◢ Daily and Supporting Learning Targets

- Opening A: I can make new words using base words and the suffixes "-ment" and "-ness." (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.
    - I can decode a two-syllable word that contains a vowel team (two vowels that make a long vowel sound).
    - I can explain that vowel team spellings in one-syllable words usually have long vowel sounds.
- Work Time A: I can write a sentence using singular words with "-y" endings, plural words with "-ies" endings, and high-frequency words. (L.2.2d)
    - I can identify spelling patterns based on vowel sounds.

Ongoing Assessment

- Observe students during Opening A. Determine whether they can identify word parts correctly, make a new word by adding suffixes "-ment" and "-ness," and decode the new word.
- Observe students during Work Time A. Determine whether they can correctly spell words with a "-y" ending and an "-ies" ending.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Agenda

1. **Opening (3–5 minutes)**

    A. Word Parts: "-ment" and "-ness"

2. **Work Time (10 minutes)**

    A. Interactive Writing: Writing a Silly Sentence with Singular Words Ending in "-y" and Plural Words Ending in "-ies"

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 (students may also generate their own; optional)
    - Example: "The flies sat on the top of the fuzzy bunny tail to have a party." "Eighty family members bounce and jiggle down the road as they hurry and scurry."
- Cut apart Word Parts Cards.
- 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, interact, interactive, pattern, suffix, proficient, similar (L)

Materials

☑ Word Parts Cards: "dark," "blind," "polite," "excite," "pay," "agree," "punish," "-ment," "-ness"

☑ Whiteboards (one per student)

☑ Whiteboard markers (one per student)

☑ Whiteboard erasers (or tissues, socks, etc.; one per student)

☑ Clipboards if not sitting at a desk (one per student; optional)

Opening

A. Word Parts: "-ment" and "-ness"

- (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 ("dark," "blind," "polite," "excite," "pay," "agree," "punish," "-ment," "-ness").

  2. Teacher says: "We have base words and suffixes displayed here."

  3. Teacher asks:

     "Which are the base words?" ("dark," "blind," "polite," "excite," "pay," "agree," "punish")

     "And which are the suffixes?" ("-ment," "-ness")

  4. Teacher says: "Let's look at the suffixes '-ment' and '-ness.' I wonder how these suffixes change the meaning of base words. Let's try to figure it out by using the suffix '-ment' and the base word 'pay.' I'll pull these Word Parts Cards down and then put them together to make a new word. Read the word to yourself and think about what it means."

  5. Teacher makes the word "payment" with Word Parts Cards.

  6. Teacher says: "Every month I make a one hundred-dollar payment on my car."

  7. Teacher invites student to share his or her thinking about the meaning of "payment." (It means the amount of money someone gives toward the purchase of something.)

  8. Teacher says: "Right! So the base word, '-ment,' means that something is being done. When I make a payment toward a car, I am doing some paying. The 'payment' is the money that I give to pay for that car."

  9. Teacher pulls down Word Parts Cards "dark" and "-ness."

10. Teacher says: "The next word part we will use is 'dark.'"

11. Teacher asks:

    "Is this a base word or suffix?" (base word)

    "And what does 'dark' mean?" (no light)

12. Teacher says: "Right! Now I will put these two word parts together to make a new word. Take a minute to read the new word to yourself and think about what it means."

13. Teacher invites a student to share his or her thinking about the meaning of "darkness." (It means to be in a state of dark/not light.)

14. Teacher says: "Yes! The suffix '-ness' means a state of being. Now let's practice some more together. I will read a base word, and you will write it in the center of your whiteboard. Then we will build a new word using our suffixes."

15. Teacher distributes **whiteboards, whiteboard markers**, and **whiteboard erasers** (optional).

16. Teacher says: "The next base word we will use is 'agree.'"

17. Teacher asks:

    "Who can define 'agree' for us?" (to think the same thing; to share the same opinion)

18. Students write "agree" on their whiteboards.

19. Teacher says: "And now, add a suffix to write the word that means actively agreeing with someone."

20. Teacher asks:

    "What word did you write?" ("agreement")

    "What suffix did you add?" ("-ment")

    "How did you know to use '-ment'?" (because it means the action of agreeing)

21. Repeat steps 16–20 with remaining base words and prefixes.

22. Teacher leads students in reading all words together.

Meeting Students' Needs

- For students who need additional help, including ELLs, provide picture cards of base words. This supports students' comprehension of the base word before determining how the meaning changes when the prefix is added.

- Consider using different colored papers for Word Parts Cards. Example:
  — Prefixes on yellow, base words on green.

- The meaning of the suffixes "-ment" and "-ness" can be challenging for many young students. Consider using each new word made with those suffixes in a sentence to support students' understanding of how they change the meaning of the base word.

- Consider supporting students if they spell a word incorrectly by reminding them to check their word with the Word Parts Card displayed.

- When using the base word "lazy," show students how the "-y" is changed to "i" when adding the suffix "-ness."

Work Time

A. Interactive Writing: Writing a Silly Sentence with Singular Words Ending in "-y" and Plural Words Ending in "-ies"

■ (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 says: "Today we will use the words we know to make a silly sentence. We will use the words that end in '-y' or '-ies.' Let's think of words we can use!"

2. Teacher asks:

   > *"Who can remind us the two sounds 'y' makes at the end of words?" (ē at the end of two-syllable words, ī at the end of a one-syllable word)*

3. Teacher says: "Great! And I remember that we learned the 'y' in two-syllable words, like 'baby,' turns into an 'i' when the words is turned into a plural, like 'babies.'"

4. Teacher asks:

   > *"What comes after the 'i' in plural words?" ("es")*

5. Teacher invites students to offer a few two-syllable singular words spelled with "-y" at the end, as well as plural words with "-ies" at the end, and records them on the board and repeats them.

6. Teacher says: "Great! Now it's time to use your whiteboards to record the words. After we make our list, we will be writing a silly sentence together. The sentence has to have as many words with a '-y' ending and '-ies' ending 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."

7. Students write words individually or in pairs for 1–2 minutes.

8. Volunteers share out words from their list. If a student spells a word incorrectly, teacher guides the student to correct the mistake.

9. Teacher adds the students' words to the word list.

10. Teacher says: "Wow! Look at all the words we've listed! 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, too. I will use the Interactive Word Wall to find some more words for our sentence."

11. 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 it sounds really silly."

12. Teacher says a silly sentence. Example (use student-generated words): "The flies sat on the top of the fuzzy bunny tail to have a party."

13. Teacher asks:

    > *"How many words are in the sentence?" (15)*

14. Teacher says: "Yes! We will write this sentence with 15 words together."

15. Teacher and students share the pen to take turns interactively writing the sentence (see Interactive Writing lessons in Grade 1, Modules 1–2 for more details). Teacher stops to review punctuation rules as needed.

16. When sentence is finished, teacher says: "Let's read our silly sentence we wrote from the words we know."

17. 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 reminding students of the meaning of plural (meaning more than one) and singular (one) words.

- Consider providing student predetermined 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.

- If students need, allow them to air-write words instead of writing on whiteboards.

- For students who need support: Consider providing 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

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: Provide 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).

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 guidance 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 singular words with "-y" endings and plural words with "-ies" endings.
- 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 in pairs to interactively create new silly (or normal) sentences, with singular words with "-y" endings and plural words with "-ies" endings. Teacher provides immediate feedback and support.
  - Consider using a Writing Checklist (see Lesson 97, supporting materials), modified for the needs of this group. Encourage students to peer or self-edit their sentences based on the checklist criteria.

Consolidated Alphabetic:

- Students complete exit ticket:
  - Students write their own silly (or normal) sentences with singular words with "-y" endings and plural words with "-ies" endings.
  - Students use the Writing Checklist (see Lesson 97) 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 group instruction for the Fluency lesson (Lesson 99).

▪ Use leveled readers for fluency practice. (Refer to the 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 99, have students write the sentences on chart paper or sentence strips.