



### Daily and Supporting Learning Targets

- Opening A: I can read and spell singular words ending in “-y” and plural words ending in “-ies” and “-eys.” (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.
- Work Time A: I can use my knowledge of vowel sounds and syllables to read and spell words. (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 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 correctly read and spell plural words ending in “-ies” and “-eys.”
- Observe students during Work Time A. Determine whether they can apply knowledge of sounds and syllables in the selected exercise.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

### Agenda

1. **Opening (3–5 minutes)**
  - A. Word Workout: Make It Plural
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:

- Copy and cut apart Make It Plural Word Cards.
- Copy Make It Plural Word List recording sheet.
- Prepare any materials necessary for exercise in 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

- exercise, identify, workout (L)

## Materials

- ✓ Make It Plural Word Cards (one set per pair)
- ✓ Make It Plural Word List (one per pair)
- ✓ Exercise materials in Work Time A

## Opening

### A. Word Workout: Make It Plural

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

***“Do you know the sound we’ll hear, the sound we’ll hear, the sound we’ll hear? Do you know the sound we’ll hear sneaking in today?”***

- Begin the Word Workout: Make It Plural instructional practice:

1. Teacher says: “We are going to learn a new exercise called Make It Plural.”
2. Teacher asks:

***“Can anyone guess what sound always ends a plural word?” (/s/)***

3. Teacher says: “Right! We have been learning about singular words ending in ‘-y’ that change into a plural word, and today you will practice reading and spelling those plural words. Here’s how we will practice the plural words today: I will say a word, and you will think about how you think it is spelled. You will decide if it ends in a consonant ‘-y’ or ‘-ey.’ After we decide how to spell the singular version of the word, we will decide how to make it plural. If it’s a word spelled consonant-y, we will replace the ‘y’ with ‘i.’”

4. Teacher says the word “family” and asks:

***“How is the end of this word spelled?” (“ly” ending [consonant-y])***

5. Teacher says: “Yes, ‘family’ has a consonant-y ending that sounds like /ē/. I am going to write that word so I can practice spelling it correctly.”
6. Teacher writes the word “family” on the board as the first word in a list.
7. Teacher asks:

***“How do we make this word plural?” (replace “y” with “i” and add “es”)***

8. Teacher says: “Yes! It is a consonant-y ending, so we need to replace the ‘y’ with ‘i’ and add ‘es’ to the end. Now let’s try this word: ‘money.’”
9. Teacher asks:

***“How is the end of this word spelled?” (with an “-ey”)***

10. Teacher says: “Yes, ‘money’ is spelled with a vowel, ‘y’ (‘ey’).”
11. Teacher asks:

***“How will we make it plural?” (add an “s”)***

12. Teacher says: “Great! Add an ‘s’ to words ending in ‘-ey.’ Now let’s try this word: ‘fly.’”
13. Teacher asks:  
*“How does ‘fly’ end?” (consonant-y [“ly”])*
14. Teacher says: “Right! ‘Fly’ has a ‘-y’ ending that sounds like /ī/ is spelled with consonant-y. It is a one-syllable word. Now you will practice with a partner. You will have Word Cards and a Word List. You will each take a turn reading a word, and your partner will decide how to make it into a plural word. Once decided, your partner will write it on the Word List. You will take turns reading and writing as many words as you can.”
15. Teacher distributes **Make It Plural Word Cards** and **Make It Plural Word List** to students.
16. Students practice the exercise in pairs.

### Meeting Students' Needs

- Consider extending the Opening to allow adequate time for students to move through the majority of the Make It Plural Word Cards as time allows.
- Consider reminding students that “y” usually makes the /ē/ sound at the end of two (or more) syllable words (example: “baby”) and usually makes the /ī/ sound at the end of one syllable words (example: “fly”).
- Consider modeling one with a partner before distributing materials in step 15.

## Work Time

### A. Word Workout: Exercise Practice

- (Suggested transition song, sung to the tune of “The Muffin Man”):  
*“Do you know the exercise, the exercise, the exercise? Do you know the exercise, to practice words today?”*
- Begin the Word Workout: Exercise Practice:
  1. Teacher introduces the selected review exercise from Modules 1–2 for student practice.
  2. Teacher says: “Now you will practice a familiar exercise in your Word Workout: (name of exercise).”
  3. Teacher reminds students of exercise instructions as needed.
  4. Teacher distributes **exercise materials**.
  5. Students practice review exercise(s).

### 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 Cards.

## 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:
  - 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 (one set per student)
  - Segment the Syllables recording sheet (one per student)

### **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 plural words spelled with “-ies” and “-eys” and holding text-based comprehension conversations.
- Check in with Accountable Independent Reading.
- Additional Suggested activities:
  - An Activity Bank activity from the Fluency category (F) or 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*, a poem, or other writing piece using as many plural words spelled with “-ies” and “-eys.”
- **Additional Supporting Materials:**
  - Syllable Slice (one per student)