



Daily and Supporting Learning Targets

- Opening A: I can identify words spelled with “-ous” and “-us” endings in a shared text (poem). (RF.2.3)
 - I can use context to help me decode words that have common sounds with different spelling patterns.
- Work Time A: I can compare, read, and spell words with “-ous” and “-us” endings. (RF.2.3, L.2.2)
 - I can use context to help me decode words that have common sounds with different spelling patterns.
 - I can use context to help me spell words that have common sounds with different spelling patterns.

Ongoing Assessment

- Observe students during Opening A. Determine whether they can identify words with “-ous” and “-us” endings from the poem: “I’m Not Feeling Well.”
- Observe students during Work Time A. Determine whether they can identify the correct the spelling pattern for words with “-ous” and “-us” endings in writing words on whiteboards.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Agenda

1. **Opening (3–5 minutes)**
 - A. Poem Launch: “I’m Not Feeling Well”
2. **Work Time (10 minutes)**
 - A. Words Rule: Words with /us/ Ending Spelled with “-ous” and “-us”: “humorous,” “joyous,” “mucus,” “numerous,” “sinus,” “status”
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’m Not Feeling Well” for display (or write on chart paper for display).
- Copy and cut apart Words Rule Word Cards for Work Time A (one set per pair).
- Copy 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

- humorous, mucus, sinus, symptoms (T)

Materials

- ☑ Enlarged poem: “I’m Not Feeling Well” (or write on chart paper to display)
- ☑ Words Rule Word Cards (one set per pair)
- ☑ T-chart (one per pair)
- ☑ Clipboards if students are not sitting at a desk (one per student; optional)
- ☑ Writing utensil (one per student)
- ☑ Cycle 26 Assessment (optional)

Opening

A. Poem Launch: “I’m Not Feeling Well”

- (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’m Not Feeling Well.”**
 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 /us/ at the end)
 9. Teacher asks:
 - “**What did you hear in many of the words in this poem?” (/us/ at the end)**
 10. Teacher says: “Right. We are going to examine these words to learn more about how they are spelled. Let’s read the poem together, listening for the words that have the /us/ sound at the end.”

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 additional help, including ELLs: Consider providing picture cards of nouns in “I’m Not Feeling Well” to support comprehension.
- Consider partnering students in the Partial Alphabetic phase with students in the Consolidated phase for step 5, allowing them to whisper-read the poem aloud.

Work Time

A. Words Rule: Words with /us/ Ending Spelled with “-ous” and “-us”: “humorous,” “joyous,” “mucus,” “numerous,” “sinus,” “status”

- (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 says: “Let’s make a list of the words in our poem that share the /us/ ending.”
 2. Teacher asks:
 - “Who can identify one of those words?”**
 3. Student volunteers a word from poem; teacher writes the word on the board.
 4. Repeat step 3 until all words have been added to the list (words with /us/ ending spelled with “-ous” and “-us”: “humorous,” “joyous,” “mucus,” “numerous,” “sinus,” “status”).
 5. Teacher says: “So these are the words we read in the poem that share the /us/ ending, spelled with ‘-ous’ or ‘-us.’ I wonder how we will know which spelling to use with these words when we write them? Take a minute to examine these words, then share your thinking with an elbow partner about how we might know this.”
 6. Students read words silently and notice how the meaning of the word affects spelling pattern.
 7. Students share their thinking about similarities with an elbow partner.
 8. Teacher asks:
 - “Who would like to share what they noticed about these words?” (Words spelled with “-ous” are adjectives or describing words; words spelled with “-us” are nouns.)**
 9. Teacher says: “Yes! If we look at the words spelled with ‘-ous,’ we notice that they are describing words, or ‘adjectives.’ If we look at the words spelled with ‘-us,’ we notice that they are nouns.”
 10. Teacher asks:
 - “So when we hear a word ending with /us/, what do we need to know about that word so that we can spell it correctly?” (whether it is an adjective or a noun)**

11. Teacher says: “Right! Now you will practice reading and writing these words with a partner. First, you will read a word and your partner will write it on the T-chart under ‘-ous’ or ‘-us,’ and you will check it together with the Word Card. Then you will switch roles. When you have written all the words on the T-chart, you will you will take turns reading the words.”
12. Teacher distributes **Words Rule Word Cards** and a **T-chart** to students as they partner together to practice sorting words spelled with “-ous” and “-us.”
13. Students divide Word Cards equally with partner and take turns reading words:
 - Student A reads word.
 - Student B identifies each word as spelled with “-ous” or “-us” (based on whether it is a noun or adjective).
 - Student B writes word in appropriate column.
 - Students switch roles.
 - Students take turns reading all words written.

Meeting Students' Needs

- Consider giving a sentence containing each word to help support vocabulary development for students.
- Students may be unfamiliar with the meaning of some of the words containing “-ous.” Support understanding as needed, drawing students’ attention to the base word.

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 gives each student a copy of the poem “I’m Not Feeling Well.”
 - Teacher and students read the poem together and highlight words with the “-ous” and “-us” endings.
 - Teacher and students analyze the words together.
 - 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:**
 - Poem: “I’m Not Feeling Well” (one per student)
 - Writing utensil or highlighter (one per student)

Full Alphabetic:

- Students complete exit ticket:
 - Students complete Sentence Builders with words spelled with “-ous” and “-us” (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 words spelled with “-ous” and “-us.”
- Check in with Accountable Independent Reading.
- Activity Bank activities:
 - An Activity Bank activity from the Fluency category (F) or from the Decoding and Encoding category (DE)

■ 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 words spelled with “-ous” and “-us” (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 writing piece using as many words spelled with “-ous” and “-us” 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*)