



Daily and Supporting Learning Targets

- Opening A: I can identify plural words with an “-ies” ending (poem). (RF.2.3)
 - I can use knowledge of vowel sounds to help me decode words with different spelling patterns.
- Work Time A: I can read and identify singular words ending in “-y” and “-ey” and plural words ending in “-s” and “-ies.” (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.

Ongoing Assessment

- Observe students during Opening A. Determine whether they can identify words that share the sound in two-syllable words from the poem “I Spy.”
- Observe students during Work Time A. Determine whether they can sort plural words from singular words ending in “-y” or “-s.”
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Agenda

1. **Opening (3–5 minutes)**
 - A. Poem Launch: “I Spy”
2. **Work Time (10 minutes)**
 - A. Words Rule: Singular and Plural Words Spelled with “-y,” “-ey,” “-ies,” and “-s” Endings: “puppy,” “puppies,” “bunny,” “bunnies,” “lily,” “lilies,” “family,” “families,” “baby,” “babies,” “monkey,” “monkeys,” “valley,” “valleys,” “donkey,” “donkeys,” “turkey,” “turkeys,” “alley,” “alleys”
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:
 - Enlarged poem: “I Spy” for display (or write on chart paper for display)
 - Enlarged Singular and Plural T-chart for Work Time A (optional)
- Copy and cut apart Words Rule Word Cards for Work Time A (one set per pair).
- Copy Singular and Plural 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

- singular, plural, similarities (L)
- pavement (T)

Materials

- ✓ Enlarged poem: “I Spy” (or write on chart paper to display)
- ✓ Words Rule Word Cards (one set for teacher to display; one set per pair)
- ✓ Enlarged Singular and Plural T-chart
- ✓ Singular and Plural T-chart (one per pair)
- ✓ Writing utensil (one per student)
- ✓ Cycle 20 Assessment (optional)

Opening

A. Poem Launch: “I Spy”

- (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 from **Enlarged poem: “I Spy.”**
 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 will 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 an elbow partner. (words containing the plural “-ies” ending)
 9. Teacher asks:
 - “**What sound did you hear at the end of many of the words in this poem?**” (/ēs/)
 10. Teacher says: “Right. Those are the words we will learn more about today. They are plural words, which means more than one of something. 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

- For students who need help in Opening A, including ELLs, consider providing picture cards of nouns in “I Spy” to support comprehension.
- Consider providing students with further examples of singular (one) and plural (more than one) nouns.
- Consider that ELLs may have difficulty differentiating stressed versus unstressed syllables in words. As the schwa sound appears only in unstressed syllables, provide additional support and practice with these words as needed. Example:
 - Provide hand mirrors for students to see the difference in mouth appearance when saying stressed versus unstressed syllables.
- Consider exaggerating the ending of plural words spelled with “-ies” to support students with hearing and identifying the sounds in step 6.

Work Time

A. Words Rule: Singular and Plural Words Spelled with “-y,” “-ey,” “-ies,” and “-s” Endings: “puppy,” “puppies,” “bunny,” “bunnies,” “lily,” “lilies,” “family,” “families,” “baby,” “babies,” “monkey,” “monkeys,” “valley,” “valleys,” “donkey,” “donkeys,” “turkey,” “turkeys,” “alley,” “alleys”

- (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 Word Rules instructional practice:
 1. Teacher displays **Words Rule Word Cards** on the board and reads aloud (singular words spelled with “-ey” and “-y”; plural words spelled with “-s” and “-ies”): “puppy,” “puppies,” “bunny,” “bunnies,” “lily,” “lilies,” “family,” “families,” “baby,” “babies,” “monkey,” “monkeys,” “valley,” “valleys,” “donkey,” “donkeys,” “turkey,” “turkeys,” “alley,” “alleys”).
 2. Teacher says: “Here are some of the words we read in the poem and some new words that share /ē/ endings and /ēs/ endings. Take a minute to examine these words, then share your thinking about how they are similar with an elbow partner.”
 3. Students read words silently and notice similarities (singular words have an “-ey” and “-y” ending, plural words have an “-ies” and “-eys” ending).
 4. Students share their thinking with an elbow partner.

5. Teacher asks:

“Who would like to share what they noticed about these words?” (Singular words have an “/ē/” sound spelled “y” or “ey”; plural words have /ēs/ sound spelled with either “ies” and “eys”; they are all multi-syllable words.)
6. Teacher says: “Yes.”
7. Teacher asks:

“And what comes before all the singular words ending in a ‘y’?” (a consonant)
8. Teacher says: “Right. You have discovered a spelling rule. Words that end in a consonant and ‘y’ are made plural by replacing the ‘y’ with an ‘i’ and adding an ‘es.’ Words that end in an ‘ey’ are made plural by adding an ‘s.’ Today we are learning how to read and spell words ending in ‘y’ as well as how to make them plural.”
9. Teacher asks:

“What did you discover about syllables in these singular words ending in ‘-y’ and ‘-ey’?” (They all have two syllables.)
10. Teacher says: “Yes. These words all have two syllables. The ‘y’ typically makes the ‘/ē /’ sound in words with more than one syllable. So the words we will learn all have more than one syllable.”
11. Teacher says: “Let’s put these words into two groups: plural and singular words. I’ll read the word, then we will decide where to write it on this **enlarged Singular and Plural T-chart**. The first word is ‘puppy.’ Think of what the ending letters are.”
12. Teacher asks:

“Do you hear an /s/ sound?” (no)

“What column does it go into?” (singular)
13. Teacher writes “puppy” in the Singular column on the T-chart.
14. Teacher says: “Right! We hear the /ē/ sound for the ‘y.’ Now let’s practice reading and writing these words with a partner. First, you will read a word, and your partner will write it on the chart under the Singular or Plural column, and you will check it together with the Word Card. Then you will switch roles so your partner will read a Word Card, and you will write the word in the Singular or Plural column. When you have written all the words on the T-chart, you will take turns reading the words.”
15. Teacher distributes the Words Rule Word Cards and a **Singular and Plural T-chart** to students as they partner together to practice sorting two-syllable singular and plural words ending in “-y,” “-s,” and “-ies.”
16. Students divide Word Cards equally with a partner and take turns reading two-syllable plural and singular words:
 - Student A reads word.
 - Student B identifies each /ē/ and /ēs/ sounds as singular or plural.
 - Student B writes the word in the appropriate column.
 - Students switch roles.
 - Students take turns reading all words written.

Meeting Students' Needs

- Consider reminding students of the definitions of "singular" and "plural."
- Consider giving a sentence containing each word to help support vocabulary development for students.
- Consider giving students more practice in dropping the "y" and adding the "i" when making consonant-y ending words plural. Examples:
 - "jellies," "pennies," "ferries," "countries"
- If students have difficulty identifying the similarities, consider scaffolding steps 2–5 in this lesson in the following way:
 - Invite students to identify the singular words (examples: "puppy," "turkey").
 - Invite students to sort the singular words by the ending spelling pattern for /ē/ ("-y" and "-ey").
 - Invite students to match the singular words with their plurals (examples: "puppy" with "puppies"; "turkey" with "turkeys").

Closing and Assessment

A. Reflecting on Learning

- In the Closing, students reflect on what it means to be an independent reader and how they can become increasingly more independent during whole group instruction and differentiated small group instruction. Consider asking one or more of the following questions to support students' understanding of independence (encourage specificity in responses):
 - “What does it mean to be independent?” (examples: be able to do something on your own, be able to help myself with something)***
 - “What does it mean to be an independent reader?” (examples: have knowledge and skills to problem solve words, have “stamina” or the ability to stick with reading for an extended period of time, know your strengths and weaknesses)***
- Consider reviewing reflections from Modules 1–3 to remind students that throughout the year they have learned many skills needed to be an independent reader. They took responsibility for their learning, set goals for themselves, and collaborated with their peers throughout the year. Consider asking one or more of the following questions (encourage specificity in responses):
 - “What knowledge and skills do you have now that you did not have earlier in the year?”***
 - “How did you acquire that knowledge/skill?”***

Meeting Students' Needs

- For students who need additional support organizing their ideas: Consider providing sentence frames. Examples:
 - “One thing an independent reader has to be able to do is ____.”
 - “As an independent reader, I can ____.”
 - “I can show independence by ____.”

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:
 - Teacher provides each student with a copy of the poem “I Spy.” Students circle all the plural words they see. Teacher leads a discussion about why a word ends with “-eys” or “-ies.”
 - Students check spellings with Word List.
 - 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:**
 - Copy of the poem: “I Spy” (one per student)
 - 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 plural words spelled with “-s” and “-ies” (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 plural words ending in an “-ies.”
- Check in with Accountable Independent Reading.
- Activity Bank activities:
 - An Activity Bank activity from the Fluency category (F)
- **Additional Supporting Materials:**
 - Sentence Builders (one per student)
 - Word List for Sentence Builders (one per student)
 - Paper and writing utensils (optional; for students to write sentences)

Consolidated Alphabetic:

- Students complete exit ticket:
 - Students complete Sentence Builders with plural words spelled with “-s” and “-ies” (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*, a poem, or other type of writing using as many plural words spelled with “-ies” as they can.
- **Additional Supporting Materials:**
 - Sentence Builders (one per student)
 - Word List for Sentence Builders (one per student)
 - Paper and writing utensils (optional; for students to write an article for the *Sunnyside Gazette*)