

Grade 2: Module 4: Cycle 23

Overview

Introduced in This Cycle

words with “ate” (schwa and CVCe)

High-Frequency Words

“brought,” “piece”

Cycle Word List

In this cycle, students are introduced to words with the spelling pattern “-ate” pronounced with the schwa sound or with a long vowel /ā/. In addition, students are introduced to contractions with “are” (examples: “they’re”, “you’re”). Examples of words used in this cycle include:

| “-ate” as schwa | | “-ate” as CVCe | |
|-----------------|----------|----------------|--------|
| chocolate | pirate | illustrate | mate |
| considerate | private | dedicate | plate |
| desperate | ultimate | late | relate |
| fortunate | | locate | skate |

Cycle at a Glance

Lesson 111

RF.2.3, RF.2.3e, L.2.2, L.2.2d

Agenda

1. **Opening (3–5 minutes)**
 - A. Poem Launch: “The Chocolate on My Plate”
2. **Work Time (10 minutes)**
 - A. Words Rule: “ate” as /ə t/ (Schwa) vs. “ate” as /āt/: (“chocolate,” “plate,” “fortunate,” “relate,” “skate,” “Nate,” “Kate,” “late,” “ultimate,” “desperate,” “locate,” “private,” “ate,” “pirate,” “make,” “considerate”
3. **Closing and Assessment (3–5 minutes)**
 - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40–45 minutes)**

Daily Learning Targets

- I can identify one- and two-syllable words in a shared text (poem) that share the same spelling pattern at the end. (RF.2.3)
- I can read, identify the /ə/ or /ā/ sound, and spell words with the “ate” pattern. (RF.2.3, L.2.2)

Ongoing Assessment

- Observe students during Opening A. Determine whether they can identify words that share the same final spelling pattern from the poem: “The Chocolate on My Plate.”
- Observe students during Work Time A. Determine whether they can identify words that share the /ə/ or /ā/ sound for the spelling pattern “a-t-e” and apply that spelling pattern in writing words with those sounds on white boards.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

RF.2.3, RF.2.3e, RF.2.3f

Agenda

1. Opening (3–5 minutes)

- Engagement Text Read-aloud: “The Tale of the Knight’s Nose”
- Comprehension Conversation (optional)

2. Work Time (10 minutes)

- Snap or Trap: “brought,” “piece,” “knew,” “huge,” “new,” “saw,” “whole,” “hole,” “ate”
- Decodable Reader: Partner Search and Read: “Sam’s Story: The Tale of the Knight’s Nose”

3. Closing and Assessment (2 minutes)

- Reflecting on Learning

4. Differentiated Small Group Instruction and Rotations (40–45 minutes)

Daily Learning Targets

- I can retell the events from the story “The Tale of the Knight’s Nose.”
- Using evidence from the text, I can answer questions about “The Tale of the Knight’s Nose.”
- I can read high-frequency words: “brought,” “piece,” “knew,” “huge,” “new,” “saw,” “whole,” “hole,” “ate.” (RF.2.3f)
- I can read the decodable text: “Sam’s Story: The Tale of the Knight’s Nose.” (RF.2.3)

Ongoing Assessment

- Observe students during Work Time A.
- Determine whether they can read high-frequency words and explain their identification as regularly or irregularly spelled.
- Observe students during Work Time B.
- Determine whether they can independently find a given word.
- Also determine whether they can decode words with the “a-t-e” spelling pattern containing the /ət/ and /āt/ sound, multisyllabic words, and irregularly spelled high-frequency words.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Lesson 113

RF.2.3, RF.2.3f, L.2.2, L.2.2c, L.2.2d

Agenda

1. **Opening (3–5 minutes)**
 - A. Words Rule: Reading and Writing Contractions with “are”
2. **Work Time (10 minutes)**
 - A. Interactive Writing: Writing a Silly Sentence with Words with “a-t-e” Spelling Pattern Pronounced /ət/ and /āt/ and Contractions with “are”
3. **Closing and Assessment (2 minutes)**
 - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40–45 minutes)**

Daily Learning Targets

- I can read and write contractions with “are.” (L.2.2)
- I can write a sentence using “a-t-e” words with the schwa or long “a” vowel sounds, words with contractions with “are,” and high-frequency words. (L.2.2d)

Ongoing Assessment

- Observe students during Opening A. Determine whether they can read and spell contractions with “are” correctly.
- Observe students during Work Time A. Determine whether they can correctly spell “a-t-e” words with the schwa or long “a” vowel sounds, words with contractions with “are,” and high-frequency words.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Lesson 114

RF.2.3, RF.2.3e, RF.2.4, RF.2.4a, RF.2.4b, RF.2.4c

Agenda

1. **Opening (3–5 minutes)**
 - A. Words Rule: Homophones: “knight” and “night,” and “knew” and “new”
2. **Work Time (10 minutes)**
 - A. Fluency
3. **Closing and Assessment (2 minutes)**
 - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40–45 minutes)**

Daily Learning Targets

- I can identify the correct homophone (“knight” or “night,” “knew” or “new”) based on meaning and context. (RF.2.3)
- I can read a text fluently (smoothly, with expression and meaning, rereading and self-correcting when necessary). (RF.2.4)

Ongoing Assessment

- Observe students during Opening A. Determine whether they can identify the homophones “knight” and “night” and “knew” and “new” based on meaning.

- Observe students during Work Time A. Determine whether they can attend to punctuation and phrasing to read fluently in a conversational manner.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

RF.2.3, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f, RF.2.4, RF.2.4b, RF.2.4c, L.2.2, L.2.2c, L.2.2d

Agenda

- 1. Opening (5–7 minutes)**
 - A. Review (optional)
 - B. Setting Purpose for the Assessment
- 2. Work Time (50 minutes)**
 - A. Extended Differentiated Small Group Instruction: Assessment and Goal Setting
- 3. Closing and Assessment (3 minutes)**
 - A. Reflecting on Learning

Daily Learning Targets

- I can review the sound-spelling patterns from Cycles 20–23 (RF.2.3): generalizations for making plurals with words ending in “-y,” schwa sound for “a,” “e,” and “o,” words ending with “a-t-e” making the long “a” or schwa sound, and contractions with “are.”
- I can apply what I’ve learned to read and write words in isolation and in text. (RF.2.3, RF.2.4, L.2.2)

Ongoing Assessment

- Mid-Module 4 Assessment

Lesson 111 Teaching Notes

Purpose of lesson and alignment to standards:

- Opening A, Poem Launch, introduces the poem that will be used as a shared text in this lesson. The poem includes words with the spelling pattern “a-t-e,” where the vowel “a” either has the schwa ($/ə/$) sound or the $/ā/$ sound. Students identify the words sharing the “a-t-e” spelling pattern as they read the poem both aloud with the teacher and independently. Identifying these words sets the students up for Work Time A, when they will learn the “rule” for this spelling pattern. Consider using this poem during differentiated small groups as well (RF.2.3).
- In Work Time A, students examine the spelling pattern “a-t-e” in words with one or more syllables, where the vowel sound is either the schwa ($/ə/$) or the long a ($/ā/$). They discover that, in some words, it approximates a short “i” ($/i/$) sound, while in others it follows the expected long “a” sound created by the CVCe syllable type. Students then apply this knowledge to read, sort, and spell (optional) words with the “a-t-e” spelling pattern at the end. This supports students’ ability to decode and encode words by generalizing familiar spelling patterns (RF.2.3, L.2.2). Consider whether or not to include the spelling portion of Work Time

A; these patterns can be challenging to generalize in spelling and will also likely require more time than is allotted during the whole group lesson. Consider doing the spelling portion during differentiated small group instruction with groups who would benefit.

- The schwa is the most common vowel sound in English words, so explicit teaching of this sound supports students' development in decoding multisyllabic words.

How it builds on previous work:

- Students are familiar with the magic “e” syllable type (CVCe). The “a-t-e” spelling at the end of some of the words produces the expected long “a” sound, while other times it produces the schwa sound. In this lesson, students examine the difference.
- Students were introduced to the schwa sound in Cycle 21, where the spelling of /ə/ by “a” was learned. The schwa sound made by those words approximated the short “u” (/u/) sound (examples: “agree” and “yoga”). In this cycle, the schwa sound for “a” in “a-t-e” approximates the short “i” (/i/) sound (examples: “pirate” and “considerate”).
- Over the course of the modules in the Grade 1 curriculum, students worked with five syllable types (i.e., written patterns representing a vowel sound). These include closed (CVC), open (CV), magic “e” (CVCe), r-controlled, and vowel teams (CVVC, CVV). In this lesson, students practice decoding two-syllable words using combinations of those syllable types.
- During the Closing of Grade 2 lessons, students have been reflecting on key character elements necessary for learning. In Module 1, they considered what it means to become proficient or “really good” at something and reflected on ways they take responsibility in the process of becoming proficient readers. In Module 2, students considered the role of goal setting in the process and identified concrete knowledge or skills to work on. In Module 3, they reflected on the power of collaboration to help themselves and others “grow and flourish” (i.e., become proficient readers and writers). By Module 4, students are applying these habits of character. They now have strategies and a sense of confidence that has built a strong foundation for Module 4: independence.

Down the road:

- Consider making individual copies of the poem: “The Chocolate on My Plate” for students to practice rules of fluency during independent rotations. If students are keeping a fluency notebook, this can be taped into that notebook.

Lesson 112 Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A and B, students work with the Engagement Text: “The Tale of the Knight’s Nose.” This text serves to pique students’ interest about the Decodable Reader, introduced in Work Time B, by incorporating the topic and some words from this cycle into an engaging read-aloud. Students will notice that this Engagement Text returns to the fictional character Sam from previous texts.
- In Opening B, consider asking students suggested (or similar) text-based comprehension questions. Although the K–2 Skills Block focuses primarily on RF standards, comprehension is an integral part of reading development. Leading a brief discussion after the read-aloud connects students to key ideas, details, and vocabulary contained within it. Because these

questions will likely cause the Opening to take longer than 5 minutes, they are optional. Consider adjusting differentiated small group instruction time accordingly to accommodate the extended Opening.

- In Work Time A, students examine the following high-frequency words: “brought,” “piece,” “knew,” “huge,” “new,” “saw,” “whole,” “hole,” “ate” (RF.2.3f). Students must determine which are “snap” (easily decodable) and which are “trap” (difficult to decode/irregular) words and explain their thinking. Note that some of the words are homophones. Consider adding “peace” and “eight” to the Word Cards in Work Time A. The new high-frequency words introduced in this cycle are “brought” and “piece.” These words are added to the Interactive Word Wall at the end of Work Time A.
- In Work Time B, before students read the Decodable Student Reader: “Sam’s Story: The Tale of the Knight’s Nose”, alone or in pairs, they search for the high-frequency words from Work Time A. Pairing students during the Decodable Reader routine provides support for those who need it and engages more proficient students to apply their knowledge to support a peer. Have students work individually if you prefer that they receive more individual practice without peer guidance or support.

How it builds on previous work:

- Students apply what they have learned about the schwa and long “a” sounds represented by the “a-t-e” pattern to sound to read words with that pattern. Students also apply knowledge of vowel sounds to decode and analyze high-frequency words.
- The Decodable Reader includes several homophones such as: “peace”/“piece,” “two”/“to”/“too,” “ate”/“eight,” “here”/“hear,” “knight”/“night,” “knew”/“new,” and “whole”/“hole.”

Down the road:

- During the Closing of Grade 2 lessons, students have been reflecting on key character elements necessary for learning. In Module 1, they considered what it means to become proficient or “really good” at something and reflected on ways they take responsibility in the process of becoming proficient readers. In Module 2, students considered the role of goal setting in the process and identified concrete knowledge or skills to work on. In Module 3, they reflected on the power of collaboration to help themselves and others “grow and flourish” (i.e., become proficient readers and writers). By Module 4, students are applying these habits of character. They now have strategies and a sense of confidence that has built a strong foundation for Module 4: independence.

Lesson 113 Teaching Notes

Purpose of lesson and alignment to standards:

- The Opening A instructional practice, Words Rule, replaces the regularly occurring Word Parts. This Opening teaches students to spell words with contractions with “are.” Students examine a short piece of text that uses the contractions “we’re,” “you’re,” and “they’re.” They identify words that share the same /r/ spelling pattern (“re”) at the end as they read the poem both aloud with the teacher and independently. They learn that the apostrophe represents the “a” in the word “are.” In the process, they explore the spelling generalization for “you’re,” learning that if the contracted word can be replaced with “you are” in the sentence, then the

“-’re” is the desired spelling over another familiar spelling (“your”). In Cycle 24, students work with the homophones “their,” “there,” and “they’re” during the Opening of Lesson 119.

- In Work Time A, students first brainstorm a list of one- and two-syllable words with the “a-t-e” spelling at the end, writing them on their white boards, then checking with the larger group to ensure the correct spelling. Then, the teacher and class work together to compose and write a silly sentence using some of the words. Because these words are familiar, spellings should be accurate, not invented. Encourage students to recall the specific graphemes (letters) that represent those phonemes in a word. The goal is for students to develop automaticity with the correct spelling and pronunciation of the “a-t-e” in words.
- Consider recording the silly sentences produced each week during Interactive Writing on chart paper, sentence strips, or a book so those sentences can be displayed and practiced by the group, in pairs, or individually.

How it builds on previous work:

- This lesson addresses the spelling patterns and high-frequency words that have been used throughout the cycle (to decode in isolation, read in a text, and spell words). Students now apply all of these skills to construct a shared sentence. The chosen sentence also reinforces words from the decodable text.

Down the road:

- During the Closing of Grade 2 lessons, students have been reflecting on key character elements necessary for learning. In Module 1, they considered what it means to become proficient or “really good” at something and reflected on ways they take responsibility in the process of becoming proficient readers. In Module 2, students considered the role of goal setting in the process and identified concrete knowledge or skills to work on. In Module 3, they reflected on the power of collaboration to help themselves and others “grow and flourish” (i.e., become proficient readers and writers). By Module 4, students are applying these habits of character. They now have strategies and a sense of confidence that has built a strong foundation for Module 4: independence.

Lesson 114 Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A, students identify words that sound the same but are spelled differently (homophones) in a text and use the context to determine the meaning of each word. This supports students’ ability to generalize the spelling pattern used based on the meaning of the word. If homophones have not yet been collected and displayed in the classroom, consider enlarging or writing the text from the Opening in this lesson on chart paper and displaying it in the classroom for students to reference. This supports eventual generalization of these words for both comprehension and spelling. Note that this lesson has two pairs of homophones. Two of the words in this Opening begin with the “kn” pattern for /n/ at the beginning of a word. Draw students’ attention to this, explaining that when they see this spelling pattern at the beginning of the word, the “k” is silent (RF.2.3).
- In Work Time A, students interact with an excerpt from the Decodable Reader: “Sam’s Story: The Tale of the Knight’s Nose.” Students practice reading the piece “fluently” by applying the elements identified in the fluency rubric (read smoothly, with expression, with meaning,

at just the right speed). Students use the rubric to provide each other with descriptive feedback in an effort to improve their fluency (RF.2.4).

- Consider collecting the sentences and excerpts of text used during Work Time on chart paper in such a way that they can be practiced by the group, in pairs or individually. This may involve collecting them into a class notebook, individual notebooks, or displaying them on chart paper.

How it builds on previous work:

- In Opening A, students work with familiar words that are now examined as homophones. Regular examination of those words for known graphophonemic (letter-sound) patterns supports automaticity and commitment of those patterns to memory.
- In Work Time A, students work with short pieces of text containing patterns worked with in this and previous cycles to develop fluency (phrasing, expression, speed, and meaning).

Down the road:

- During the Closing of Grade 2 lessons, students have been reflecting on key character elements necessary for learning. In Module 1, they considered what it means to become proficient or “really good” at something and reflected on ways they take responsibility in the process of becoming proficient readers. In Module 2, students considered the role of goal setting in the process and identified concrete knowledge or skills to work on. In Module 3, they reflected on the power of collaboration to help themselves and others “grow and flourish” (i.e., become proficient readers and writers). By Module 4, students are applying these habits of character. They now have strategies and a sense of confidence that has built a strong foundation for Module 4: independence.

Lesson 115 Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A and B students are reminded of the sound spelling patterns they’ve been working on in the module. They consider how the knowledge and skills they’ve learned support proficient reading and writing and think about the role of assessment and feedback in taking ownership of their own learning. Assessments in second grade are longer than those in first. As a result, the Opening A review is short to accommodate the extra time needed to administer the assessment. This Opening can be optional; if students would benefit from a brief review or any or all of the patterns as suggested in the Opening sequence, it can be used; otherwise, move directly into small group differentiated time to administer the assessment.
- This is the Mid-Module 4 Assessment. It assesses knowledge and skills from Cycles 20–23. Work Time for this lesson, as with all assessment lessons, involves extended differentiated small group instruction to allow time for the teacher to meet with each group to administer the assessment. Assessments are on-demand and can be reviewed with students immediately or at a later time so they can analyze their errors and establish personal goals. See Assessment Overview for further details.

How it builds on previous work:

- This lesson is the Mid-Module Assessment for Module 4. This lesson reviews and assesses the sound spelling patterns worked with in Cycles 20–23. This includes spelling generalizations

for making plurals for words ending in “-y” (examples: bunny to bunnies, monkey to monkeys); schwa with “a,” “e,” and “o” (examples: along, even, front); words ending in “a-t-e” pronounced with long “a” or schwa (examples: relate, pirate); and contractions with “are.” Some words also contain the affixes “dis-,” “de-,” “in-,” “im-,” and the suffixes “-ment” and “-ness.” All of these spelling generalizations take time and repeated practice to develop. The words provided allow the teacher and student to see what generalizations are beginning to develop. During Work Time A, students complete the Mid-Module 4 Assessment, where they read and write single- and two-syllable words with these patterns in isolation and in text. The assessment also includes an optional high-frequency word component and a short passage to assess fluency.

Preparation and Materials

- Enlarged poem: “The Chocolate on My Plate” (or write on chart paper to display)
- Enlarged Schwa T-chart (optional)
- Clipboards if students are not sitting at a desk (one per student; optional)
- /ət/ and /āt/ Words Rule Word Cards (one set for display; one set per pair)
- Schwa T-chart (one per pair)
- Enlarged Engagement Text: “The Tale of the Knight’s Nose”
- Enlarged Decodable Reader: “Sam’s Story: The Tale of the Knight’s Nose” (one per student)
- Decodable Reader: “Sam’s Story: The Tale of the Knight’s Nose” (one per student)
- Enlarged Text: “We’re Going to Have Fun!”
- Highlighters (one for teacher; one per student)
- Highlighting tape, or an alternate material, for highlighting letter information in the displayed large version of the Decodable Reader
- Snap or Trap Word Cards
- Tape, magnet, or other material to fasten Snap or Trap Word Cards to the Snap or Trap T-chart
- Snap or Trap T-chart (on white board or chart paper; Snap on one side and Trap on the other)
- White boards, white board markers, and white board erasers (one per student)
- Interactive Word Wall (to display)
- Enlarged Homophone Demonstration Sentence: “It was a dark and stormy night but the brave new knight knew he had to keep going.”
- Enlarged selected excerpt from the Decodable Reader: “Sam’s Story: The Tale of the Knight’s Nose” (one for display)
- Fluency rubric
- Individual copies of excerpt from the Decodable Reader: “Sam’s Story: The Tale of the Knight’s Nose” (one per student)
- Mid-Module 4 Assessment
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher in each lesson)