. Then we will read it together and think about the words we read.”
  2. Teacher reads aloud **enlarged poem: “Cake for Dinner?”**
  3. Teacher says: “Now let’s read this poem aloud together. While we are reading, we can practice our rules of fluency so that we read smoothly, with expression, with meaning, and at just the right speed.”
  4. Students read poem aloud with teacher.
  5. Teacher says: “Great reading! Now take a minute to read the poem to yourself while you think about words that share the same sound. See if you can find some words that all share the same sound, and then you’ll share your thoughts with an elbow partner.”
  6. Students read poem silently.
  7. Teacher says: “Now turn to an elbow partner and talk about the words you discovered that share the same sound.”
  8. Students share with elbow partner words containing the “-able” and “-ible” endings.
  9. Teacher asks:
 

*“What sound did you hear in many of the words in this poem?” (/ābəl/ and /ībəl/).*
  10. Teacher says: “Right. Those are the words we will learn more about today. Words with the suffix ‘-able’ or ‘-ible,’ mean to be ‘able to be.’ Like the word ‘breakable’ means ‘able to be broken.’ Now let’s read the poem once more together.”
  11. Students read poem aloud with teacher.
  12. Teacher says: “Great reading! Now we will take a closer look at those words you discovered.”

## Meeting Students' Needs

- Consider providing students who need additional support, including ELLs, with picture cards of nouns in "Cake for Dinner?" to support comprehension.
- Consider providing students with an understanding of adjectives (descriptive words) that would describe dinner foods and cake to support understanding of poem.
- Because the endings "-able" and "-ible" contain two syllables, provide support to pronouncing three-syllable words created by adding these affixes to one-syllable words. Consider modeling or encouraging students to divide the word in the same manner as in Syllable Sleuth.

## Work Time

### A. Words Rule: Suffix Endings Spelled with "-able" and "-ible": "sensible," "terrible," "edible," "possible," "incredible," "dependable," "preferable," "breakable," "acceptable," "comfortable"

- (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 the board and reads aloud words spelled with "-able" and "-ible": "sensible," "terrible," "edible," "possible," "incredible," "dependable," "preferable," "breakable," "acceptable," "comfortable."
2. Teacher says: "Here are some of the words we read in the poem that end with a 'bəl' sound. Take a minute to notice the spelling patterns in these words and how you would group them together. Then share your thinking with an elbow partner."
3. Students read words silently and notice similar patterns and decide how they would group words together. Students share their thinking with an elbow partner.
4. Teacher asks:  
*"Who would like to share what they noticed about these words?" (They all have a "-ble" (/bəl/) ending.)*
5. Teacher says: "All our words end in the letters 'ble' but are not exactly the same."
6. Teacher asks:  
*"How did you group these words together?" (in two groups: "-able" and "-ible" spellings)*  
*"What do you notice about the ending sounds of these words?" ("-able" sounds like /əbəl/ and "-ible" sound like /ibəl/)*
7. Teacher says: "Right. Another way to tell the difference between these two suffixes is to look at the base word. The suffix '-able' follows a base word, while the suffix '-ible' does not."

8. Teacher asks:

***“What base words do you notice in ‘-able’ words?” (“break,” “prefer,” “depend,” “comfort,” “accept”)***

***“What do they all have in common?” (They are all whole base words with their own meanings.)***

9. Teacher distributes Words Rule Word Cards and a **T-chart** to students as they partner together to practice sorting more “-able” and “-ible” ending words.
10. Students divide Words Rule Word Cards equally with partner and take turns reading “-able” and “-ible” words:
- Student A reads word.
  - Student B identifies each word as “-able” or “-ible” based on the vowel sound.
  - Student B writes word in appropriate column.
  - Students switch roles.
  - Students take turns reading all words written.

### Meeting Students' Needs

- Consider giving a sentence containing each word to help support vocabulary development for students.
- Consider reminding students that when a vowel suffix is added (“-able” and “-ible”), the magic “e” is often dropped (example: “sensible”).
- In step 10, many students will likely need extra support spelling some of these longer words such as “accessible.” Consider allowing students to use the Words Rule Word Cards as a guide to writing the words.

## 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 words with “-able” and “-ible” endings using Letter Tiles (see K–2 Word List for examples).
  - Students check spellings by identifying syllable types.
  - 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.
- **Additional Supporting Materials:**
  - Letter Tiles (not included in supporting materials)
  - Paper and writing utensils (one per student; for writing words built with letter tiles)

### Full Alphabetic:

- Students complete exit ticket:
  - Students complete Sentence Builders with “-able” and “-ible” endings (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 “-able” and “-ible” ending words.
- Check in with Accountable Independent Reading.
- Activity Bank activities:
  - An Activity Bank activity from the Fluency category (F)
- **Additional Supporting Materials:**
  - Sentence Builders
  - Paper and writing utensils (for students to write sentences; optional)

**Consolidated Alphabetic:**

- Students complete exit ticket:
  - Students complete Sentence Builders with “-able” and “-ible” endings (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 “-able” and “-ible” words as they can.
- **Additional Supporting Materials:**
  - Sentence Builders
  - Paper and writing utensils (for students to write an article for the *Sunnyside Gazette*; optional)