



Daily and Supporting Learning Targets

- Opening A: I can identify the correct spelling patterns for words that end in the “-able” and “-ible” suffixes. (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 common suffixes.
- Work Time A: I can read and spell words with suffixes “-ible” and “-able.” (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 syllable type.
 - I can make and decode a new word by adding a prefix or a suffix to a base word.

Ongoing Assessment

- Observe students during Opening A. Determine whether they can identify the correct spelling pattern based on syllable type.
- Observe students during Work Time A. Determine whether they can apply knowledge of syllable types to read and spell words correctly.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Agenda

1. **Opening (3–5 minutes)**
 - A. Word Workout: Word Stars
2. **Work Time (10 minutes)**
 - A. Word Workout: Exercise Practice
3. **Closing and Assessment (2 minutes)**
 - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40–45 minutes)**

Teaching Notes

In advance:

- Enlarge Word Stars for “-able” and “-ible.”
- Copy and cut apart Word Lists for student use.
- Copy Word Stars for student use.
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher).

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- identify, workout, exercise (L)

Materials

- ☑ Enlarged Word Stars for “-able” and “-ible” (for teacher use)
- ☑ Word Lists (one copy per pair; cut apart for Student A and Student B)
- ☑ Word Stars (one set per pair)

Opening

A. Word Workout: Word Stars

- (Suggested transition song, sung to the tune of “The Muffin Man”):

“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 stars today?”
- Begin Word Workout: Word Stars exercise:
 1. Teacher says: “We have been working with words with two suffix endings: ‘-able’ and ‘-ible.’”
 2. Teacher asks:

“Who can remind us of the where the suffix goes?” (on the end of the word)
 3. Teacher asks:

“And how do you know the difference between ‘able’ and ‘ible’?” (In some words, they sound different, but a more predictable difference is that “able” can be at the end of a real word and “ible” cannot.)
 4. Teacher asks:

“What kinds of words usually come before the suffix ‘able’?” (base words that have meaning by themselves)

“What kind of words usually come before the suffix ‘ible’?” (non-words with no meaning or base word)
 5. Teacher says: “Great! Today you are going complete ‘Word Stars.’ You will work with a partner to practice reading and spelling words with ‘-ible’ and ‘-able’ suffixes. Your job will be to match the first part of the word with the correct ending suffix. Remember, words ending in ‘-able’ begin with a real base word.”
 6. Teacher displays enlarged Word Stars for “-ible” and “-able” on the board.
 7. Teacher says: “This Word Star has ‘-able’ in the center, so all the word parts we add here will be the first part of ‘-able’ suffix words. The other Word Star has ‘-ible’ in the center, so all the word parts we add here will be the first part of ‘-ible’ suffix words.”

8. Teacher asks:

“For example, if I say the word ‘fashion,’ on which Word Star should I write this word?” (“-able” because “fashion” is a real base word that makes “fashionable” when the “-able” suffix is added)

9. Teacher writes “fashion” on one of the lines of the Word Star (see supporting materials).

10. Teacher says: “Right! You and your partner will each have a Word List with the beginnings of words that begin both ‘-able’ and ‘-ible’ words. You will take turns reading and writing the words. Your partner will read a word, and you will decide on which Word Star to write it. Then you will read a word, and your partner will decide on which Word Star to write it. You will write the words on the lines of the Word Star, just as I did with ‘fashion.’ Your goal is to get all the words on the correct Word Stars. When you are finished with all the words, you can check your work with the Word Lists.”

11. Teacher says: “Let’s get ready to Workout Words! When you practice this exercise, you’ll work with a partner practice reading and writing words with the suffixes ‘-ible’ and ‘-able.’”

Meeting Students’ Needs

- Students may comment that they know familiar words like “laugh” and “depend.” Remind them that only “-able” can be added to the ending of real words to make new words.
- Students may comment that the beginnings of “-ible” words are not real words. Remind them to identify syllables to decode sounds correctly.
- Consider providing support as students make connections between spelling patterns and syllable types with sentence frames. Example:
 - “I notice when ‘-able’ words change the meaning of words to describe something or someone that is ‘-able.’”

Work Time

A. Word Workout: Exercise Practice

- (Suggested transition song, sung to the tune of “The Muffin Man”):

“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 stars today?”

- Begin the Word Workout: Exercise Practice:

1. Teacher says: “Now you will practice with a partner. You will each get a Word List and four Word Stars to complete together. Each person will take a turn reading and then writing. First, your partner will read a word from their list. You will decide on which Word Star to write the word. After you have added the word, it is your turn to read a word from your list and your partner will write in on a Word Star. When all the words have been written, you will work with your partner to check the words you wrote with the word list to be sure you chose the correct Word Star.”
2. Teacher distributes **Word Lists** and **Word Stars** to partners and observes as students practice the exercise.

Meeting Students' Needs

- For students who may quickly complete the exercise practice: Consider inviting them to create descriptive oral sentences that contain the words from their Word Stars.

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 cut Segment the Syllables Word Cards into syllables.
- Students glue divided syllables onto Segment the Syllables recording sheet.
- Follow up with exit tickets. Analyze words that were more challenging and discuss why. Ask students to identify the syllable types.
- 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:**
 - Segment the Syllables Word Cards
 - Segment the Syllables recording sheet

Full Alphabetic:

- Students complete exit ticket:
 - Students complete Syllable Slice (see supporting materials).
- Follow up with Word Lists and exit tickets. Analyze words that were more challenging and discuss why.
- Consider working with an appropriate common text, making connections to “-ible” and “-able” ending words, and holding text-based comprehension conversations.
- Check in with Accountable Independent Reading.
- Additional suggested activities:
 - An Activity Bank Activity from the Affix category (A)
- **Additional Supporting Materials:**
 - Syllable Slice (one per student)

Consolidated Alphabetic:

- Students complete exit ticket:
 - Students complete Syllable Slice (see supporting materials).
 - Follow up with Word Lists and exit tickets. 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 “-ible” and “-able” ending words as they can.
- **Additional Supporting Materials:**
 - Syllable Slice (one per student)