



## 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 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 C-le syllable type at the end and applying what I know about the patterns “-tch,” “-ch,” “-ge,” “-dge,” “-k,” “-ck,” and affixes 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 C-le, /ch/, /j/, and /k/ at the end of a word.
  - 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: Reviewing Affixes “un-,” “-ly,” “-er,” “-est,” “-ful,” and “-less”
2. **Work Time (10 minutes)**
  - A. Interactive Writing: Writing a Silly Sentence with C-le Syllable “-tch,” and “-ch” 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): “A fawn makes circles in puddles with sticks at the edge of my lovely garden.” “The helpful eagle is able to quickly bring apples to the gentle chipmunk on the bridge.”
- 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.
- 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 Part Cards: (“help,” “quick,” “slow,” “use,” “kind,” “-er,” “-est,” “un-,” “-ly,” “-ful,” “-less”)
- ☑ 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)

## Opening

### A. Word Parts: Reviewing Affixes “un-,” “-ly,” “-er,” “-est,” “-ful,” and “-less”

- (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: “help,” “quick,” “slow,” “use,” “kind,” “-er,” “-est,” “un-,” “-ly,” “-ful,” “-less.”
  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 Part 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 Part T-chart.
  6. Repeat step 5 with the Prefix Cards and Suffix Cards.
  7. Teacher models with the word “kindest”:
    - Teacher takes the word “kind” out of the Base Word column and places “-est” at the end to build “kindest.”
    - Teacher says: “‘Kindest.’ That makes sense.”

8. Teacher invites students to turn to an elbow partner and use the word “kindest” in a sentence.
9. Teacher invites one or two volunteers to share their sentence with the group.
10. Teacher asks:  
*“How does the suffix ‘-est’ change the meaning of the base word?” (It makes it mean “the most kind.”)*
11. 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.”
12. Teacher invites a volunteer to build a word with any of the base words and affixes.
13. Each time a new word is built, teacher invites the students to use the word in a sentence.
14. Teacher repeats step 14 with as many volunteers as time allows.
15. 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 routine and the definition of "prefix," "base word," and "suffix," consider skipping steps 2–4.
- If students do not come up with words using both a prefix and suffix such as “unkindly,” consider modeling this with them.
- Consider adjusting the number of affixes used in this lesson depending on your students’ needs.
- Consider explaining to students that words with the suffix “-ly” such as “quickly” and “slowly” are adverbs (words that describe verbs). Adding the suffix “-ly” describes the way in which the action happens. (Example: “Runs slowly” means “runs in a slow way.”)

## Work Time

### A. Interactive Writing: Writing a Silly Sentence with C-le Syllables “-tch,” and “-ch” 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!”*
- Optional: Distribute **whiteboards**, **whiteboard markers**, and **whiteboard erasers** (or have students follow along by skywriting).
- Begin the Interactive Writing instructional practice:
  1. Teacher draws a T-chart on the board with seven columns and writes the following headings: C-le, “-ch,” “-tch,” “-k,” “-ck,” “-dge,” “-ge.”

2. Teacher says: “Today we have a particularly challenging task when writing our silly sentence. Our silly sentence will help us review the C-le syllable type, but it will also help us review the various spellings we know for the sounds /ch/, /k/, and /j/ at the end of words.”
3. Teacher says: “Let’s start with words with the C-le syllable type. Turn to an elbow partner and tell him or her one word you can think of with that ending. It’s okay if you can’t think of one right away—we’ll help each other.”
4. Students share with their elbow partner.
5. Teacher invites two or three students to share and lists those words in the C-le column, discussing any unique spelling challenges as needed.
6. Teacher points to the “-ch” and “-tch” columns and says: “Now let’s think about the /ch/ sound at the end of words. Turn to an elbow partner and tell him or her one word you can think of that has the /ch/ sound at the end.”
7. Students share with their elbow partner.
8. Teacher invites two or three students to share and lists those words in the appropriate column (“-ch” or “-tch”), reviewing the generalizations as needed.
9. Teacher repeats steps 6–8 with words ending in /k/ and then /j/ sounds.
10. Teacher says: “Great job! Now it’s time to create a silly sentence that will help us practice all of these patterns.”
11. Teacher invites students to generate a sentence using as many of the patterns as possible (C-le, “-dge,” “-ge,” “-ck,” “-k,” “-ch,” or “-tch”) or offers predetermined choices for students to decide (see Teaching Notes, “In Advance”). Example: “The helpful eagle is able to quickly bring apples to the gentle chipmunk on the bridge.”
12. Teacher asks: **“How many words are in the sentence?”** (16)
13. Teacher says: “Yes! We will write a 16-word sentence together.”
14. Teacher repeats the sentence, tapping out each word on the chart paper or whiteboard.
15. 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).
16. Teacher stops to review punctuation rules as needed.
17. When sentence is finished, teacher says: “Let’s read our silly sentence together.”
18. 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 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.
- Remind students as needed of the spelling generalizations for /j/, /ch/, and /k/ at the end of a word. Consider displaying them somewhere in the room for student reference:

- Generalizations for /j/ spelled "-dge" or "-ge":
  - "-ge" after a long vowel sound or "l," "n," "r"
  - "-dge" after a short vowel
- Generalizations for /ch/ are as follows:
  - "-tch" after a short vowel sound
  - "-ch" after a vowel team
  - "-ch" after an r-controlled vowel
  - "-ch" after the consonants "l" and "n"
  - "-tch" in the middle of multisyllabic words
- Generalizations for /k/ spelled "-k" or "-ck":
  - "-k" after a long vowel sound (example: after a vowel team)
  - "-k" after an r-controlled vowel
  - "-k" after the consonants "l," "n," and "s"
  - "-ck" after a short vowel sound
  - "-ic" at the end of multisyllabic 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 may 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 92).
- **Additional Supporting Materials:**
  - Writing Checklist (see Lesson 92 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 92).
  - 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 94).



- 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 94, have students write the sentences on chart paper or sentence strips
  - Writing Checklist (see Lesson 92 supporting materials)